
B.Ed. Curriculum Framework and Syllabus

The true teachers are those who help us think for ourselves

-Dr. S. Radhakrishnan

Teaching is a very noble profession that shapes the character, caliber and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.

- Dr. A.P. J. Abdul Kalam

Curriculum Vision

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

Programme Objectives

Structuring of the curriculum for two year B.Ed. Programme is designed to enable the prospective teacher to

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent social and environmental issues/challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and motivation.
4. become technologically competent and realize the importance of Information and Communication Technology.
5. apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behaviour for living in the present and future.
6. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
7. focus on communicative English which will help to communicate well in diverse settings and groups.
8. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to assess the continuous intellectual, social and physical development of the learners.
9. familiarize with drama and art education to nurture children's creativity and aesthetic sensibilities.
10. enhance critical thinking skills through strategies that encourage precise approach towards inquiry, collaboration and active participation in the classrooms.
11. acquire the right attitude with commitment using multiple levels of tools and techniques.

B.Ed. Curriculum Regulations (with effect from academic year 2017-2018)

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, shall be applicable for the students who enroll for two year B.Ed. programme (2017-2019) with effect from the academic year 2017.

The major aspects of the B.Ed. (CBCSS) programme are

- Semester System
- Choice Based Credit System
- Continuous Evaluation
- Online Testing (internal examination)
- Online submission of assignments

Duration of the Programme

The duration of the programme shall be two academic years comprising four semesters. The total number of days of an academic year will be 200 working days inclusive of internship and field attachment activities and exclusive of admission and examination. However the students shall be permitted to complete the programme requirements within a period of four years from the date of joining the programme.

Eligibility for Admission to the Programme

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 Tamilnadu Teachers Education University.

Course

The course of study refers to the subjects to be studied in the prescribed curriculum. A course consists of both theory components and practical components. Theory components include, core courses, pedagogic courses, elective courses, developing professional competencies and practical activities.

Semester System

The semester system accelerates the teaching-learning process THATenables that vertical and horizontal mobility in learning. Each semester consists of 17 weeks of academic work equivalent to 100 teaching days.

Choice Based Credit and Semester System (CBCSS)

The CBCSS provides choice for students to select from the prescribed courses namely electives and soft skill 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 practical work required by the course.

For B.Ed. programme one credit is equal to 30 hours of teaching learning process for 17 weeks. One credit is considered as 25 marks for evaluation. Students can earn and accumulate credits on the basis of the number and type of tasks they have successfully completed. All the works 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.

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 student in a semester. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a

student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student. It shall be expressed up to two decimal places.

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

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 a student in all semesters. The CGPA is the ratio of the total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

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

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 grades earned, the 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, Grade secured) along with SGPA of the particular semester and CGPA earned till that semester. A candidates obtaining Grade-D shall be required to reappear in the next semester examination. For noncredit courses 'Satisfactory' or "Unsatisfactory" shall be indicated instead of the Letter Grade and that will not be counted for the computation of SGPA/CGPA.

Fairness in Assessment

Assessment of the student teachers for each course shall be done by internal continuous assessment and semester end examination. Internal assessment shall be conducted through out the semester. It shall be based on internal examinations, assignments, seminars and suggested activities as specified in the syllabus using appropriate proforma. To ensure fairness in assessment, the following measures are taken.

- i) On successful completion of the semester, the assessment of the theoretical components shall be undertaken by external examiners.
- ii) For the assessment of practical components and conducting viva voce examination, a team of external examiners shall be invited.
- iii) The question paper for each course shall be set by external examiners.

Courses of Study

The two year B.Ed. programme has 80 credits in total, in which 52 credits are allotted for theoretical components (core courses, pedagogic courses, elective courses, developing professional competency) and 28 credits for practical components.

A. Core Courses (CC) Credits - 26

The core courses include both theory and suggested activities which comprises

- i) Education in Contemporary India
- ii) Child and Development
- iii) School Organization and Management
- iv) Psychological Perspectives in Learning
- v) Information and Communication Technology
- vi) Curriculum and Learning Domains
- vii) Gender, School and Society
- viii) Perspectives in Inclusive Education

B. Pedagogic Courses (PC) Credits -18

Student teachers shall select their major subject as their optional course. The optional courses offered are Biological Science, English, History, Mathematics and Physical Science. The courses ‘Assessment of Learning’ and ‘Language across the Curriculum’ are mandatory for all student teachers, irrespective of their optional courses. The Pedagogic courses are designed to enhance skill in the profession and potentiality of qualifying Teacher Eligibility Test (TET) which includes:

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

- xv) Curriculum and Pedagogy of Mathematics Education
- xvi) Curriculum and Pedagogy of Physical Science Education
- xvii) Language across the Curriculum
- xviii) Emerging Trends in Biological Science Education
- xix) Emerging Trends in English Education
- xx) Emerging Trends in History Education
- xxi) Emerging Trends in Mathematics Education
- xxii) Emerging Trends in Physical Science Education

C. Elective Courses (EC) Credits-2

The student teacher shall select any one course as elective from the following.

- 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. Developing Professional Competencies (DPC) Credits-6

- i) Yoga for Professional Excellence
- ii) Dramatics and Arts in Education
- iii) Developing Reading Habits and Reflections

E. Practical Activities (Credits - 28)

- i) Teaching Skills (Mini-teaching / Micro-teaching)
- ii) Demonstration Classes (of teacher educators and teachers) - level 1 and 2
- iii) Demonstration Classes (of mentor teachers) - level 1 and 2
- iv) Psychology Experiments
- v) School Induction
- vi) Visit to Innovative Schools
- vii) Citizenship Training Camp
- viii) Communication Skills
- ix) Life Skills Education
- x) Environmental Education
- xi) Educational Technology
- xii) Practice teaching - level 1 and 2
- xiii) Observation of classes of peers - level 1 and 2
- xiv) Lesson Plan - level 1 and 2
- xv) Digital lesson Plan - Preparation and Presentation
- xvi) Test and Measurement - level 1 and 2
- xvii) Teaching Learning Materials - level 1 and 2

- xviii) School Based Activities- (conduct of school assembly, organization of PTA meeting/ co-curricular activities and conducting case study).
- xix) Self-Management and Yoga Classes
- xx) Health Education
- xxi) Physical Education
- xxii) Assessment by mentor teacher
- xxiii) Visiting Special Schools and observing the classes
- xxiv) Weekly report of School Experience in Blog
- xxv) Portfolio of School Children (sample of projects, library work, work experience, assignments and other activities of two students)
- xxvi) Classroom Action Research (CAR)
- xxvii) Value Education Classes for school children
- xxviii) Socially Useful Productive Work
- xxix) Social Project
- xxx) Community Work and Experience for Social Sensitivity
- xxxi) Multimedia Kit
- xxxii) Study Tour

Note:

- a) *Level-1* refers to Standard VI to VIII, compulsory for both Graduate and Post Graduate student teachers.
- b) *Level- 2* refers to standard IX and X for Graduate student teachers and Standard XI and XII for Post Graduate student teachers.

Curriculum Transaction

Lectures, lecture cum discussion, seminars, assignments, workshops, group work, brain storming, fieldwork, use of ICT, project work, peer teaching, team teaching and co-operative learning are some of the modes of curriculum transaction. Before the internship programme, the student teacher would be oriented well with micro-teaching skills, and demonstration classes of teacher educators and subject experts. The intensive internship programme would be done by the student teachers for four weeks in the first year and sixteen weeks in the second year under the supervision of mentor teachers and teacher educators concerned. The four week internship in the first year comprises of one week Micro teaching/Mini teaching, one week observation of demonstration classes by teacher educators/teachers and two weeks observation of demonstration classes by mentor teachers. The sixteen week internship in the second year comprises practice teaching, Observation of Peer

teaching, Preparation of lesson plans and teaching learning materials, Visit to special schools, Classroom Action Research (CAR), Value education classes and portfolio preparation for two school students. During practice teaching, student teachers are encouraged to prepare teaching aids, conduct Classroom Action Research and case study.

Evaluation

Continuous and Comprehensive Evaluation would be carried out with Choice Based Credit and Semester System (CBCSS). Its purpose would be to improve the performance of student teachers and their teaching competencies that would be formative and summative in nature. Both internal and external evaluation will be done for theoretical and practical components. Standardization of the assessment shall be done at the end of every semester by the external examination board duly appointed by the office of the controller of examinations.

Programme Structure and Semester wise Distribution of Courses

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

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B1CC1701	Education in Contemporary India	4	30	70	100
	B1CC1702	Child and Development	4	30	70	100
	B1CC1703	School Organisation and Management	4	30	70	100
B Pedagogic Course	B1PC1704	Theoretical Bases of Biological Science Education	4	30	70	100
	B1PC1705	Theoretical Bases of English Education				
	B1PC1706	Theoretical Bases of History Education				
	B1PC1707	Theoretical Bases of Mathematics Education				
	B1PC1708	Theoretical Bases of Physical Science Education				
		Total	16			400

Second Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B2CC1709	Psychological Perspectives in Learning	4	30	70	100
	B2CC1710	Information and Communication Technology	2	15	35	50
B Pedagogic Course	B2PC1711	Development of Biological Science Education	2	15	35	50
	B2PC1712	Development of English Education				
	B2PC1713	Development of History Education				
	B2PC1714	Development of Mathematics Education				
	B2PC1715	Development of Physical Science Education				
	B2PC1716	Assessment of Learning	4	30	70	100
D Developing Professional competencies (DPC)	B2DP1717	Yoga for Professional Excellence	2			50
	B2DP1718	Dramatics and Arts in Education	2			50
		Total	16			400

Third Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
B Pedagogic Course	B3PC1719	Curriculum and Pedagogy of Biological Science Education	4	30	70	100
	B3PC1720	Curriculum and Pedagogy of English Education				
	B3PC1721	Curriculum and Pedagogy of History Education				
	B3PC1722	Curriculum and Pedagogy of Mathematics Education				
	B3PC1723	Curriculum and Pedagogy of Physical Science Education				
		Total	4			100

Fourth Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B4CC1724	Curriculum and Learning Domains	4	30	70	100
	B4CC1725	Gender, School and Society	2	15	35	50
	B4CC1726	Perspectives in Inclusive Education	2	15	35	50
B Pedagogic Course	B4PC1727	Language Across the Curriculum	2	15	35	50
	B4PC1728	Emerging Trends in Biological Science Education	2	15	35	50
	B4PC1729	Emerging Trends in English Education				
	B4PC1730	Emerging Trends in History Education				
	B4PC1731	Emerging Trends in Mathematics Education				
	B4PC1732	Emerging Trends in Physical Science Education				
C Elective Course	B4EC1733	Early Childhood Care and Education	2	15	35	50
	B4EC1734	Education of Adolescents				
	B4EC1735	Environmental Education				
	B4EC1736	Library and Information Science in Education				
	B4EC1737	Health and Physical Education				
D Developing Professional Competencies	B4DP1738	Developing Reading Habits and Reflections	2			50
		Total	16			400

PRACTICAL COMPONENTS**First Semester**

	Components	Credits	Marks
E Practical	Micro teaching / mini teaching (Level 1 and 2)	2	20
	Observation of demonstration classes of teacher educators and experts (Level 1 and 2)		5
	Observation of demonstration classes of guide teachers (Level 1 and 2)		5
	Visit to Innovative Schools		10
	School Induction		10
	Psychology experiments	2	50
	Total	4	100

Second Semester

	Components	Credits	Marks
E Practical	Citizenship Training Camp (5 days)	1	25
	Communication Skills	1	15
	Life Skills Education		10
	Educational Technology	2	20
	Environmental Education		10
	Socially Useful Productive Work		20
	Total	4	100

Third Semester

	Components	Credits	Marks
E Practical	Teaching Competency (Level 1 and 2)	6	150
	Lesson Plan (Level 1 and 2)	2	50
	Digital lesson plan preparation and presentation (Level 1 and 2)	2	20
	Teaching learning materials (Level 1 and 2)		30
	Classroom Action Research (CAR)	2	30
	School based activities		20
	Self-Management and yoga classes	2	10
	Health Education		10
	Physical Education		10
	Assessment by guide teacher (Level 1 and 2)	2	20
	Observation of peer teaching (Level 1 and 2)		10
	Weekly report of school experience in blog		10
	Portfolio of school children (Level 1 and 2)		10
	Visit to special schools and observation of classes		10
	Value education classes for school children		10
	Total	16	400

Fourth Semester

	Components	Credits	Marks
E Practical	Test and Measurement (Level 1 and 2)	1	20
	Multimedia kit		5
	Social Project	1	25
	Community work and experience for social sensitivity	1	10
	Study tour (minimum five days)		15
	Viva -voce	1	25
	Total		4

Components of Internal Assessment

Average marks of three tests (Online test-1, Open Book Exam-1, Class test-1)	- 10 Marks
Seminar	- 5 Marks
Suggested activities of each course (any two)	- 10 Marks
Online submission of assignments	- 5 Marks

DESCRIPTION OF PRACTICAL COMPONENTS***Micro Teaching / Mini Teaching***

The student teachers shall practice a minimum of five teaching skills and integrate them in link practice. The micro teaching skills included are

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

Observation of Demonstration Classes of Teacher Educators and Experts

The student teachers shall observe 5 classes (minimum 5 curriculum transaction sessions for each optional course) of teacher educators / school teachers / subject experts before the commencement of internship or teaching practice.

Observation of Classes of Mentors

The student teachers shall observe 10 classes of mentor teachers in their respective optional subjects during the school induction programme.

Psychology Experiments

Each student teacher has to conduct six Psychology experiments (four from Group A and two from Group B) related to adolescence and childhood.

Group A (related to adolescence)	Group B (related to childhood)
1. Intelligence	1. Distraction of attention
2. Learning	2. Division of attention
3. Transfer of training	3. Creativity
4. Aptitude	4. Piaget's task
5. Adjustment	5. Non verbal intelligence test
6. Concept formation	6. Sociometry
7. Level of aspiration	7. Measurement of anger
8. Interest	8. Emotional stability
9. Personality types	9. Moral values
10. Attention	10. Motivation
11. Creativity	11. Span of attention
12. Achievement motivation	12. Motor skills

School Induction

The preliminary internship programme would be done by the student teachers for four weeks in the first year under the supervision of teacher educators and mentor teachers. The four week internship in the first year comprises of one week micro-teaching / mini teaching, one week observation of demonstration classes of teacher educators / teachers and two weeks observation of demonstration classes of mentor teachers. In addition, the student teacher should record the curricular and co-curricular activities of school where they carry out the internship.

Visit to Innovative Schools

For better understanding of school system the student teacher has to visit a school having innovative practices in teaching / administration / evaluation and other healthy practices at the academic level.

Citizenship Training Camp

Citizenship Training Camp for five days either in or off the campus including night stays which is different from Scout and Guides / NSS camp should be organized. Activities to develop civic sense, social skills and responsibilities of student teachers are incorporated in the camp.

Communication Skills

As majority of student teachers come from rural background, it is necessary to develop English communication skills. Hence communicative English is included in the curriculum.

Life Skills Education

Life skills are abilities for adaptive and positive behaviour that enable an individual to deal effectively with the demands, challenges, and stress of day to day life. Life skills education focuses on sensitization of student teachers on child development and empowerment to improve the psycho-social competence and resilience of the adolescents. It consists of experiences related to critical thinking, creative thinking, decision making, problem solving, communication skills, interpersonal relations, coping with emotions and stress, self-awareness and empathy.

Educational Technology

Educational technology involves the ethical practice of facilitating learning and improving performance based on Edgar Dale's Cone of Experience in creating, using and managing appropriate technological processes and resources.

Environmental Education

Environmental education related activities help to develop a thorough understanding of environmental issues, engage in problem solving, and take applicable measures to protect the environment.

School Internship

A 16-week internship school experience programme for the practice of teaching and related school activities is offered in the third semester. It helps in the meaningful and holistic engagement of student teachers in the school. The student teachers are provided opportunities to teach with systematic supervisory support and feedback from teacher educators and mentors. Under internship, the student teachers are required to complete 30 lessons each in **Level- 1** and **Level - 2** in their respective optional course. Student teachers shall participate in all the academic activities of school and are equipped to deal with specific challenges of teaching children with special needs.

a) Practice Teaching – (Level- 1 & Level-2)

During the second year, out of 16 weeks internship, student teachers have to spend one week for observation of classes of mentors (5 lessons in pedagogical course at two levels). The classroom teaching during internship shall be done at two levels (level-1 and level-2). The internship for graduates shall be at upper primary (classes VI - VIII) and secondary levels (classes IX and X). For post graduates, it shall be at upper primary (classes VI - VIII) and senior secondary (XI and XII) levels. The student teachers have to teach 30 lessons in level - 1 and 30 lessons in level - 2. During the internship, student teachers shall observe the classes of school teachers and the peers. A few lessons shall be ICT based, depending on the resources available

in the practicing schools. Four lessons incorporating dramatics should also be included (two lessons for each level-1 & 2).

Assessment by mentor teacher is done at both levels using prescribed assessment proforma.

b) *Observation of Peer Teaching (Level - 1& Level - 2)*

The student teachers shall observe five classes of peers during school internship.

c) *Digital Lesson Plan Preparation and Presentation*

The student teachers have to prepare digital lesson plan in their respective pedagogic course.

d) *Teaching Learning Materials - (Level - 1& Level - 2)*

The student teachers have to prepare audio visual aids based on Edgar Dale's Cone of experience for teaching different lessons in their subjects.

e) *School Based Activities*

The student teachers have to prepare a comprehensive report of four school based activities (conducting school assembly, preparing reflective record on CCE practices, organising PTA meeting and conducting case study).

f) *Self-Management and Yoga Classes*

Self-Management activities and Yoga are offered to manage one's body, thoughts, intellect, emotions and spirit.

The student teachers have to prepare a comprehensive report to carry out any four activities in creating awareness in: i) controlling anger, ii) managing conflict, iii) practicing non-violent communication, iv) problem solving, v) managing personal feelings.

g) *Health Education*

The student teachers shall carry out any four activities from the following list.
i) health service, ii) nutrition service, iii) healthy school or college environment, iv) safety education v) human relation, vi) communicable and non-communicable diseases.

h) *Physical Education*

The student teachers shall carry out any four awareness programme from the following.

1. Minor and major games
2. Rhythmic Activities
3. Individual and Team Sports
4. Aerobic and Anaerobic Activities
5. Lesson Plan

i) *Experience in Special Education*

The student teachers have to visit any two special schools (aurally, visual and mentally challenged) and prepare a report.

j) *Weekly report of School experiences in Blog*

The student teachers have to create educational blogs for sharing their weekly report of school experiences, class notes, assignments weekly and thereby participating in active blogging community.

k) *Portfolio of two School Students*

A sample of all the assigned works such as project, library work and other activities of two school students (one in each level) have to be collected and a record of the same shall be maintained by the student teachers.

l) *Classroom Action Research (CAR)*

Classroom action research is a form of self-reflective inquiry that can be utilized by teachers in order to understand and improve their own practices and to suggest immediate solution to the prevalent classroom problem.

m) *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 student teachers take classes for school children at both levels through a) stories with morals, b) examples, models and rules, c) reflecting personal activities of self and others and d) problem solving by applying moral reasoning.

n) *Test and Measurement (Level-1& Level-2)*

Test and Measurement includes activities like construction of achievement test, interpretation of test scores and preparation of diagnostic test and remedial lesson for optional courses at level I and level II. Graphical representation of test scores through histogram, frequency polygon and pie-diagram should be made and the statistical techniques like measures of central tendency, measures of dispersion and correlation are to be applied to interpret the test scores.

Socially Useful Productive Work (SUPW)

Socially Useful Productive Work is a purposive and meaningful activity to help the student teachers to be acquainted with the world of work and services to the community and develop in them a sense of respect for manual work. The SUPW activities include making of soap, detergent, lotion, jewels, paper bags, preparation of jam and pickles, craft work, and book binding (any five activities).

Social Project

The objective of social project is to bring about social change that will benefit an individual and community. A project related to social issues / outreach activities / disaster management / need analysis of the society shall be conducted.

Community work and Experience for Social Sensitivity

Community work is performed by the student teachers for the benefit of the community. It strengthens sense of civic engagement and nationalism, broadens education and development of social goals. It includes conducting awareness programmes, medical camps, literacy programme, blood donation and clean drives.

Multimedia Kit

Creating a multimedia kit allows a student teacher to incorporate many different types of media into a lesson. The kit includes a collection of teaching learning materials like slides, multi-media digital learning resources, transparent sheets for projectors and programmed learning materials.

Study Tour (Minimum five days)

To facilitate the experience of student teachers to a wider social environment, study tour is included for a minimum of **five days** to get an exposure trip to the places of educational or historical significance. A feedback session, within a fortnight (14 days) of returning from the tour is mandatory. The student teachers should reflect on the tour experiences based on their observations and they shall be required to prepare individual reports of the visits. The report should highlight the objectives of the tour, identification of the spot, detailed plan and execution, benefits derived from the tour, problems faced, implications and suggestions.

Viva-Voce

The viva-voce examination is conducted to assess knowledge and skills of student teachers in practical components.

Question Paper Design for Full Course

The question paper of each full course is designed for three hours in four sections – A, B, C, and D. Number of questions 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 (statement form)	10 x 1	10	one word
B	Very short answer Questions with open choice. (any ten questions out of twelve questions)	10 x 2	20	fifty words
C	Short answer with open choice (any four out of six questions)	4 x 5	20	two hundred words
D	Essay (internal choice)	2 x 10	20	five hundred words
	Total		70	

Question Paper Design for Half Course

The question paper of each half course is designed for one and a half hours in four sections - A, B, C and D. Number of questions and allotments of marks are as follows:

Section	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	Multiple choice questions (statement form)	5 x 1	5	one word
B	Very short answer Questions with open choice. (any five out of six questions).	5 x 2	10	fifty words
C	Short answer with open choice (any two out of three questions)	2 x 5	10	two hundred words
D	Essay (internal choice)	1 x 10	10	five hundred words
	Total		35	

Total marks for Theory	-	1300
Total marks for Practical	-	700
Grand Total	-	2000

Eligibility for attending the Examination

Each student teacher should gain 85 percentage of attendance in each semester. Those who do not gain the required attendance will not be permitted to appear for the examination (both theory and practical). However, on medical ground, they will be permitted to appear for the examination if they secure 75 percentage of attendance.

Passing Minimum

The student teacher should appear for both the theory and the practical examinations. A student teacher shall be awarded the B.Ed. degree only if he/she has passed both the theory and the practical examination. The student teacher shall be declared to have passed the theory and practical examination if he/she secures not less than 50 percentage of marks.

Photocopying of Answer Sheet and Revaluation

There is a provision for obtaining photocopy of the answer script by remitting fee prescribed by the college.

The student teacher who secure a minimum of 18 marks in the external examination only can apply for revaluation. The application and fee prescribed, shall be remitted within 10 days of the publication of this semester result.

Reappearance

A student teacher who fails in one or more papers in the theory examination shall be permitted to reappear in the next semester. The supplementary examination for both the theory and practical examination will be conducted for outgoing students at the end of the fourth semester within one month from the date of publication of the final result.

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 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	-	0.00-5.00	D	Not Satisfactory	Re-appear

Note: There will no grade point below 6 as passing standard is 50%