

# **N.V.K.S.D. COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

*(Reaccredited by NAAC with A<sup>++</sup> Grade)*

*Affiliated to Tamilnadu Teachers Education University, Chennai*

*Attoor, Kanniyakumari District, Tamil Nadu*



## ***Curriculum Framework & Syllabus***

*for*

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

**Choice Based Credit and Semester System (CBCSS)**

**2025-2027**

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## PREFACE

The National Education Policy (NEP) 2020 has laid a transformative vision for India's educational landscape. With its progressive and inclusive framework, NEP 2020 aims to equip learners with 21st-century skills while fostering a strong sense of ethical grounding, holistic development, and innovative thinking. As N.V.K.S.D. College of Education (Autonomous) embarks on this ambitious journey to revamp our educational practices, there is a need for a curriculum that resonates with the guiding principles and aims of the policy, incorporating the institutional vision of Gnana, Dharma and Sneha aiming at the latest pedagogical practices and evolving global standards.

The Board of Studies, N.V.K.S.D. College of Education (Autonomous), Attoor framed the curriculum of the existing two years B.Ed. Programme in 2017 on attaining Autonomous status. Considering the feed backs from different stakeholders and as per the vision of NEP 2020, Board of Studies N.V.K.S.D. College of Education (Autonomous), Attoor has decided to restructure the existing curriculum of two year B.Ed. Programme.

This curriculum has been meticulously crafted to align with the key pillars of NEP 2020—Access, Equity, Quality, Affordability and Accountability and in tune with the vision and mission of the college. It emphasizes a flexible, learner-centric approach, blending traditional knowledge systems with modern methodologies. The framework is designed to be interdisciplinary, focusing on critical thinking, creativity, collaboration and communication. By doing so, it supports both the academic and socio-emotional growth of every learner.

The framework also reflects the latest changes in educational paradigms, including the integration of digital tools, competency-based learning and inclusive practices that cater to diverse learners' needs. It ensures a seamless blend of theoretical and experiential learning, preparing students for the complexities of the real world while remaining rooted in India's cultural heritage.

The modifications were done based on NCTE Model curriculum for B.Ed. Programme, UGC norms and regulations and NEP 2020. The revision will be applicable to 2025 admission onwards.

We express our sincere gratitude to University Grants Commission, National Council for Teacher Education, Tamilnadu Teachers Education University, all teacher educators, experts, teachers and stakeholders who have contributed their invaluable insights and expertise in shaping this document. We extend our heartfelt gratitude to our Secretary Adv. S.Krishnakumar, who has generously shared his knowledge, time and insights throughout the development of this curriculum. We are grateful to our Principal Dr.S.Sreelatha for her dedication and guidance throughout. The Board also with profound respect, place our words

of gratitude to all the members of Governing Body and Academic Council for all their valuable insights and suggestions in fine tuning the document. We sincerely appreciate and acknowledge the collaborative spirit, thoughtful reflections and innovative ideas of all the faculty members that have illuminated the path towards a transformative process. A curriculum can be well transacted only with the cooperation and rigorous assistance of all the stakeholders of the institution. We sincerely thank all of them.

Together, we can transform our education system to reflect the aspirations of NEP 2020 and empower every learner to reach their fullest potential.

Prof.(Dr.) K.Rajeswari  
Chairperson  
Board of Studies

**CURRICULUM FRAMEWORK 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**.*

**Introduction**

The two year B.Ed.programme is a cornerstone in the edifice of education, designed to equip aspiring teachers with the requisite knowledge, skills and attitudes to become effective and transformative educators. The major thrust area of the programme is transformational learning which makes sense of life experiences of learners. It encourages ways of thinking based on a different understanding of how knowledge is effectively and powerfully constructed and reflects on and shares their feelings and thoughts.

Beyond pedagogical expertise, the programme emphasizes character building and ethical conduct. It instills a strong sense of social equity and justice, preparing educators to create inclusive and equitable learning environments. To ensure holistic development, the curriculum incorporates a robust blend of theoretical knowledge and practical application. Prospective teachers are provided with the ample opportunities to enhance their academic competencies, including research, technical, communication, digital, analytical and interpersonal skills. Experiential learning, field-based activities and hands-on experiences form the core of the programme. These opportunities enable learners to bridge the gap between theory and practice, enhancing their professional skills and transforming theoretical knowledge into effective classroom strategies.

The curriculum for two year Choice Based Credit and Semester System (CBCSS) B.Ed. Programme w.e.f 2024-2026 academic year has been designed as per NCTE regulations 2014. The present version of this curriculum is revised in line with the Outcome Based Education (OBE) framework 2020 and also in tune with NEP 2020.

The changes incorporated in this curriculum have been for enabling the temporal evolution of novel methods of classroom courses and extending the competency through innovative strategies so that the learners will take up major roles.

The programme 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 viz. Perspectives in Education, Curriculum and Pedagogic Studies and 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 prospective teachers. Transaction of the courses is done using a variety of methods, strategies and approaches, like case studies, group presentations, projects, observations of children and interactions with the community in multiple socio-cultural environments.

The regulations for the two year B.Ed. Programme under CBCSS framed by N.V.K.S.D. College of Education (Autonomous) shall be applicable for the students who enroll for two year B.Ed. programme(2024-2026) in the academic year 2024-2025.

A graduate of N.V.K.S.D. 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 OUTCOMES (B.Ed.)**

On successful completion of the programme, the prospective teacher

- PO1. Illustrates content and context

- PO2.Exhibits the competency in teaching profession
- PO3.Exhibits techno pedagogical and e-learning skills for the 21st century classrooms
- PO4.Demonstrates leadership capacity and generates social commitment
- 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
- PO8.Showcases networking and collaboration skills in Inter disciplinary and Trans disciplinary field of research
- PO9. Practises inclusion, equity and sustainability
- PO10.Engages in self-paced, self-regulated and lifelong learning

### **B.Ed. Curriculum Regulations**

(with effect from the academic year 2024-2025)

#### **Scope**

The regulation provided herein shall apply to the regular B.Ed. programme conducted by N.V.K.S.D. College of Education (Autonomous) w.e.f. 2024-2025 academic year. The provision in this regulation supersedes all the existing regulations for B.Ed. programme of the college to the extent prescribed.

#### **Eligibility Criteria**

Admission to the programme will be governed by the eligibility criteria, rules and regulations for B.Ed. admissions as prescribed by the Government of Tamil Nadu and the Tamil Nadu Teachers Education University from time to time.

#### **Duration of the Programme**

The programme is two years in duration and follows semester system. It comprises four semesters totalling to 400 working days, inclusive of internship, field attachment activities and exclusive of admission and examination periods. To accommodate unforeseen circumstances, prospective teachers shall be permitted to complete the programme requirements within four years of joining.

#### **Medium of Instruction**

The medium of instruction is English for all courses. However if the candidate prefers he/she may write the examination in Tamil also.

**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, on 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 have secured the required minimum attendance in the semester and have registered for the end semester examination shall be eligible to continue their studies in the next semester.

**Readmission**

Candidates who have completed the first year and registered for the end-semester examination can be considered for re-admission within a period of three years, subject to availability of seats and the syllabus being the same.

**Transitory Regulations**

Whenever a course or scheme of instruction is changed in a particular academic year, examination for 3 more years shall be conducted immediately following thereafter according to the old regulation and syllabus.

**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 a fundamental component of the programme, often encompassing multiple subject areas within a semester. It typically consists of theory courses and practical components.

**Semester System**

The semester system divides the programme into distinct segments of specified duration. This approach accelerates learning and facilitates academic

progression. The B.Ed. programme consists of four semesters, each spanning 100 working days excluding admission and examinations.

### **Choice Based Credit and Semester System (CBCSS)**

The Choice Based Credit and Semester System provides choice for students to select from the prescribed courses. By assigning credits based on course content and instructional hours, CBCSS offers flexibility in academic planning.

### **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 represents 30 hours of instructional engagement and is assigned a value of 25 marks for evaluation purposes. All credit-bearing activities are mandatory.

### **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 conversion of actual marks secured by a student in a course.

<b>Letter Grade</b>	<b>Level of Performance</b>	<b>Grade Point</b>
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B	Good	7
C	Satisfactory	6
D	Re appear	Below 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 Teacher. 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  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  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 of to two decimal places.

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

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

**Marks and Grade Card/Certificate**

Based on the marks and grade earned, marks and 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 in a course shall be required to reappear for that course 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 Theory Courses, Enhancing Professional Capacities (EPC), Elective courses and 24 credits are allotted for practical components. The structure of the programme includes the following courses.

**A. Core Courses (CC) Credits – 30**

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

- i. Perspectives on Education
- ii. Learner and Development
- iii. Assessment and Evaluation
- iv. Educational Technology
- v. Education in Contemporary India
- vi. Psychological Perspectives in Education
- vii. School Organisation and Management
- viii. Knowledge and Curriculum
- ix. Child Rights Education
- x. Inclusive Education
- xi. Gender, School and Society

**B. Pedagogic Courses (PC) Credits - 14**

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 pedagogic courses include

- i. Theory and Practices in Biological Science Education
- ii. Theory and Practices in English Education
- iii. Theory and Practices in History Education
- iv. Theory and Practices in Mathematics Education
- v. Theory and Practices in Physical Science Education
- vi. Pedagogical Content Knowledge of Biological Science Education
- vii. Pedagogical Content Knowledge of English Education
- viii. Pedagogical Content Knowledge of History Education
- ix. Pedagogical Content Knowledge of Mathematics Education
- x. Pedagogical Content Knowledge of Physical Science Education
- xi. Curriculum and Instructional Resources in Biological Science Education
- xii. Curriculum and Instructional Resources in English Education

- xiii. Curriculum and Instructional Resources in History Education
- xiv. Curriculum and Instructional Resources in Mathematics Education
- xv. Curriculum and Instructional Resources in Physical Science Education
- xvi. Emerging Trends in Biological Science Education
- xvii. Emerging Trends in English Education
- xviii. Emerging Trends in History Education
- xix. Emerging Trends in Mathematics Education
- xx. 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 subjects related to school education. This include electives among which any one course shall be chosen by the prospective teachers. The elective courses include

- i. Early Childhood Care and Education
- ii. Guidance and Counselling
- iii. Adolescence Education
- iv. Environmental Education
- v. Health and Physical Education
- vi. 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. Drama and Arts in Education
- iii. Yoga for Human Excellence
- iv. Life Skill Education

**E. Practical Components (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 following are the practical components carried under college based, school based and community based activities.

- i. Micro Teaching*
- ii. Observation of Demonstration Classes (Teacher Educators, School Teachers and Subject Experts –Phase I)*
- iii. Critical Analysis of Peer Teaching*
- iv. Laboratory / Field Experiences*
- v. Psychology Practicals*
- vi. Internship – (Phase I & Phase II)*
- vii. Lesson Plans with Reflection*
- viii. Value Education Classes for School Children*
- ix. Physical Education*
- x. Institutional Case study*
- xi. Citizenship Training Camp (CT Camp)*
- xii. Observation of Demonstration Classes (Mentor teachers)*
- xiii. Classroom Action Research (CAR)*
- xiv. School based Tasks*
- xv. Health Education*
- xvi. Yoga Related Activities*
- xvii. Construction, Administration and Interpretation of Achievement and Diagnostic Tests*
- xviii. Weekly Report of School Experience in Blog*
- xix. E - Content Development*
- xx. Preparation of Teaching Learning Materials*
- xxi. Special School Visit*
- xxii. Reading and Reflection on Texts*
- xxiii. Textbook Analysis*
- xxiv. Art/Sports/ICT Integrated Teaching Learning Materials*

xxv. *Socially Useful Productive Work (SUPW)*

xxvi. *Innovative Practices*

xxvii. *Community related Social Projects*

xxviii. *Environmental Activities*

xxix. *Study Tour*

**Note:**

- a) **Phase I** refers to Standards VI to VIII, compulsory for both Graduate (UG) and Post Graduate (PG) Prospective Teachers.
- b) **Phase II** refers to Standards IX and X for Graduates (UG) and classes XI and XII for Post Graduate (PG) Prospective Teachers.

### B.Ed. Programme Outline

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

First Semester	Components	Credits	Marks	Hours	Duration
	Theory	16	400	480	100 days
	EPC	4	100	120	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
Second Semester	Theory	12	300	360	100 days
	Practical	8	200	240	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
Third Semester	Theory	4	100	120	100 days
	EPC	4	100	120	
	Practical	12	300	360	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	
Fourth Semester	Theory	16	400	480	100 days
	Practical	4	100	120	
	<b>Total</b>	<b>20</b>	<b>500</b>	<b>600</b>	

$100 \text{ days} \times 6 \text{ hours per day} = 600 \text{ hours per semester}$

## PROGRAMME STRUCTURE AND SEMESTER WISE DISTRIBUTION OF THEORY COURSES AND PRACTICAL COMPONENTS

The two year B.Ed. programme has 80 credits in total, in which 56 credits are allotted for theory courses that include Core Courses, Pedagogic Courses, EPC and Elective Courses. 24 credits are allotted for practical components. Here one credit is considered as 30 hours of teaching learning process.

### THEORY COURSES

#### First Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
<b>A Core Course</b>	BED1CC001	Perspectives on Education	4	30	70	100
	BED1CC002	Learner and Development	4	30	70	100
	BED1CC003	Assessment and Evaluation	2	15	35	50
	BED1CC004	Educational Technology	2	15	35	50
<b>B Pedagogic Course</b>	BED1PC001	Theory and Practices in Biological Science Education	4	30	70	100
	BED1PC002	Theory and Practices in English Education				
	BED1PC003	Theory and Practices in History Education				
	BED1PC004	Theory and Practices in Mathematics Education				
	BED1PC005	Theory and Practices in Physical Science Education				
<b>D EPC Course</b>	BED1EPC01	Enhancing Digital Skills	2	50		50
	BED1EPC02	Drama and Arts in Education	2	50		50
<b>Total</b>			<b>20</b>			<b>500</b>

## Second Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
<b>A</b> <b>Core Course</b>	BED2CC005	Education in Contemporary India	4	30	70	100
	BED2CC006	Psychological Perspectives in Education	4	30	70	100
<b>B</b> <b>Pedagogic Course</b>	BED2PC006	Pedagogical Content Knowledge of Biological Science Education	4	30	70	100
	BED2PC007	Pedagogical Content Knowledge of English Education				
	BED2PC008	Pedagogical Content Knowledge of History Education				
	BED2PC009	Pedagogical Content Knowledge of Mathematics Education				
	BED2PC010	Pedagogical Content Knowledge of Physical Science Education				
<b>Total</b>			<b>12</b>			<b>300</b>

## Third Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
<b>A Core Course</b>	BED3CC007	School Organization and Management	2	15	35	50
<b>B Pedagogic courses</b>	BED3PC011	Curriculum and Instructional Resources in Biological Science Education	2	15	35	50
	BED3PC012	Curriculum and Instructional Resources in English Education				
	BED3PC013	Curriculum and Resources in History Education				
	BED3PC014	Curriculum and Instructional Resources in Mathematics Education				
	BED3PC015	Curriculum and Instructional Resources in Physical Science Education				
<b>D EPC Course</b>	BED3EPC03	Yoga for Human Excellence	2	50	-	50
	BED3EPC04	Life Skill Education	2	50	-	50
<b>Total</b>			<b>8</b>			<b>200</b>

## Fourth Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
<b>A Core Course</b>	BED4CC008	Knowledge and Curriculum	2	15	35	50
	BED4CC009	Child Rights Education	2	15	35	50
	BED4CC010	Inclusive Education	2	15	35	50
	BED4CC011	Gender, School and Society	2	15	35	50
<b>B Pedagogic Course</b>	BED4PC016	Emerging Trends in Biological Science Education	4	30	70	100
	BED4PC017	Emerging Trends in English Education				
	BED4PC018	Emerging Trends in History Education				
	BED4PC019	Emerging Trends in Mathematics Education				
	BED4PC020	Emerging Trends in Physical Science Education				
<b>C Elective Course</b>	BED4EC001	Early Childhood Care and Education	4	30	70	100
	BED4EC002	Guidance and Counselling				
	BED4EC003	Adolescence Education				
	BED4EC004	Environmental Education				
	BED4EC005	Health and Physical Education				
	BED4EC006	Library and Information Science in Education				
<b>Total</b>			<b>16</b>			<b>400</b>

**PRACTICAL COMPONENTS****Second Semester (BED2PR001)**

	<b>Components</b>	<b>Credits</b>	<b>Marks</b>
<b>E College Based</b>	Micro teaching	1	25
	Observation of Demonstration Classes ( <i>Teacher Educators, School teacher or Subject Experts</i> )	1	5
	Critical analysis of Peer teaching		5
	Laboratory/Field Experiences		15
	Psychology practicals	1	25
	<b>E School Based</b>	<b>Internship Phase I</b> Teaching Competency (Phase I)	4
Lesson Plans with Reflection		20	
Value Education Classes for School Children		10	
Physical Education		10	
Institutional Case Study		10	
<b>E College Based</b>	Citizenship Training camp	1	25
<b>Total</b>		<b>8</b>	<b>200</b>

**Third Semester (BED3PR002)**

	<b>Components</b>	<b>Credits</b>	<b>Marks</b>
<b>E School Based</b>	<b>Internship Phase II</b> Teaching Competency (Phase II)	4	100
	Observation of demonstration classes ( <i>mentor teacher</i> )		
	Observation and Critical analysis of peer teaching		5

	Class Room Action Research (CAR)	6	15
	School Based Tasks		10
	Lesson plans with Reflection		40
	Health Education		10
	Yoga Related Activities		10
	Psychology Practicals		25
	Construction, Administration and Interpretation of Achievement and Diagnostic Tests		20
	Weekly Report of School Experience in Blog		10
<b>E College Based</b>	E-Content Development	2	15
	Preparation of Teaching Learning Materials		25
	Special School Visit		10
<b>Total</b>		<b>12</b>	<b>300</b>

**Fourth Semester (BED4PR003)**

	<b>Components</b>	<b>Credits</b>	<b>Marks</b>
<b>E College Based</b>	Reading and Reflection on Text	1	10
	Text Book Analysis		15
	Arts/Sports/ICT integrated teaching-learning materials	1	25
	Socially Useful Productive Work (SUPW)	2	10
	Innovative Practices		10
	Community related Social Projects		10
	Environmental Activities		10
	Study Tour		10
	<b>Total</b>		<b>4</b>

## SEMESTER WISE DISTRIBUTION OF MARKS

Semester wise distribution of marks for Theory and Elective Courses, Practical Components and EPC are as follows.

Semester	Theory	Practical	EPC	Total
First	400	-	100	500
Second	300	200	-	500
Third	100	300	100	500
Fourth	400	100	-	500
<b>Total</b>	<b>1200</b>	<b>600</b>	<b>200</b>	<b>2000</b>

**Total marks for Theory - 1200**

**Total marks for Practical - 600**

**Total marks for EPC - 200**

**Grand Total - 2000**

## DESCRIPTION OF PRACTICAL COMPONENTS

### Micro Teaching

A Prospective Teacher has to practise the teaching skills under the supervision of teacher educator and peer observers. A Prospective Teacher has to practise a minimum of five teaching skills from the following and one link practice.

1. The Skill of Writing Instructional Objectives
2. The Skill of Questioning
3. The Skill of Stimulus Variation
4. The Skill of Reinforcement
5. The Skill of Blackboard Writing
6. The Skill of Achieving Closure
7. The Skill of Demonstration
8. The Skill of Introducing a Lesson
9. The Skill of Explanation
10. The Skill of Illustrating with Examples

### Observation of Demonstration Classes

The prospective teachers have to observe five demonstration classes (Teacher Educators, School Teachers and Subject Experts) in the college before the commencement of internship.

### 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.

### Laboratory/Field Experiences

Prospective teachers must conduct experiments related to their pedagogical courses or undertake relevant field-based activities, culminating into a comprehensive report.

### Psychology Practicals

Prospective teachers have to conduct five psychology experiments or tests (both apparatus-based and paper-pencil tests) on their peers during the second semester. During the internship phase II, they must administer five tests to school students. Detailed procedures and results must be recorded for each experiment.

### List of Experiments/Tests

To be conducted on peers	To be conducted on school students
1. Transfer of Learning	1. Personality Tests
2. Division of Attention	2. Career Preferences Record
3. Muller Lyer Optical Illusion	3. Educational Interest Record
4. Size Weight Illusion	4. Creativity
5. Concept Formation	5. Emotional Stability
6. Sociometry	6. Adjustment
7. Cognitive Styles	7. Problem Solving Ability
8. Emotional Intelligence	8. Divergent Production Ability
9. Intelligence Tests (Verbal or Nonverbal)	Test
10. Aptitude Tests	9. Social Intelligence
	10. Social Distance Scale

## **School Internship**

School Internship is a core component of the curriculum designed to cultivate professional capabilities, pedagogical acumen and practical skills among prospective teachers. Through immersive experiences, students engage in diverse tasks such as:

- Developing lesson plans and learning materials
- Implementing effective teaching and assessment strategies
- Actively participating in school activities under supervision
- Establishing achievable goals for learning, classroom management and pedagogy
- Designing, conducting and engaging classroom activities
- Contributing to school-based social and community initiatives
- Addressing the needs of students from diverse backgrounds
- Demonstrating proficiency in utilizing teaching-learning resources

The School Internship Programme (SIP) is divided into two phases to optimize learning outcomes

### **Phase I**

Duration: Six weeks in the second semester.

Focus: Standards VI to VIII.

Activities: Develop 20 lesson plans with reflection (optional subjects) and 5 physical education lesson plans, maintain lesson plan records, observe peer teaching, deliver value education classes and administer an achievement test.

### **Phase II**

Duration: Ten weeks in the third semester.

Focus: Standards IX to XII (Graduate students: IX and X; Post Graduate students: XI and XII).

Activities: Develop 40 lesson plans with reflections (optional subjects), observe five subject teacher classes, conduct five psychology tests, five yoga related activities, observation and critical analysis of peer teaching, deliver four health education awareness classes, engage in classroom action research, participate in school activities, maintaining a blog incorporating school experiences and administer achievement and diagnostic tests.

**Key Requirements**

- Successful completion of each phase is mandatory for appearing in the respective external practical examinations
- Maintain detailed records of all activities
- Seek guidance from mentor teachers and teacher educators
- Adhere to assessment criteria provided by the college

This structured approach ensures that prospective teachers gain comprehensive practical experience, develop essential competencies and contribute meaningfully to the school environment.

**Lesson Plans with Reflection**

Unit plans and detailed lesson plans (including Digital lesson plans and lesson plans using drama components), incorporating diverse resources, must be prepared. Separate records should be maintained for Phase I and Phase II internships. Reflective notes should be incorporated into lesson plans.

**Value Education Classes for School Children**

Value education involves cultivating desirable values through lessons derived from societal, religious and cultural ethics. Prospective teachers must conduct five classes for students, employing methods such as storytelling, exemplary models, personal reflections, moral reasoning and problem-solving.

**Physical Education**

Prospective teachers should engage in minor and major games, individual and team sports, aerobic and anaerobic exercises. They must also develop five lesson plans for these activities.

**Institutional Case Study**

The Prospective teachers shall conduct a study on the infrastructural and instructional facilities, functioning of the institution, best and innovative practices in their respective practice teaching schools and shall submit a report.

**Citizenship Training Camp (CTC)**

The college will organize a five-day residential Citizenship Training Camp (CTC) at a suitable location. This joint camp for prospective teachers and teacher educators requires adherence to specific formalities and a structured schedule. The primary objective of the programme is to foster communal living.

CTC aims to develop personal and social skills, effective communication, democratic practices and opportunities for teamwork. Each prospective teacher should maintain a record of all camp activities for submission.

### **Observation of Demonstration Classes (Mentor Teachers)**

The prospective teachers have to observe five classes of mentor teachers during internship Phase II.

### **Classroom Action Research (CAR)**

Classroom Action Research (CAR) is a practical inquiry undertaken by prospective teachers under the guidance of a mentor. It involves investigating and addressing classroom problems. During the second internship phase, each Prospective Teachers must conduct CAR on an identified classroom problem.

### **School-Based Tasks**

Prospective teachers should participate in and document four school-based activities. These may include addressing the school assembly, organizing class PTA, participating in NCC/NSS programmes, conducting quizzes or cultural programmes.

### **Health Education**

Prospective teachers shall conduct awareness programmes on any four topics from the following areas:

- Health Services
- Food and Nutrition
- Healthy School Environment
- Safety Education
- Communicable and Non-Communicable Diseases

### **Yoga Related Activities**

Prospective teachers must prepare five lesson plans for yoga activities and implement these during their school internship Phase II.

## **Construction, Administration and Interpretation of Achievement and Diagnostic Tests**

Prospective teachers shall record the construction, administration and interpretation of achievement and diagnostic tests in their pedagogical courses. Additionally, they will

- Create graphical representations of test scores (histograms, frequency polygons).
- Apply statistical techniques (measures of central tendency, dispersion and correlation) to analyze test results.

## **Weekly Report of School Experience in Blog**

Prospective teachers should create and maintain a blog where they share their school experiences, class notes and assignments on a weekly basis.

## **E-Content Development**

E-content is the creation of digital educational materials optimized for learning. Prospective Teachers must develop a ten minutes e-content on a subject-specific concept integrating text, audio, video and animation elements.

## **Preparation of Teaching Learning Materials**

During Phase II of the internship, prospective teachers should create instructional materials aligned with their pedagogical courses. These materials can include various charts, cut-outs, models and other visual aids based on the Cone of Experience.

## **Special School Visit**

To gain a deeper understanding of diverse learning needs, prospective teachers should visit a special school, observe educational practices and submit a report.

## **Reading and Reflection on Text**

Prospective teachers should select prescribed books from the library and conduct a critical analysis of their content. They are required to read one book from each of the designated Groups A and B and subsequently write reflective essays that demonstrate their capacity for critical reflection.

The course aims to cultivate proficient readers and writers capable of responding to diverse texts through various analytical approaches. Collaborative learning is encouraged through individual and group engagement with the readings. Students are expected to explore a wide range of texts including classics, empirical

studies, historical documents, policy papers, educational research and biographies. Reflective notes on these readings must be maintained.

### **Group A**

**Classics:** Immerse in the rich literary heritage of regional, national and world languages and culture through classics.

**Biographies and Autobiographies:** Gain insights into the lives and achievements of influential personalities from various fields.

### **Group B**

**Books on Education:** This category includes textbooks, research studies and theoretical works related to pedagogy, curriculum, educational psychology and educational administration.

**Subject-Specific Reference Books:** These books delve deeper into specific subject areas, providing in-depth knowledge and understanding for Prospective Teachers.

### **Textbook Analysis**

Prospective Teachers may analyze textbooks for standards IX and X in their pedagogical courses based on pre-defined criteria and prepare a report.

### **Arts/Sports/ICT integrated Teaching Learning Materials**

Prospective Teachers should design and submit a report on one learning material (topic related to their optional subject or a socially relevant issue) that integrates Arts/ Sports/ ICT.

### **Socially Useful Productive Work (SUPW)**

SUPW activities are designed to connect academic learning with practical skills. Prospective teachers should complete five activities from the following list:

- Soap making
- Detergent preparation
- Lotion preparation
- Jewellery making
- Paper bag making
- Jam and pickle preparation
- Other craft works

**Innovative Practices**

Innovative practices equip Prospective Teachers with the knowledge and skills to implement innovative teaching-learning strategies in their optional subjects. It emphasizes critical thinking, problem-solving and creativity in lesson design and delivery. By incorporating this, Prospective Teachers will be empowered to create engaging learning environments that foster critical thinking, creativity and lifelong learning in their students.

**Community Related Social Projects**

Prospective teachers should undertake a social project that is relevant to the community, their academic studies and in the context of their practicing school. A detailed report must be submitted.

**Environmental Activities**

Prospective teachers should engage in at least two environmental activities in the College, such as

- Cleanliness drives
- Waste management initiatives
- Identifying causes and effects of environmental issues
- Conducting awareness programmes

A record of these activities must be maintained.

**Study Tour**

This educational and historical exposure trip aims to provide prospective teachers with opportunities to:

- Learn and develop skills in organizing and conducting study tours
- Reflect upon experiences and prepare individual reports based on their visit
- Submit the tour report

In case any student fails to attend the study tour due to genuine reasons, he/she has to compensate it by undertaking a task/activity suggested by the college and have to submit a report.

**VALUE ADDED COURSES**

To augment the curriculum, Value Added Courses are offered for each semester that help to develop the skill of Prospective Teachers and to enrich their

interest and aptitude in their chosen field of study. Each course is for two credits and the assessment for the value added course is purely internal. The credit obtained shall figure in the Marks and Grade Card under the title Value Added Courses. 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. Indigenous Games of South India
- vii. Waste Management and Recycling
- viii. Artificial Intelligence in Education
- ix. Educational Entrepreneurship
- x. Financial Literacy

### **SWAYAM-NPTEL**

The college is an approved centre for NPTEL programme. Various courses on SWAYAM, the online learning platform developed by Ministry of Education and NPTEL are offered. The prospective teachers shall be guided to select the relevant courses offered by SWAYAM and mentored to enroll for the courses. After the successful completion of the courses, certificates will be issued by NPTEL and separate credit is entered in the Marks and Grade Card.

### **CURRICULUM TRANSACTION**

For transacting the curriculum a variety of methods, strategies and techniques are used. They include lecture, discussions, demonstrations, experiential learning strategies, seminars, debate, projects, role play, flipped learning and other online learning techniques. For courses with 4 credits the hours for instruction, tutorial and practicum are 80, 20 and 20 respectively. For courses with 2 credits, the hours allotted are 40,10 and 10 respectively.

### **SCHEME OF EXAMINATIONS**

#### **Assessment**

The programme employs a Continuous and Comprehensive Evaluation (CCE) system. Both internal and external assessments are conducted for theory courses and

practical components. While practical components undergo internal and external evaluation in each semester, assessment of Enhancing Professional Capacities (EPC) courses are purely internal.

### **Assessment of Theory Courses**

Theory courses with 4 credits are evaluated through a combination of internal continuous assessment (30 marks) and end-semester examination (70 marks), totalling to 100 marks whereas for courses with 2 credits, it is internal continuous assessment (15 marks) and end-semester examination (35 marks) totalling to 50 marks. Internal assessment is based on a transparent system involving regular written tests, assignments, seminars and suggested activities.

### **Assessment of Practical Components**

Practical components are assessed internally through continuous evaluation in the respective semesters. External assessment is conducted by a panel of examiners appointed by the Controller of Examinations, as approved by relevant Statutory Bodies.

### **Assessment of EPC Courses**

Evaluation of EPC courses is exclusively internal.

### **Components of Internal Assessment**

The distribution of marks of Internal Assessment for courses with 4 credits is given below:

<b>Sl.No.</b>	<b>Components</b>	<b>Maximum Marks</b>
1.	Average marks of three tests - <i>Test 1(Open book )</i> <i>Test 2(Mid-semester -Written)</i> <i>Test 3(Online)</i>	10
2.	Suggested activities(2 for each course)	10
3.	Seminar Presentation	5
4.	Assignment ( <i>online submission</i> )	5
	<b>Total</b>	<b>30</b>

The distribution of marks of Internal Assessment for course with 2 credits is given below.

Sl.No.	Components	Maximum Marks
1.	Average marks of three tests - <i>Test 1 (Open book)</i> <i>Test 2 (Mid-semester -Written)</i> <i>Test 2 (Online)</i>	5
2.	Suggested activities ( <i>1 for each course</i> )	5
3.	Seminar presentation / Assignment ( <i>online submission</i> )	5
	<b>Total</b>	<b>15</b>

### Design of Question Paper for the End Semester Examination

The question paper for each theory course with 4 credits is designed for three hours in four sections viz. Section-A, B, C and D. Number of questions for each section and allotment of marks are as follows:

Section	Type of Questions	Marks distribution	Total Marks
A	Multiple choice	10 x 1	10
B	Very short answer (Any ten out of twelve questions)	10 x 2	20
C	Short answer (Any four out of six questions)	4 x 5	20
D	Essay type (Internal Choice)	2 x 10	20
	<b>Total Marks</b>		<b>70</b>

The question paper for each theory course with 2 credits is designed for one and a half hours in four sections viz. A, B, C and D. Number of questions for each section and allotment of marks are as follows:

Section	Type of Questions	Marks distribution	Total Marks
A	Multiple choice	5 x 1	5
B	Very short answer (Any five out of seven questions)	5 x 2	10
C	Short answer (Any two out of four questions)	2 x 5	10
D	Essay type (Internal Choice)	1 x 10	10
	<b>Total</b>		<b>35</b>

### Passing Minimum

To secure a B.Ed. degree, students must successfully complete both theory and practical examinations. A passing grade requires securing a minimum of 50% marks in each theory and practical components. To pass the B.Ed. degree examination overall, students must achieve a minimum of 50% marks in both internal and external assessments, as well as a combined total of 50%.

### Classification of Successful Candidates

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

Marks	Grade Points	CGPA	Grade	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

**Photocopying of answer sheets and Revaluation**

Students may obtain photocopies of their answer sheets by submitting application with the prescribed fee. Revaluation is available to candidates who score a minimum of 18 marks in the external examination. Revaluation applications and fees must be submitted within 10 days of the semester results.

**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 examination. 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 examinations will be permitted to reappear in the next semester.

**Supplementary Examination**

The supplementary examinations for both the theory courses and practical components will be conducted for those students who couldn't attend or fail in the fourth semester examination. The examination will be conducted within one month of declaration of final result.

**Course Betterment**

Course betterment is limited to theory courses only. For course betterment, candidates have to appear for the concerned examination with the 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 the respective semester
- ii) External assessment of theory courses 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 the panel of examiners approved by the statutory bodies

- iv) There is a provision for obtaining the photocopies of the answer scripts by remitting the prescribed fee
- v) Internal marks awarded to the students in each theory course will be published in the examination portal and on the college notice board before the commencement of end semester examination