

B.ED. CURRICULUM FRAMEWORK AND SYLLABUS

The true teachers are those who help us think for ourselves

- Dr. S. Radhakrishnan

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

-Swami Vivekananda

Curriculum Vision:

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

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 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 2018-2019)

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 (2018-2020) with effect from the academic year 2018.

The major aspects of the revised B.Ed. 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, 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 that 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 Choice Based Credit and Semester System provides choice for students to select from the prescribed courses namely elective 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 studyhours 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 the 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 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.

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.

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

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.

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

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. 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, following measures are taken.

- i. Both theory and practical examinations will be conducted at the end of each semester.
- ii. Assessment of theoretical and practical components of each semester shall be undertaken by external examiners duly appointed by the office of the controller of examination.
- iii. The question papers for each course shall be set by external examiners.

Curriculum Transaction

Lectures, Lecture cum Discussion, Seminars, Assignments, Workshops, Group works, Brain Storming, Fieldworks, Use of ICT, Project works, Peer teaching, and Co-operative learning 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. 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.

School Internship Programme

The school internship programme 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. Internship is for a total period of sixteen weeks 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 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. (at least five classes in each pedagogic courses).

Phase – II is considered as **level – 2** in which the student teachers shall spend ten weeks in the 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 students. The sixteen week internship in two phases comprises of observation of peer teaching, preparation of lesson plans and teaching learning materials, practice teaching, visit to special schools, case study, value education classes, portfolio preparation for two school students and school supporting activities like addressing assembly, conducting PTA meeting, participation in NSS / NCC and other club activities. The student teacher shall observe the class of school teachers and peers whenever possible.

The 16-weeks internship-mode school experience programme for the practice of 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 five classes each at level-1 and level-2 per week in schools, and the remaining hours shall be utilized for course work and other related 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 examination board duly appointed by the office of Controller of Examinations. External assessment shall also be done for the Developing Professional Competencies (DPC) Courses.

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 and developing professional competencies) and 28 credits allotted for practical components.

A. Core Courses (CC) Credits – 24

The core courses include both theory and suggested activities which comprises

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

B. Pedagogic Courses (PC) Credits - 20

Student teachers shall select their major subject as pedagogic course. The pedagogic courses offered are *Biological Science, English, History, Mathematics* and *Physical Science*. The course *Assessment of Learning* is mandatory for all student teachers, irrespective of their pedagogic course. The pedagogic courses are designed to facilitate capacity building and skill in profession among student teachers and to enhance the potentiality of qualifying Teacher Eligibility Test (TET). 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) Development of Biological Science Education
- viii) Development of English Education
- ix) Development of History Education
- x) Development of Mathematics Education
- xi) Development of Physical Science Education
- xii) Pedagogy of Biological Science Education
- xiii) Pedagogy of English Education
- xiv) Pedagogy of History Education
- xv) Pedagogy of Mathematics Education
- xvi) Pedagogy of Physical Science Education
- xvii) Emerging Trends in Biological Science Education
- xviii) Emerging Trends in English Education
- xix) Emerging Trends in History Education
- xx) Emerging Trends in Mathematics Education
- xxi) Emerging Trends in Physical Science Education

C. Elective Courses (EC) Credits – 4

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 - 4

- i) Yoga for Professional Excellence
- ii) Dramatics and Arts in Education

E. Practical Components (Credits – 28)

- i) Micro-teaching
- ii) Citizenship Training Camp (CT Camp)
- iii) Communication Skills
- iv) Information and Communication Technology (ICT)
- v) Observation of demonstration classes
(of teacher educators and experts –(level 1 & 2)
- vi) **Teaching Competency**– Phase I (level -1)& Phase II (level -2)

- vii) Observation of demonstration classes
(of mentor teachers - level 1 & 2)
- viii) Observation of peer teaching (level 1 & 2)
- ix) Lesson plan writing- (level 1 & 2)
- x) Test and Measurement
- xi) Digital lesson plan - preparation and presentation
- xii) Physical Education
- xiii) Portfolio of school children
- xiv) Psychology experiments (phase I & II)
- xv) Value education classes for school children
- xvi) Socially Useful Productive Work (SUPW)
- xvii) Preparation of teaching learning materials –(level 1 & 2)
- xviii) Self-management and yoga classes
- xix) Health Education
- xx) Reflective report on special school visit
- xxi) Weekly report of school experience in blog
- xxii) School supporting activities
- xxiii) Case Study
- xxiv) Life Skills related social projects
- xxv) Working with community and experiences from social realities
- xxvi) Preparation of multimedia kit
- xxvii) Study Tour
- xxviii) Environmental awareness programme
- xxix) Strengthening reading habits and reflections
- xxx) Developing video scripts

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**

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

iii) *Communication Skills*

As majority of student teachers come from rural background, it is necessary to develop English communication skills. Hence communicative English course is included in the curriculum. Communication skill includes developing Listening, Speaking, Reading and Writing (LSRW) that is continuously monitored throughout the programme on regular basis. The activities of the communication skills are to be filed individually.

iv) *Information and Communication Technology (ICT)*

The student teachers shall upload their experiences in blogs. They are also made to create digital learning resources for teaching, website evaluation and use of web techniques for learning. The student teachers shall prepare a report on legal and ethical issues related to online resources and prepare reports on MS office packages (MS word and excel).

v) *Practice Teaching*

In the six weeks internship, during the second semester, student teachers have to 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 shall be done by mentor teachers in prescribed format. The student teachers also have to prepare two lesson plans based on drama and arts.

vi) *Observation of Classes of Teacher Educators /Subject Experts* (level-1 & level-2)

The student teachers shall observe five demonstration classes at level – 1 and level - 2 (minimum 5 curriculum transaction sessions for each pedagogic course)

of teacher educators/school teachers/subject experts before the commencement of internship or teaching practice.

vii) *Observation of Classes of Mentor Teachers* (level- 1 & level- 2)

The student teachers shall observe five classes at level -1 and five classes at level- 2 of mentor teachers in schools in their concerned pedagogic courses during the internship or teaching practice.

viii) *Observation of Peer Teaching* (level – 1 & level - 2)

The student teachers shall observe the classes of five peers both at level -1 and level-2 during internship in the respective practicing teaching schools.

ix) *Preparation of Lesson plans* (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. Separate records are to be maintained for this purpose.

x) *Test and Measurement*

Test and Measurement includes construction of achievement test, (level 1 & 2) interpretation of test scores construction of diagnostic test and remedial lesson for their respective optional courses. Graphical representation of test scores through histogram, frequency polygon and pie diagram should be made. Statistical techniques like measures of central tendency, measures of dispersion and correlation are also to be applied to interpret the test score.

xi) *Digital Lesson Plan Preparation and Presentation*

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

xii) *Physical Education*

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

1. Minor games
2. Major games
3. Rhythmic activities
4. Individual and team sports
5. Aerobic and anaerobic activities

xiii) *Portfolio of School Children*

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

xiv) 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*.

xv) Multimedia Kit Preparation

Creating multimedia kit enables the student teachers to incorporate many different types of media into a lesson. *The kit includes a collection of teaching learning materials like slides, CD, transparent sheets for projectors and programmed learning materials.*

xvi) Psychology Experiments (Phase I & II)

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 second semester (Phase-I) 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

xvii) 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 at level-1 and level-2.

xviii) Self-Management and Yoga Classes

Self-management and yoga related activities are offered to manage one's physical, intellectual, emotional and spiritual aspects.

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.

xix) Health Education

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

xx) Reflective Report on Special School Visit

The student teachers have to visit two special schools for differently abled children to identify and understand the diverse needs of learners and educational practices followed in such schools.

xxi) 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.

xxii) School Supporting Activities

The student teachers have to prepare a comprehensive report of four school based activities (addressing the school assembly, reflective record on CCE practiced in co-operative schools, organizing of PTA meeting and participating NCC, NSS and other activities).

xxiii) Case Study

Case study is a descriptive approach used to obtain in-depth information about an individual in the real life context. Every student teacher has to conduct a case study and the task has to be initiated during the school internship by selecting relevant case. The details of the case history are to be studied carefully, analyzed and remedial solutions offered. It is an effective method for dealing with problem individuals.

xxiv) Life Skills related Social Projects

Life skills related social project focuses on sensitization of student teachers on socio-culture issues and empowerment to improve the psycho-social competence of the adolescents. The objective of life skills related social project is to bring about social change that will benefit an 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.

xxv) Working with Community and experiences from Social realities

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 drive programmes.

xxvi) 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 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).

xxvii) 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 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 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.

xxviii) Environmental Awareness Programme

Environmental awareness programme help the student teachers to develop a thorough understanding of various aspects environmental issues, study the problems of environment and take applicable measures to protect the environment.

xxix) Strengthening Reading Habits and Reflections

The objective of strengthening reading habits and reflection is to enhance the capacity of student teachers as readers and to develop their reflective skills. 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.

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

xxx) Developing Video Scripts

Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with three to five members.

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 hence they have been combined together. Here one credit is considered as 30 hours of teaching learning process.

First Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B1CC1801	Education in Contemporary India	4	30	70	100
	B1CC1802	Child and Development	4	30	70	100
B Pedagogic Course	B1PC1803	Assessment of Learning	4	30	70	100
	B1PC1804	Theoretical Bases of Biological Science Education	4	30	70	100
	B1PC1805	Theoretical Bases of English Education				
	B1PC1806	Theoretical Bases of				

		History Education				
	B1PC1807	Theoretical Bases of Mathematics Education				
	B1PC1808	Theoretical Bases of Physical Science Education				
		Total	16			400

Second Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B2CC1810	Psychological Perspectives in Learning	4	30	70	100
B Pedagogic Course	B2PC1811	Development of Biological Science Education	4	30	70	100
	B2PC1812	Development of English Education				
	B2PC1813	Development of History Education				
	B2PC1814	Development of Mathematics Education				
	B2PC1815	Development of Physical Science Education				
D Developing Professiona I Competenci es (DPC)	B2DP1816	Yoga for Professional Excellence	2			50
	B2DP1817	Dramatics and Arts in Education	2			50
		Total	12			300

Third Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B3CC1819	School Organization and Management	4	30	70	100
B Pedagogic Course	B3PC1820	Pedagogy of Biological Science Education	4	30	70	100
	B3PC1821	Pedagogy of English Education				
	B3PC1822	Pedagogy of History Education				
	B3PC1823	Pedagogy of Mathematics Education				
	B3PC1824	Pedagogy of Physical Science Education				
		Total	8			200

Fourth Semester

Group	Course Code	Title of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B4CC1826	Curriculum and Learning Domains	4	30	70	100
	B4CC1827	Gender Justice and Inclusive Education	4	30	70	100
B Pedagogic Course	B4PC1828	Emerging Trends in Biological Science Education	4	30	70	100
	B4PC1829	Emerging Trends in English Education				
	B4PC1830	Emerging Trends in History Education				
	B4PC1831	Emerging Trends in Mathematics Education				
	B4PC1832	Emerging Trends in Physical Science Education				
C Elective Course	B4EC1833	Early Childhood Care and Education	4	30	70	100
	B4EC1834	Education of Adolescents				
	B4EC1835	Environmental Education				
	B4EC1836	Library and Information Science in Education				
	B4EC1837	Health and Physical Education				
		Total	16			400

PRACTICAL COMPONENTS**First Semester**(Code – B1PR1809)

E Practical Components	Components	Credits	Marks
	Micro Teaching	1	25
	Citizenship Training Camp	1	25
	Communication Skills	1	25
	Information and Communication Technology	1	25
Total		4	100

Second Semester– Internship Phase –I(Code – B2PR1818)

E Practical Components	Components	Credits	Marks
	Teaching Competency (Phase I)	2	50
	Observation of Demonstration Classes (of teacher educators and experts)	1	5
	Observation of Demonstration Classes (of Mentor Teacher)		5
	Observation of Peer teaching		5
	Assessment by Mentor Teachers		10
	Lesson Plans (20 no's)	2	20
	Digital lesson plan preparation and presentation		10
	Lessons on Drama and Arts (2 no's)		10
	Portfolio of School Children		10
	Physical Education	1	10
	Value Education Classes for School Children (5 no's)		15
	Psychology Practicals	1	25
	Preparation of Multimedia Kit	1	10
	Preparation of Teaching Learning Materials		15
	Total	8	200

Third Semester - Internship Phase –II (Code – B3PR1825)

E Practical Components	Components	Credits	Marks
	Teaching Competency (Phase II)	4	100
	Observation and demonstration classes (of teacher educators and experts)	1	5
	Observation of demonstration classes (of mentor teacher)		5
	Observation of peer teaching		5
	Assessment by Mentor Teachers		10
	Preparation of teaching learning materials	3	20
	School supporting activities		15
	Lesson plans (40 no's)		40
	Health education	1	10
	Self-management and yoga classes		15
	Psychology practicals	1	25
	Reflective report on visit to special school	2	10
	Case study		10
	Weekly report of school experience in blog		10
	Test and Measurement		20
Total		12	300

Fourth Semester (Code – B4PR1838)

E Practical Component s	Components	Credits	Marks
	Life Skills related social projects	2	20
	Working with community and experience from social realities		20
	Environmental awareness programme		10
	Socially Usefully Productive Work (SUPW)	1	10
	Study tour		15
	Strengthening reading habits and reflections	1	15
	Developing video scripts		10
Total		4	100

Design of Question Paper

Each theory question paper 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 question (statement form)	10x1	10	One word
B	Very short answer Questions with open choice. (any ten questions out of twelve questions)	10x2	20	50 words
C	Short answer with open choice (any four out of six questions)	4x5	20	200 words
D	Essay (internal choice)	2x10	20	500 words
	Total		70	

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 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 teachers 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 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
Below 50	-	0.00-5.00	D	Not Satisfactory	Re-appear

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