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

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

- Semester System
- Choice Based Credit System
- Continuous Evaluation

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 work.

Eligibility for Admission to the Programme

A candidate who has secured a minimum of 50% marks in the Degree Examination of three year duration from any of the recognized Universities in India is eligible for admission.

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 enables 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 the unit by which the course work is measured. It determines the number of instructional hours required per week. The students' study hours are devoted to various aspects of teaching-learning and other activities.

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.

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

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

Cumulative Grade Point Average (CGPA)

It is a measurement of overall cumulative performance of 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.

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student in all the semesters of a programme, i.e.

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

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, 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 is an integral part of educational system, as it is instrumental in identifying and certifying the academic standards accomplished by a student. Thus, it becomes bounden duty of an institution to ensure that it is carried out in a fair manner.

- i) On the successful completion of the semester, the assessment of the theoretical components for core courses shall be undertaken by external examiners.
- ii) For the assessment of practical components and for conducting viva voce examination, a team of external examiners shall be invited.
- iii) For suggested activities, seminar and online submission of assignments, the work shall be evaluated internally.

Types of courses

The two year B.Ed. programme has 80 credits in total, in which 26 credits are allotted for Core Courses, 18 credits for Pedagogic Courses, 2 credits for Elective Courses, 6 credits for Developing Professional Competencies and 28 credits for practical activities.

Courses of Study

- A. Core Courses
- B. Pedagogic Courses
- C. Elective Courses
- D. Developing Professional Competencies
- E. Practical Activities

A. Core Courses (CC)

- i) Education in Contemporary India
- ii) Child and Development
- iii) School Organisation 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)

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 the 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) - Any one

- 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)

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

E. Practical Activities

- i) Teaching Skills (Mini-teaching/ Micro-teaching)
- ii) Demonstration Classes (Teacher Educators and Teachers) - Level I and II

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- iii) Demonstration Classes (Mentor Teachers) - Level I and II
 - iv) Psychology Experiments
 - v) School Induction
 - vi) Visit to Innovative Schools and Healthy Practices
 - vii) Citizenship Training Camp
 - viii) Communication Skills
 - ix) Life Skills Education
 - x) Environmental Education
 - xi) Educational Technology
 - xii) Teaching Competency - Level I and II
 - xiii) Observation of Classes (Peers) - Level I and II
 - xiv) Lesson Plan - Level I and II
 - xv) Digital Lesson Plan - Preparation and Presentation
 - xvi) Test and Measurement - Level I and II
 - xvii) Teaching Learning Materials - Level I and II
 - xviii) School Based Activities- (Conduct of school assembly, organization of PTA meeting/ co-curricular activities, 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
 - xxxii) Multimedia Kit
 - xxxii) Study Tour (minimum three days)
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Note:

- a) *Level-I* refers to standard VI to VIII, compulsory for all, both Graduate and Post Graduate student teachers. At this level, they shall get mastery in their own chosen and related school subject.
- b) *Level- II* refers to standard IX and X for Graduate student teachers and Standard XI and XII for Post Graduate student teachers. At this level, they shall get mastery in their own chosen and related school subject.

F. Suggested Activities

Suggested activities include any two suggested tasks from theory papers.

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, Demonstration lessons, Criticism lessons and Observation lessons. 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 of Teaching competency, 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. It would be Formative and Summative in

nature. Both internal and external evaluation will be done for theoretical and practical components.

Course 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 hence they are combined together.

(One credit = 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
C Developing Professional Competencies	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	15	35	50
		Total	16			400

PRACTICAL COMPONENTS**First Semester**

	Components	Credits	Total
E Practical	Micro Teaching/ Mini Teaching (Level I and II)		20
	Observation of Demonstration Classes by Teacher Educators and Experts (Level I and II)		5
	Observation of Demonstration Classes by Guide Teachers (Level I and II)		5
	Psychology Experiments		50
	School Induction		10
	Visit to Innovative Schools		10
	Total		4

Second Semester

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

Third Semester

	Components	Credits	Total
E Practical	Teaching Competency (Level I and II)		150
	Observation of Peer Teaching (Level I and II)		10
	Lesson Plan (Level I and II)		50
	Digital Lesson Plan Preparation and Presentation (Level I and II)		20
	Teaching Learning Materials (Level I and II)		30
	School Based Activities		20
	Self-Management and Yoga Classes		10
	Health Education		10
	Physical Education		10
	Assessment by Guide Teacher (Level I and II)		20
	Visit to Special Schools and Observation Classes		10
	Weekly Report of School Experience in Blog		10
	Portfolio of School Children (Level I and II)		10
	Action Research		30
	Value Education Classes for School Children		10
Total		16	400

Fourth Semester

	Components	Credits	Total
E Practical	Test and Measurement (Level I and II)		20
	Social Project		20
	Community Work and Experience for Social Sensitivity		10
	Multimedia Kit		20
	Study Tour (Minimum 3 days)		10
	Viva Voce		20
	Total		4

Components of Internal Assessment

Average of three tests	-	10 Marks
		(Online test-1, Open Book Examination-1, Class test-1)
Seminar	-	5 Marks
Suggested Activities (Any two)	-	10 Marks
Online Submission of Assignments	-	5 Marks

Description of Practical Components***Micro Teaching / Mini Teaching***

The student teachers shall practise 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 by 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 by Mentors

The student teachers shall observe 10 classes of mentor teachers in their optional subjects before the commencement of internship or teaching practice.

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)
<ol style="list-style-type: none"> 1. Intelligence 2. Learning 3. Transfer of Training 4. Aptitude 5. Adjustment 6. Concept formation 7. Level of Aspiration 8. Interest 9. Personality Types 10. Attention 11. Creativity 12. Achievement Motivation 	<ol style="list-style-type: none"> 1. Distraction of Attention 2. Division of Attention 3. Creativity 4. Piaget's Task 5. Non Verbal Intelligence Test 6. Soci 7. ometry 8. Measurement of Anger 9. Emotional Stability 10. Moral Values 11. Motivation 12. Span of Attention 13. Motor Skills

School Induction

The intensive 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 by Teacher Educators/Teachers and two weeks observation of Demonstration classes by 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 an innovative 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 inside or outside the college premises including night stays which is different from Scout and Guides, NSS camp should be organized. All activities performed in the Citizenship Training Camp helps the student teachers to develop their civic sense, social skills and responsibilities.

Communication Skills

As majority of student teacher come from rural background, an initiative to develop English communication skills becomes necessary, and hence Communicative English is organised along with the curricular transaction process. It develops Listening, Speaking, Reading and Writing (LSRW) skills. It is continuously monitored throughout the programme on regular basis.

Life Skills Education

Life Skills are abilities for adaptive and positive behaviour that enable and individual to deal effectively with the demands, challenges, and stress of day to day life. Childhood and Adolescence are the developmental periods by which one acquires these skills through various methods. It focuses on sensitization of student teachers on child development and empowerment to improve the psycho-social competence and resilience of the adolescents. Life Skills Education 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. Life Skills Education is provided as a continuous activity throughout the programme

Educational Technology

This 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. The student teachers have to carry out any two activities:

- a) Visiting a polluted site, analyse the causes and suggest remedies
- b) Preparing a scrap book on various aspects related to environment
- c) Plantation programme

d) Clean and Green Campus

School Experience Programme under Internship

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences, offered in the third semester. It helps in the meaningful and holistic engagement of learners in the school. The student teachers are provided opportunities to teach with systematic supervisory support and feedback from mentors and teacher educators. Under internship, the student teachers are required to complete 30 lessons each in Level I and Level II based on their optional course. They shall teach 5 days per week in schools, and the remaining day(s) will be utilized for course work and consultation with subject specialists. Student teachers shall participate in all activities of school life while focusing on teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges for teaching children with special needs.

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

During the second year, out of 16 weeks internship, student teachers have to spend one week for observation of classes by regular school teachers (at least 5 lessons in each pedagogical subject). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates shall be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and 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 I and 30 lessons in level II. Of these a minimum of three lessons shall be ICT based, depending on the resources available in the practicing schools. Four Lessons incorporating dramatics should also be included (two lessons each at both levels). During the internship, student teachers shall observe the classes of school teachers (whenever possible) and the peers.

To ensure transparency and objectivity in evaluation, assessment by mentor teacher is done using prescribed scheme for assessment.

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

The student teachers shall observe the classes of five peers.

c) Preparation of Unit plan and Lesson plan (Level-1& Level-2)

Unit plan and lesson plans are to be used for teaching, of which four lessons are through Drama by incorporating digital resources. Special records are to be maintained separately for this.

d) Digital Lesson Plan Preparation and Presentation

The student teachers have to prepare digital lesson plan in their respective parent discipline.

e) 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.

f) School Based Activities

The student teachers have to prepare a comprehensive report of four school based activities (Conduct of School Assembly, Reflective Record on CCE practiced in Co-operative Schools, Organization of PTA meeting and conducting Case Study).

g) Self-Management and Yoga Classes

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

The student teachers are supposed to carry out any four activities from the following list.

1. Creative Awareness
2. Controlling Anger
3. Managing Conflict
4. Practicing Non Violent Communication
5. Problem Solving
6. Managing Personal Feelings
7. Yoga

h) Health Education

The student teachers shall carry out any four activities from the following list.

1. Health Service
2. Nutrition Service
3. Healthy School or College Environment
4. Safety Education

5. Human Relation

6. Communicable and Non Communicable Diseases.

i) Physical Education

The student teachers shall carry out any four activities from the following list.

1. Minor Games
2. Major Games
3. Rules and Regulations Of Games
4. Rhythmic Activities
5. Individual and Team Sports
6. Aerobic and Anaerobic Activities
7. Lesson Plan

j) Experience in Special Education

The student teachers have to visit two special schools or inclusive schools to understand the diverse needs of learners and educational practices followed in such schools. Based on the convenience, the schools for student with Hearing Impairment, Visual Impairment or Mental Impairment are to be selected.

k) Weekly Report of School Experiences in Blog

The student teachers are encouraged to create educational blogs (individual/group) for sharing their school experiences, class notes, assignments weekly and participating in active blogging community.

l) Portfolio of Two School Students

A sample of all the assigned works 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.

m) Classroom Action Research (CAR)

Classroom action research is a form of self-reflective inquiry that can be utilized by teachers in order to improve (i) their own practices, (ii) their understanding of these practices and (iii) the situations in which these practices are carried out. It aims at looking for solution to the prevalent school/ educational problems.

n) 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, where students gradually realise what is good behavior for themselves and their community. The student teachers take classes for school children at both levels in the form of a) stories with morals, b) through examples, models and rules, c) through reflecting personal activities of self and others and d) through problem solving by applying moral reasoning.

o) 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 data through Histogram, Frequency Polygon and Pie Diagrams should be made and the statistical measures like Central Tendency, Measures of Dispersion and Correlation are also to be applied.

Socially Useful Productive Work (SUPW)

Socially Useful Productive Work is a purposive and meaningful, manual work resulting in the preparation of goods or services which are useful to the community. It helps 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 workers. The SUPW activities include soap making, detergent making, lotion making, preparation of jam and pickles, jewellery, craft work, book binding and making paper bags (any five activities).

Social Project

The objective of social project is to bring about social change that will benefit an individual and community. It gives a deeper understanding of the cultural and social issues that affect different community. Student teachers develop the skills and knowledge to plan and implement a social project to enhance community life. They work together to solve real-world problems in their schools and 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. It is a style of active and inquiry-

based learning. Projects related to outreach activities, disaster management or 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. They provide services that are designed to improve the quality of life for community residents or to solve particular problems related to 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 (any three activities).

Multimedia Kit

Creating a Multimedia Kit allows a student teacher to incorporate many different types of media into a lesson. Multimedia is the integration of text, graphics, animation, sound, and/or video. The kit includes a collection of teaching learning materials like slides, CD, transparent sheets for projectors and programmed learning materials.

Study Tour (Minimum Three days)

To facilitate the experience of student teachers to a wider social environment, study tour is included for a minimum of three days. It is an exposure trip to the places of educational or 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/field trip and understanding the environmental aspects. 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. The student teachers 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, execution of the plan, benefits derived from the tour, problems faced, implications and suggestions.

Viva-Voce

The examination for the degree of B.Ed. Programme also includes viva-voce for assessing practical activities. Questions related to the practical components may be asked by

the external examiner and the student teacher has to answer the questions in such a way to demonstrate sufficient knowledge and skills related to teaching and learning.

Question Paper Design for Full Course

Each theory question paper is designed for three hours in four Sections – Section A, Section B, Section C, and Section 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	One Word Answer (Question Form)	10 x 1	10	One word/ Phrase
B	Very Short Answer Questions with Open Choice. (Any Ten Questions out of Twelve Questions)	10 x 2	20	Fifty words each
C	Short Answer with Open Choice (Any Four out of Six Questions)	4 x 5	20	Two Hundred words each
D	Essay with Internal Choice	2 x 10	20	Five Hundred words each
	Total		70	

Question Paper Design for Half Course

Each theory question paper will be designed for one and half hours in the four sections -A, B, C and D. Number of questions and allotments of marks as follows:

Section	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	One Word Answer (Question Form)	5 x 1	5	One word / Pharse
B	Very Short Answer Questions with Open Choice. (Any Ten out of Twelve Questions).	5 x 2	10	Fifty words each.
C	Short Answer with Open Choice (Any Four out of Six Questions)	2 x 5	10	Two Hundred words each.
D	Essay with Internal Choice	1 x 10	10	Five Hundred words each.
	Total		35	

Total marks for Theory - 1300

Total marks for Practical - 700

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 percent of attendance.

Passing Minimum

The candidate 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. A candidate shall be declared to have passed the theory examination if he secures not less than 50 percentage in each of the theory papers. A candidate shall be declared to have passed the practical examination, if he / she secures not less than 50 percentage of marks in each of the practical components. A candidate shall be

declared to have passed the B.Ed. degree examination if he/ she secures a minimum of 50% of marks for internal assessment, external assessment and in total.

Photocopying of answer sheet and Revaluation

There is a provision for obtaining photocopy of the answer script by remitting 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 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 will be conducted for outgoing students at the end of the final semester within one month of the date of declaration 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%*