
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 teacher's 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 knowledge to get a holistic understanding on the importance of nurturing positive attitudes, skills and healthy behaviour for living.
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.
9. develop ability to assess the continuous intellectual, social and physical development of the learners.
10. familiarize with drama and art education to nurture children's creativity and aesthetic sensibilities.
11. enhance critical thinking skills through strategies that encourage precise approach towards inquiry, collaboration and active participation in the classrooms.
12. acquire the right attitude with commitment using multiple levels of tools and techniques.

B.Ed. Curriculum Regulations

(for the academic batch 2021-2023)

The Bachelor of Education (B.Ed.) degree is a professional degree programme that prepares novice teachers to handle the classes of their respective pedagogic courses from standard VI to XII. 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 candidates who enroll for two year B.Ed. degree programme (2021-2023) in the academic year 2021-22.

The major aspects of the revised curriculum of B.Ed. programme are:

- Choice Based Credit and Semester System
- Twin Internship Programme
- Continuous Evaluation
- Online Test (internal)
- Online Submission of Assignments
- Semester wise Practical Examination

Programme and Duration

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.

The duration of the programme shall be two academic years comprising four semesters. The total number of days of an academic year shall be 200 working days inclusive of internship, field attachment activities and exclusive of admission and semester end examinations. However, the student teachers shall be permitted to complete the programme requirements on valid reasons 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 Tamil Nadu Teachers Education University from time to time.

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, Elective Courses and Enhancing Professional Capacities with related practical activities.

To augment the curriculum, Value Added Courses are offered in each semester that helps to develop the skill of student teachers and to enrich their interest and aptitude in their chosen field of study. Each course is for two credit and the assessment for Value Added Course shall be purely internal. The credit obtained shall figure in the mark sheet under the title Value Added Courses.

As the college is also a centre for NPTEL local chapter various courses on SWAYAM, the online learning platform developed by Ministry of Education and NPTEL are offered. The student teachers shall be guided to select the relevant courses offered by SWAYAM and mentored to enroll for the course. After the successful completion of the course certificates will be issued by NPTEL and separate credit is entered the mark sheet.

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 semester end 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. 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 by the course.

For the B.Ed. programme one credit is equal to 30 hours of teaching learning process and one credit is considered as 25 marks for evaluation. The student teacher

shall earn and accumulate credits on the basis of the number and type of tasks they have successfully completed. 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 student 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 student teacher and the sum of number of credits of all the courses undergone by a student teacher. 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 teacher in all semesters. The CGPA is the ratio of the total credit points secured by a student teacher in various courses in all semesters and the sum of the total number of credits of all courses. It is expressed up 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^{th} semester and C_i is the total number of credits in that semester.

Transcript / Grade Card / Certificate

Based on the 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, grade secured) along with SGPA. A candidate obtaining Grade-D shall be required to reappear in the next semester examination.

Fairness in Assessment

Assessment of student teachers for each course will be done by internal continuous assessment and semester end examinations. Internal assessment shall be conducted throughout the semester based on the components such as internal examinations including online test, assignments, seminars and suggested activities as specified in the syllabus using prescribed proforma. To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations are conducted at the end of each semester.
- ii) Assessment of theoretical and practical components of each semester is undertaken by a panel of external examiners duly appointed by the office of the Controller of Examinations.
- iii) The question papers for each theory course is set by external examiners from the panel list of examiners approved by the statutory bodies.

Curriculum Transaction

As curriculum transaction is the backbone of educational programme, the transaction methods adopted are Lecture, Lecture cum Discussion, Seminar, Assignment, Workshop, Group works, Brain Storming, Fieldwork, Project work, Peer teaching, Co-operative learning, and use of judicious blend of technology are some of the modes of curriculum transaction. Before the school internship programme, the student teachers would be oriented well with micro-teaching skills and demonstration classes of teacher educators and subject experts.

Engagement with the Field

Engagement with the field as a Practical component is conducted in three phases such as College based activities, School based activities and Community based activities.

Internship Programme

Internship is an integral component of teacher's preparation in the B.Ed. programme that helps the novice teacher to acquire the professional skills required for teaching. Internship is conducted as i) *Pre-internship* and ii) *School internship*.

i) Pre Internship

Pre internship programme is a college based activity which takes place during the first semester. During this phase the novice teachers are exposed to various teaching skills to ensure an understanding of teaching process. The student teachers are also engaged in the practice of teaching skills and its integration in simulated condition.

ii) School Internship Programme (SIP)

The intensive internship programme would be done by the student teachers for sixteen weeks as two phases in the second and third semesters under the supervision of mentor teachers and teacher educators concerned. During this phase the student teachers are actually placed in a specific school and they are exposed to the school culture by getting involved in various activities.

The School Internship Programme (SIP) has been arranged in two phases to instill effectiveness in the teacher education programme. It provides the student teacher an opportunity to have primary experiences related to the functioning of the school system. 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 student teachers shall spend six weeks in the allocated co-operative schools and have to teach 20 lesson plans in the classes of VI and VII. During this six weeks internship, every student teacher has to spend one week observation of classes of concerned subject teachers.

Phase – II is considered as *level – 2* in which the student teachers shall spend ten weeks in the allocated co-operative schools and have to teach 40 lesson plans spread over the classes VIII, IX and X for graduates and XI and XII for post graduate student teachers. The student teacher has to observe five classes of their concerned subject teachers and maintain a record.

The sixteen week internship in two phases comprises of teaching competence, critical analysis of peer teaching, preparation of lesson plans and teaching learning

materials, value education classes, visit to special schools, action research, text book review, portfolio preparation of school students and school based activities like *addressing assembly, conducting PTA meeting, participation in NSS / NCC and other club activities*. Each student teacher shall observe the class of concerned subject teachers whenever possible.

The 16-weeks internship-mode school experience programme for the practice teaching and related school experiences, offered in the second and third semester helps in the meaningful and holistic development 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. They shall teach their own pedagogic subject at level-1 and level-2 in schools, and the remaining hours shall be utilized for course work and other related practical activities. Student teachers shall participate in all academic activities of the co-operative schools while focusing on teaching the subject in different classes assigned to them.

Evaluation

Continuous and Comprehensive Evaluation (CCE) 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. Evaluation for the practical components shall be conducted internally for every semester. Standardization of the assessment shall be done at the end of every semester by the external examiners duly appointed by the office of Controller of Examinations. External assessment shall also be done for the Enhancing Professional Capacities (EPC) Courses.

Courses of Study

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

A. Core Courses (CC) Credits – 28

Core Courses are mandatory course that a student teacher shall study to meet the requirements of the B.Ed. programme. The core courses include both theory and suggested activities which comprises

- 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 capacity building and skill in profession among student teachers. Student teachers shall select their major subject as pedagogic course. 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 student teachers, irrespective of their 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 student 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 student teacher.

- 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 helps to develop various skills and professional abilities to become a teacher. This includes four courses where the student teachers are equipped with certain competencies that are essential to enhance the professional capacities of students.

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

E. Practical Components (Credits – 24)

Practical component in the curriculum indicates the practical activities to be done by the student teachers related to the subject of study as a compulsory requirement to be eligible for appearing the semester end examination. 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) *Preparation of e - content*
- xii) *Portfolio of school children*
- xiii) *Physical Education*
- xiv) *Preparation of teaching learning materials – (level 1 & 2)*
- xv) *Classroom Action Research (CAR)*
- xvi) *School Based Activities (SBA)*
- xvii) *Yoga and related activities*

- xviii) *Health Education*
- xix) *Reflective report on Special School visit*
- xx) *Weekly report of school experience in blog*
- xxi) *Test and Interpretation of Results*
- xxii) *Text book Review*
- xxiii) *Community related Social Projects*
- xxiv) *Environmental Activities*
- xxv) *Socially Useful Productive Work (SUPW)*
- xxvi) *Developing video scripts*
- xxvii) *Study Tour*

Note:

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

DESCRIPTION OF PRACTICAL COMPONENTS**i) Micro-Teaching**

As micro-teaching is used as a technique for developing teaching skills, the novice teachers are given theoretical orientation on micro-teaching skills and its components. A novice teacher shall practice the skills under the supervision of teacher educator and peer observers. The micro-teaching session is recorded and all the student teachers are able to view their own teaching and improve their teaching skills, apart from getting feedback. A student teacher shall practice a minimum of five teaching skills and integrate them in link practice. The micro teaching skills included for practicing 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)

Citizenship Training Camp for five days either in or off the campus including night stays which is different from Scout and Guides / NSS camp shall be

organized. Activities and programmes to develop civic sense, social skills and civic responsibilities of student teachers are incorporated in the camp.

iii) *Reading and Reflection on Text*

This course is to enable student teachers to enhance their capacities as readers and to respond a variety of texts in different ways and learn to think together. Each student teacher shall select the available books prescribed below from the library, shall read and critically examine the overview of the text. The student teachers have to read one book from **Group A** and one from **Group B** given under and write the reflection of the same, that makes them as reflective practitioner.

Group – A	Group – B
a) Tamil classics	a) Books related to education
b) Indian & world classics	b) Subject related reference books
c) Autobiographical narratives	c) Encyclopedia

iv) *Experiments in Psychology*

Psychology experiments are demonstrated to student teachers to create a link between theory and practical in psychology and to familiarize the procedure of administering the test. Each student teacher has to administer any five psychology experiments (apparatus and paper-pencil test) to his peer group in the **first** semester and five experiments to the school students during internship in the **third** semester (Phase-II) and record the procedure and result of the same in the psychology record.

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 motivation
8. Concept formation	8. Intelligence
9. Cognitive styles	9. Meta cognition
10. Classical conditioning	10. Problem solving ability

v) Teaching Competency

The school internship during the second and third semester, student teachers shall spend one week for observation of classes of school teachers (at least 5 lessons in each pedagogic course). The student teacher has to teach 20 lessons at level-1 in the first phase and 40 lesson at level-2 in the second phase. To ensure transparency and objectivity in evaluation, assessment will be done by mentor teachers and teacher educators in prescribed format.

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

The student teachers shall observe five demonstration classes at level – 1 (minimum 5 curriculum transaction sessions for each pedagogic course) of teacher educators / school teachers / subject experts before the commencement of internship / teaching practice.

vii) Observation of Classes of Mentor Teachers (level- 2)

The student teachers shall observe five classes at level -2 of mentor teachers in schools in their concerned pedagogic courses during internship / teaching practice.

viii) Critical analysis of Peer Teaching (level – 1 & level - 2)

The student teacher shall observe the teaching classes of the peers and shall critically analyze the strength and weakness of the peers based, on the proforma in the presence of teacher educator.

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 student teachers shall 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 (level – 1& level - 2)

Unit plan and lesson plans are to be used for teaching, the content by incorporating different resources. Separate records are to be maintained for the lesson plan writing.

xi) Preparation of e - Content

E- content is developing educational content in the electronic format that can be utilized for the maximum potential in learning. The student teachers have to select a concept from their respective discipline and prepare an e-content for ten minutes by mixing of texts, audio, video, animations etc. and present it through electronic gadgets.

xii) Portfolio of School Children

A sample of all the assigned works of two school children such as projects, library work, works experience, assignments and other activities at level-1 have to be collected and a file of the same shall be maintained by the student teachers.

xiii) Physical Education

The student 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 carried.

xiv) Preparation of Teaching Learning Materials

Creating multimedia package enables the student teachers to incorporate different types of instructional materials into the teaching lesson. The instructional materials includes charts of different types, flash cards, still models, working models etc. based on cone of experience.

xv) Classroom Action Research(CAR)

Classroom Action Research (CAR) is a practical activity conducted by the student teacher under the guidance of teacher educator followed by the submission of a report/record. Each student teacher shall select a topic based on their felt problem in the classroom during internship programme and conduct an action research by following the prescribed procedure.

xvi) School Based Activities(SBA)

The student teachers have to prepare a comprehensive report of four school based activities (addressing the school assembly, organizing of PTA meeting and participating in NCC/NSS and other activities) and submit a report.

xvii) Yoga Related Activities

Yoga related activities are offered to manage one's physical, intellectual, emotional and spiritual aspects. The student teacher shall prepare five lesson plan on yoga related activities and conduct yoga classes to the school students during there school internship.

xviii) Health Education

The student teachers shall carry out any four awareness programme on health education from the following i) health service, ii) nutrition service, iii) healthy school or college environment, iv) safety education, v) communicable and non communicable diseases.

xix) Reflective Report on Special School Visit

The student teachers shall visit special school for differently abled children to identify and understand the diverse needs of learners and educational practices followed in such schools and submit a report.

xx) Weekly report of School experiences in Blog

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

xxi) Test and Interpretation of Results

The Student Teachers shall maintain a record on Test and Interpretation of results that includes construction of achievement test, (level 1 & 2) interpretation of test scores and construction of diagnostic test for their respective optional courses. Graphical representation of test scores through histogram, frequency polygon and pie diagram is to be prepared. Statistical techniques like measures of central tendency, measures of dispersion and correlation are also to be applied to interpret the test score.

xxii) Text book Review

The student teachers have to analyze the text books of their concerned pedagogic courses of standard VIII and IX (Level-2) during the second phase of internship and prepare a report with regard to the appropriateness of the content, presentation, availability of resources, suggested activities etc.

xxiii) Community related Social Projects

Community related social project focuses on sensitization of student teachers on socio-culture issues and empowerment to improve the psycho-social competence. The objective of the social project is to understand the social problem that will benefit individual and community. Student teachers work together to solve problems in their schools, communities and acquire a deeper knowledge through active exploration of real world problems. They work for an extended period of time to investigate and respond to a complex question or problem.

xxiv) Environmental Activities

Environmental activities help the student teachers to develop a thorough understanding of various aspects of environmental problems and take applicable measures to protect the environment. The student teacher shall carried out the following activities such as cleanliness drive, waste management, identifying

causes and effects of environmental issues and awareness programme. They shall record all these activities and submit a report on it.

xxv) Socially Useful Productive Work (SUPW)

Socially Useful Productive Work is a purposive and meaningful activity that help the student teachers trained, to integrate academic learning with productive work. The student teacher shall be acquainted with the world of work, services to the community and develop in them a sense of respect for manual works. The SUPW activities include making of *soap, detergent, lotion, jewellery, paper bags and preparation of jam, pickles and other craft works*. (any five activities). The student teacher shall carried out any of the five activities.

xxvi) Developing Video Scripts

The student teacher shall develop, enact, record and upload one video script based on a single theme/concept related to their respective optional course. The task of developing video script shall be undertaken in groups with three to five peer members.

xxii) Study Tour (minimum three days)

To facilitate the experience of student teachers to a wider social environment, study tour is organized for a minimum of three days to get an exposure to the places of educational and historical significance. The expected outcome includes providing situations for the student teachers to learn and get acquainted with the process of organizing / conducting study tour. A feedback session, within a fortnight (14 days) of returning from the tour is mandatory. The student teachers should reflect on the tour experiences and shall prepare individual reports based on their experiences of the visits. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced in different stages, implications and suggestions

SEMESTER OVERVIEW

The semester wise components (theory and practical), credits for each component, marks allotted, hours of teaching for each credits and duration of the programme per semester is 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 COMPONENTS

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 COMPONENTS**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
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	4			100
	BED3EPC03	Drama and Arts in Education				
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
Total			18			450

PRACTICAL COMPONENTS

First Semester (Code: BEDPR001)

E Practical Components	Components	Credits	Marks
	Micro Teaching	1	25
	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
	e – content preparation		10
	Portfolio of School Children		10
	Physical Education		10
	Preparation of Teaching Learning Materials	1	25
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
	Test and interpretation of results	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
	Developing Video Scripts		10
	Study Tour		10
Total		2	50

Components of Internal Assessment

Sl.No	Components	Maximum Marks
1.	Average marks of three tests (<i>online test, open book examination and class test</i>)	10
2.	Suggested activities(2 for each course)	10
3.	Seminar (<i>to be uploaded on blog</i>)	5
4.	Assignment (<i>online submission</i>)	5
	Total	30

Design of Question Paper

The question paper for each theory course is designed for three hours in four sections (ie.) 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 question (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	50 words
C	Short answer with open choice (any four out of six questions)	4 x 5	20	200 words
D	Essay (internal choice)	2 x 10	20	500 words
	Total Marks		70	

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

Eligibility for Attending the Examination

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

Photocopying of answer sheets and Revaluation

There is a provision for obtaining photocopies of the answer sheets by remitting the fee, prescribed by the college.

Candidates 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 the semester result.

Re-appearance

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

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