

Est.: 1980

Pho.: 08482-235209  
+91-8147671269



**H.K.E. SOCIETY'S**

**BASAVESHWAR COLLEGE OF EDUCATION,**

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.  
(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)  
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## **CRITERION – II**

### **TEACHING LEARNING AND EVALUATION**



#### **2.6: Evaluation Process**

**2.6.2: Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

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Sl. No.	Particulars
C	Copy of university regulation on internal evaluation for teacher education

  
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BIDAR - 585 403 (Karnataka)

  
**PRINCIPAL**  
H.K.E.S. Basaveshwar College  
of Education, BIDAR

# *After Amendment Read as*

**GULBARGA UNIVERSITY, KALABURAGI**

**REGULATIONS AND SYLLABUS FOR TWO YEAR B.Ed. PROGRAMME OF  
CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT  
GRADING PATTERN (CAGP) WITH SEMESTER SCHEME**



**DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION  
GULBARGA UNIVERSITY JNANAGANGA,  
KALABURAGI- 585 106  
ACADEMIC YEAR: 2015-16**

**GULBARGA UNIVERSITY, KALABURAGI**  
**REGULATIONS FOR TWO YEAR B.Ed. PROGRAMME OF**  
**CHOICE BASED CREDIT SYSTEM (CBCS) AND CONTINUOUS ASSESSMENT**  
**GRADING PATTERN (CAGP) WITH SEMESTER SCHEME**

In exercise of the powers conferred under Sec .II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary November 2014, Academic council of Gulbarga University frames the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under choice based credit system [CBCS] and continuous assessment grading pattern (CAGP) programme offered in the Teacher Education Institutions (TEI) affiliated and constituent colleges of Gulbarga University from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

**1. Preamble.**

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary (Classes VI – VIII) , secondary level (classes IX -X) and higher secondary level (classes XI-XII). Also aims at preparing practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals for extension activities.

**2. Title, Application and Commencement.**

The regulations shall be cited as Gulbarga University Regulations 2015-16 and onwards governing two year B.Ed Programme leading to Bachelor of Education Degree Programme.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE in the constituent college of Gulbarga University and in its affiliated Teacher Education Institutes having recognized by the NCTE for the two year B.Ed programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per Gulbarga University Rules, NCTE regulations, UGC guide lines and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the Chancellor or on such other date as directed by the Chancellor.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at Gulbarga University which monitors, regulates and issue appropriate directions in conducting, learning and evaluating Teacher Education Programmes.

### **3. Definitions of the Key terms Used in the Regulation.**

#### **3.1 Semester:**

Semester is duration of four consecutive months with a minimum of 90-100 Working days.

#### **3.2 Blank Semester:**

A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester

#### **3.3 Credit:**

It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based activities ,immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of 'L' amounts to one credit and a minimum of a two – hour session of 'T' or 'P' amounts to one credit. 'L' stands for Lecture session, 'T' stands for Tutorial Session and 'P' stands for practical /Practice session.

#### **3.4. Course:**

A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely **L, P, and T.**

#### **3.5. Tutorial :**

A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents

delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

### **3.6. Practical/Teaching learning Practices:**

A Practical/Teaching learning Practices is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

### **3.7. Internship and immersion:**

It is the period where in the candidate visits the Teacher Education Institutes, Schools, or any educational Institutes and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a Mentor (guide). The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is on development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

### **3.8. Enhancing Professional Capacities (EPC):**

These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

### **3.9. Engagement with Field Activity (EF):**

These are the courses where in the student teacher will get the theoretical base through college classes and visit to the field as and when required intermittently to collect information, and complete the assignment.

### **3.10. Field Work Activities:**

These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.

### **3.11. Hard Core Course:**

A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and research project of the main programme of study shall be treated as a hard- core course.

### **3.12. Modalities of Transaction and Assessment (MOTA):**

This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase.

### **3.13. Theory cum Practice:**

These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory into practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes into batches of 25 to 50 students as per the facilities available in the institute.

### **3.14. Simulation practices:**

The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students.

### **3.15. Perspective Courses:**

The courses that provide the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as its applications from various basic disciplines.

### **3.16. Field work Courses:**

The student has to visit the field to collect the required data, systematize, process and present fall under these types of the courses.

### **3.17. Immersion:**

The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full-fledged teacher and equip himself in real situation.

#### **4. Intake:**

The basic one unit size for the programme shall be 50. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation with a maximum of two units.

#### **5. Duration and working days**

There shall be two hundred working days in each academic year exclusive of the period of admission and examination and inclusive of period of classroom transaction, practicum and field study

01. The programme of CBCS based B.Ed shall extend over a period of two year with four semesters for a total of 96 credits.

<b>Sl. No</b>	<b>Semesters</b>	<b>Credits</b>
1	First Semester	24
2	Second Semester	24
3	Third Semester	24
4	Fourth Semester	24
	Total	96

02. The candidate shall complete the course in a maximum period of three years from the date of admission to the course including blank semesters, if any. Whenever a candidate opts for blank semesters, he or she has to study the prevailing courses offered by the college when he/she continues his/her studies by paying the prescribed fees of the university.

03. All the IA activities shall be conducted as per the schedule provided by the university.



The institution shall work for a minimum of 36 hours in a week during which physical presence in the institution of all the faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation, advice, guidance as and when needed to monitor the programme.

#### **6. Eligibility:**

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE, UGC and Gulbarga University, Kalaburagi as listed below:

01. Only those candidates who have obtained any Bachelor's Degree examination of Gulbarga University or any other University in India or abroad, recognized as equivalent through 10+2+3/4/5 pattern of education who has obtained 50% of marks in aggregate of all the subjects he/she has studied for degree is eligible for admission to B.Ed programme.

02. The candidate with less than 50% aggregate in the degree, but a Masters Degree with 50% is also eligible for B.Ed programme. The Bachelor's Degree or Masters Degree in Science/Social Science/ Humanity/ Commerce, Bachelors Degree in Engineering or Technology specialization in Science and Mathematics with 55% or any other qualification equivalent thereto are eligible for admission to the programme.

03. In case of SC/ST, Category -I and Physically Challenged candidates shall have 45% marks in aggregate of all subjects he/she has studied for degree course or 45% in Post Graduation.

04. A candidate belonging to SC/ST/OBC/PWD/371(j) and other categories/type shall be as per rules of the Central Government/ State Government whichever is applicable from time to time.

05. No person shall be eligible to apply for admission to the course in any college unless he/she is a citizen of India.

#### **7. Admission Procedure:**

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.

b) College shall admit all the candidates allotted by the Government of Karnataka within the last date fixed for admission by the Govt. and Gulbarga University.

c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

The University shall prepare the academic calendar of events for both merit and management quota seats in accordance with CAC or by any appropriate agency of the Govt. of Karnataka and Gulbarga University, Kalaburagi and TEI's shall follow the calendar of events. The calendars of events to be followed are:

i. Date for the publication of notice inviting applications for admission by the University along with list of recognized colleges by the University.

ii. Last date of receipt of the applications for admission to the respective Colleges.

iii. Date of selection by test or interview (if any).

iv. Date of publication of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> list of candidates and last date of closure of admission.

v. Provisional approval of the admission by the College and declaration on the college website.

vi. Last date for admission.

vii. Final list of seats admitted and forwarded to the University for Approval.

viii. Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.

ix. Student admitted after the course commencement, and if remains short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

x. The total number of admission of candidates in the colleges from out-side Karnataka State should not exceed more than twenty percentage of the total prescribed intake under any circumstances.

## **8. Attendance and Conduct:**

- 8.1 B.Ed is a full time programme and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action shall be taken to withdraw the degree.
- 8.2 Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.
- 8.3 The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars.
- 8.4 A Candidate shall appear at the semester end examination if he/she has satisfactorily completed the following additional work and has maintained proper records. These records should be produced before the Quality Assessment Committee during its visit to the college.
- 8.5 A student teacher must submit all the Internal Assessment records at the end of each semester to qualify him/her to appear for respective semester end examination.
- 8.6 A student should be compulsorily participate in all the activities of the semester and submit the reports as and when they complete the activity and before the semester end examination.

## **9. Medium of Instruction:**

- 1) Medium of instruction for the course is in English. However, candidates may write the examination in Kannada for all the papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.
- 2) Student teachers shall opt English or Kannada medium for teaching practice irrespective of their medium of instruction opted for theory paper in their colleges.

### 10. Choice of pedagogic subject

The candidate should specify whether he/she desire to be

(a) Teacher for 6-8 and 9-10 Std eligibility, or

(b) Teacher for 8-10 and 11-12 Std eligibility (Only for PG Qualified)

Pedagogy

Each candidate has to select two subjects of pedagogy, one from each group.

**Combination of pedagogy is as follows:**

Group	Discipline	Subject option available	Content to be Practiced as Pedagogy
1	Humanities	Kannada, English, Hindi,	Respective language as first, second, third
2	Social Sciences	History and Civics  Geography	All the content prescribed in the Social Science text books of the State with emphasis on Social Science perspective  All the content prescribed in the Social Science text books of the State with emphasis on Geography and Environmental Science perspective
3	Physical Sciences	Physics  Chemistry	All the content prescribed in the Science text books of the State up to VII and Physical Science Content of IX and X Std  All the content prescribed in the Science text books of the State up to VIII and Physical Science content of IX and X Std.
4	Biological Science	Biology	All the content prescribed in the Science text books of the State up to VIII and Biological Science content of IX and X std
5	Mathematics	Mathematics	All the content prescribed in the Science text books of the State up to X std mathematics of the State.
6	Commerce	Commerce	The content of XI and XII as per State Govt provision

<b>Pedagogy Method (PM)-I Group</b>	<b>Pedagogy Method (PM)-II Group</b>
<b>Group-1.</b> Humanities- Kannada, English, Hindi, Urdu.	<b>Group-A.</b> Social Science, Commerce
<b>Group-2.</b> Physical Science	<b>Group-B.</b> Mathematics, Biological Science
<b>Group-3.</b> Physical Science, Biological Science, Mathematics.	<b>Group-C.</b> Humanities-Kannada, English, Hindi, Urdu.

**Note:** Permissible Subject combinations in the respective Groups are as below; **(One method from each (PM)-I Group & (PM)-II Group)**

- i. **Group-1.** – Any One subject as PM-1 and **Group-A.** –any one subject as PM-2
- ii. **Group-2.** – Any One subject as PM-1 and **Group-B.** –any one subject as PM-2
- iii. **Group-3.** – Any One subject as PM-1 and **Group-C.** –any one subject as PM-2

**Pedagogy of discipline with respect to existing state appointment:**

<b>Sl. No</b>	<b>Pedagogy of Discipline</b>	<b>Suitable for the existing State appointment</b>
1	Humanity	Language Teacher
2	Social Sciences	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Sciences and/or Biological Science	Science Teacher
5	Mathematics	Maths Teacher
6	Commerce	Commerce at Higher Secondary level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

- i). The pedagogic subject choice (except languages) shall be based on the subjects that are studied by the candidate as optional for the three/four /five years course with due marks equivalent to the State Govt. Degree programme. Language pedagogy shall be given based on study of the subject either as optional or as basic.
- ii). The pedagogic subject of advanced pedagogy of higher secondary shall be given only to the students with PG qualification and eligible to be appointed at higher secondary.

**11. Curricular Components.**

The course shall have the curricular components namely:

- a. Perspective Courses (PC)
- b. Pedagogic Method Courses (PM)
- c. Enhancing Professional Courses (EPC)
- d. Engagement with Field Courses (EF)
- e. Elective Course (EC)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA).

The details are in the proceeding table presented semester wise:

## Semester-I

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min to pass	TEE	Min to Pass	Total
01	PC-I	Childhood and Adolescence Psychology	04	03	20	08	80	32	100
02	PC-II	Philosophical and Sociological bases of Education	04	03	20	08	80	32	100
03	PC-III	Educational Technology	04	03	20	08	80	32	100
04	PM-IV/V	Understanding discipline and Pedagogy (Method-I)	04	03	20	08	80	32	100
05	PM-IV/V	Understanding discipline and Pedagogy (Method-II)	04	03	20	08	80	32	100
06	EPC-I	ICT Basics	01	-	25	10	-	-	25
07	EPC-II	Language across the curriculum	01	-	25	10	-	-	25
08	EF-I	Psycho social tools and Techniques	01	-	25	10	-	-	25
09	EF-II	Microteaching and Integration Video Recording and Reporting	01	-	25	10	-	-	25
			24		200	80	400	160	600

Note: TEE = Term End Examination

## Semester-II

Sl. No	Theory	Course Titles	Instructional Hours per week/Credits	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
10	PC-VI	Learning and Teaching Process	04	03	20	08	80	32	100
11	PC-VII	Knowledge and Curriculum	04	03	20	08	80	32	100
12	PC-VIII	Education in Contemporary India	04	03	20	08	80	32	100
13	PC-IX	Pedagogic tools, techniques and approaches	04	03	20	08	80	32	100
14	EPC-III	Understanding Self (Personality and Yoga)	02	-	50	20	-	-	50
15	EPC-IV	ICT applications	02	-	50	20	-	-	50
16	EF-III	Simulated and ICT based Lessons (For Two Methods)	02	-	50	20	-	-	50
17	EF-IV	School Lessons and Reflective Diary Video Recording and Reporting	02	-	50	20	-	-	50
			24	-	280	112	320	128	600



## Semester-III

Sl. No	Theory	Course Titles	Instructional Hours per week/ Credits	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
18	PC-X	Inclusive Education	04	03	20	08	80	32	100
19	PC-XI	Educational Evaluation	04	03	20	08	80	32	100
20	PM-XII/XIII	Subject Specific Pedagogy (Method-I)	04	03	20	08	80	32	100
21	PM-XII/XIII	Subject Specific Pedagogy (Method-II)	04	03	20	08	80	32	100
22	EC-XIV	Elective Course (Any one)	04	03	20	08	80	32	100
23	EPC-V	Fine Arts and Theatres	01	-	25	10	-	-	25
24	EPC-VI	Research Project (Action Research)	01	-	25	10	-	-	25
25	EF-V	Field Assignments	01	-	25	10	-	-	25
26	EF-VI	School Lessons and Reflective Diary	01	-	25	10	-	-	25
			24	-	200	80	400	160	600

## Semester-IV

Sl. No	Theory	Course Titles	Instructional Hours per week/ Credits	Exam. duration	IA	Min. To Pass	TEE	Min. To Pass	Total
27	PC-XV	Gender, School and Society	04	03	20	08	80	32	100
28	PC-XVI	Educational Management and Organization	04	03	20	08	80	32	100
29	PM-XVII/XVI II	Advance Pedagogy of Specific Subject (Method-I)	02	1 & 1/2	10	04	40	16	50
30	PM-XVII/XVI II	Advance Pedagogy of Specific Subject (Method-II)	02	1 & 1/2	10	04	40	16	50
31	EPC-VII	Reflective Reading and Writing	02	-	50	20	-	-	50
32	EPC-VIII	Field Work and Immersion/ Internship (Teaching Practice)	06		150	60			150
33		Practical Exam. (Final Lesson) Method -I Method-II	02 02	45 min 45 min			50 50	20 20	50 50
			24		260	104	340	136	600

## 12. Details of Working Duration, Credits and Marks

The details of total number of working days and its distribution with credits and curricular components are as follow:

Semester	Working Days	Working Hours/ Credit	Marks in each Semester		
			Theory TEE	Practicum EPC & EF	Total
I	100	600/24	400	200	600
II	100	600/24	320	280	600
III	100	600/24	400	200	600
IV	100	600/24	340	260	600
Total					2400

Each credit has equivalence of 25 marks and 24 hours of theory work load. In case of 100 marks for theory course, there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, and similar works.

## 13. Modalities of Transaction and Assessment. (Credits, Marks and Passing Standards)

The modalities of transaction can be seen in two parts namely part A and Part B.

Part-A: In puts: The B.Ed. Programme has various inputs designed with the due proportion prescribed by the NCTE namely, Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson inputs and their proportions to the total. The following two tables are presented with details of different activities.

PRATICULARS	I-SEM	II-SEM	III-SEM	IV-SEM	Total
<b>THEORATICAL</b>	16 Credits /400 (16.6%)	16 Credits /400 (16.6%)	12 Credits /300 (12.5%)	8 Credits /200 (8.3 %)	1300 (54%)
<b>PRACTICAL</b>	8 Credits/ 200(8.3%)	8 Credits/ 200 (8.3 %)	12 Credits /300 (12.5%)	16 Credits /400 (16.6%)	1100 (46%)
<b>TOTAL</b>	24Credits/ 600 (25%)	24Credits/ 600 (25%)	24Credits/ 600 (25%)	24Credits/ 600 (25%)	96 credits /2400 (100%)

**(Percentages are, out o the total marks for the programme)**

**Part A: PRACTICAL INPUTS ACROSS FOUR TERMS (CO-LESSON PRACTICES)**

<b>SEM</b>	<b>COMPONENTS</b>	<b>DETAILS</b>	<b>CREDIT/MARKS</b>
<b>I</b>	ICT Basics	Lab work as detailed in practical course Work.	1Credit/25Marks
	Language across the curriculum	Detailed activities listed in course work.	1Credit/25 Marks
	Psycho-Social Tools and Techniques.	Competency development to administered and interpret result, as detailed in MOTA	1Credit/25Marks
	Microteaching and Integration	Detailed activities listed in	1Credit/25Marks
<b>II</b>	Understanding Self (Personality and Yoga)	Yoga practice courses detailed and personality exercise as in course details listed.	2Credits/50Marks
	ICT Applications	Semi field based try out field activities listed in MOTA.	2Credits/50Marks
	Simulated and ICT based Lessons (For Two Methods)	Detailed activities listed in course work.	2Credits/50Marks
	School Lessons and Reflective Diary	Detailed activities listed in course work.	2Credits/50Marks
<b>III</b>	Fine Arts and Theatre	Detailed activities listed in course work	1Credit/25Marks
	Research Project	Developing Research Project and implementing with the help of course details listed	1Credit/25 Marks
	Field Assignments/Practicum	Detailed activities listed in course work	1Credit/25 Marks
	School Lessons and Reflective Diary	Detailed activities listed in course work	1Credit/25 Marks

<b>IV</b>	Reflective Reading and writing	Detailed activities are listed in the course work	2Credits/50 Marks
	Field Work and Immersion/Internship (Teaching Practice)	Detailed activities are listed in the course work	6Credits/150 Marks
	Final lessons	Examination Activity	2+2 Credits/ 100 Marks

**Part A: PRACTICE LESSONS ACROSS THE FOUR TERMS:**

<b>SEMESTER</b>	<b>COMPONENT</b>	<b>DETAILS OF INPUTS</b>
<b>I</b>	1) Microteaching (Seven Skills) i) Skill of Introduction ii) Skill of probing questions iii) Skill of explanation iv) Skill of illustrations with examples v) Skill of stimulus variation vi) Skill of reinforcement' vii) Skill of using Blackboard 2) <b>Simulation</b> (Non Microteaching) Integration and overall skill with teaching-learning process for 15-20 minutes	Skill with full repeat cycle and with video feedback          Two lesson per pedagogy subject
<b>II</b>	3) Simulation Lesson (College based)  4) Simulation with ICT (at least 2+2 lessons with ICT mediation) 5) School lessons and Reflective diary	Total 2 lessons (1 in each Pedagogy subject)  Total 4 lessons ( 2 in each pedagogy subject) Total 14 lessons ( 7 in each pedagogy subject)
<b>III</b>	6) Unit plan Based Lessons  7) Lesson under Block Teaching	At least three lessons in a Unit+1 unit test per pedagogic subject Eight lessons per pedagogic subject and one criticism lesson in each subject in three weeks duration
<b>IV</b>	Field work and Immersion/Internship (Teaching practice)  Practical exam (Final Lessons)	50 days (Details are given in the immersion programme in the syllabus) PM-1 and PM-2

**Part-B: Modalities of transaction:**

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of the course and its corresponding modality is mentioned in the table. Further details of each modality are mentioned thereafter. The details of each modality of transaction and assessment are as below:

SI No.	Modality	Courses of programme	Nature of transaction
1	Type-1	Theory courses of semester I, II, III, and IV	Class room presentations, discussions, seminars Assignments and tutorials CAI approach.
2	Type-2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Based Teaching D. Use of software and open source (ICT based simulation)	Small Group activities in the College premises. Recording and reporting
3	Type-3	A. Language across the curriculum B. Research project C. Reflective Reading and Writing D. Fine Arts and Theatre	Theoretical presentations, Discussions, Demonstrations, practice under supervision, field work and report writing
4	Type-4	Lab Work : A. ICT-1 B. ICT-2 C. Psycho-social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type-5	Field Assignments/School lessons and Reflective diary A. Type 1: Theory courses B. Type 2: Simulation practices	Orientation to the assignment, providing necessary instructions, undertaking work in school
6	Type-6	Immersion/ Internship (Teaching practice)	Practicing various roles of teacher at school premises, recording and reporting

**Type 1: Modes of Transactions for Theoretical Courses:**

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session. There

shall be assignment and periodical test s related to the theory and shall be consider for internal assessment. Seminars, discussions, hands on experience shall be extended contextually.

**The list of theoretical courses is as listed below.**

Sl. No	Course code	Course Title	Credits	Internal-Marks		External- Marks		Total
				Max	Minimum	Max	Minimum	
I	PC-I	Childhood and Adolescence Psychology	4	20	8	80	32	100
	PC-II	Philosophy and Sociological bases of Education	4	20	8	80	32	100
	PC-III	Educational Technology	4	20	8	80	32	100
	PC-III	Understanding Discipline and Pedagogy-I	4	20	8	80	32	100
	PC-III	Understanding Discipline and Pedagogy-II	4	20	8	80	32	100
II	PC-VI	Learning and Teaching Processes	4	20	8	80	32	100
	PC-VII	Knowledge and Curriculum	4	20	8	80	32	100
	PC-VIII	Education in Contemporary India	4	20	8	80	32	100
	PC-IX	Pedagogic tools, Techniques and approaches	4	20	8	80	32	100
dele	delete	Delete	delete	delete	delete	delete	delete	delete
III	PC-X	Inclusive Education	4	20	8	80	32	100
	PC-XI	Educational Evaluation	4	20	8	80	32	100
	PM-XII/XIII	Subject specific pedagogy-I	4	20	8	80	32	100
	PM-XII/XIII	Subject specific pedagogy-II	4	20	8	80	32	100
	EC-XIV	Elective Course	4	20	8	80	32	100

IV	PC-XV	Gender, School and Society	4	20	8	80	32	100
	PC-XVI	Educational management and Organization	4	20	8	80	32	100
	PM-XVII/X VIII	Advance Pedagogy of Specific Subject (Method-I)	2	10	4	40	16	50
	PM-XVII/X VIII	Advance Pedagogy of Specific Subject (Method-II)	2	100	4	40	16	50
			68					1700

### **Type 2: Simulation Practices:**

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure is provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

- a. Micro teaching:
- b. Video lesson observation and criticism
- c. Skill Integration lesson presentation with peer group
- d. ICT mediated lesson with peer group
- e. Video recording lesson of peers in simulation classes
- f. Concept analysis and presentation on subject content

### **Video lesson Activity:**

Observation of video lessons: Each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.



Sl. No	Course input / Exam scheme	Credits	Assessment Marks			
			Internal	External	Minimum	Total
1	Microteaching and Integration	1	25		10	25
2	Simulated and ICT based Lessons	2	50		25	50
	Total	3				75

**Type 3: Competency Based Instruction:** Language across the curriculum , Research project Reflective Reading and Writing, Fine Arts and Theatre

Sl. No	Course input / Exam scheme	Credits	Assessment Marks			
			Internal	External	Minimum to pass	Total
1	Language across the curriculum	1	25		10	25
2	Fine Arts and Theatre	1	25		10	25
3	Research Project	1	25		10	25
4	Reading and reflecting	2	50		25	50
	Total	5				125

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

#### **Type 4: Lab Works:**

ICT-1: ICT Basic- One Credit

ICT-2: ICT application- Two Credits

Psycho-social tools and techniques: One Credit

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Sl. No.	Course input / Exam scheme	Credits	Assessment Marks			
			Internal	External	Minimum to pass	Total
1	Conduct of practicum in lab situation (ICT-1)	1	25		10	25
2	Conduct of practicum field based and presenting as report (ICT-2)	2	50		20	50
3	Reporting the Journal record and submission (Psycho-social tools and techniques)	1	25		10	25
	Total	4				100

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis software, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

**Set-A shall have following procedure (Individualized in lab work)**

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Exercise practice and output print if necessary.
- e. Writing the details of the activity in the journal and submission for the tutor's signature.

**Set-B shall have following procedure: (In lab with work presentation)**

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Working out the exercise and presenting the material to the small group for feedback and discussion.

**Some of the ICT mediated activities to be undertaken are: Basic Competencies:**

1. Use of word spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada software keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

**Additional Activities:**

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in [www.blogger.com](http://www.blogger.com) , [www.wordpress.com](http://www.wordpress.com)
6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wiki educator/wiki spaces and adding/editing content.
11. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (free mind, VUE) and write a report.
13. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

**Type 5: Field Assignments/School lessons and Reflective diary**

1.	School Lessons and Reflective Diary	2	50		25	50
2.	Field Assignments	1	25		10	25
3.	School Lessons and Reflective Diary (Block teaching)	1	25		10	25
Total		4				100

**Type 6: Field work/Immersion/Internship (Teaching Practice) and Practical exam (Final lesson)**

Sl. No.	Course input/exam scheme	Credits	Assessment Marks			
			Internal	External	Minimum to Pass	Total
1	Field Work and Immersion/ Internship (Teaching Practice )	6	150		60	150
2	Practical Exam. (Final Lesson)					
	Method-I	2		50	20	50
	Method-II	2		50	20	50
Total		10	150	100	100	250

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this scheme each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignments for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly. Some of the sample assignments are listed below:

**A) Lab assignment:**

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students' scores (Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issue related child/teachers recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

**B) Field assignments:**

1. Visiting schools and generates the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
5. Identify dyslexia cases if any from lower classes and provide strategic inputs to the child.
6. Test for color blindness and other readability problems of a class students and report the findings to class teacher.

**Field Work:**

(To be taken during Semester III and IV during Engagement with Field Work Sessions) Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent

assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc) and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event assess the status and present a report for its improvement.
- e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.
- f. Any other activity similarly designed and notified by the University. For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible. Some of the schemes of Assignment for XI -XII Pedagogic Courses in the fourth semester are listed below:

**School Intervention Competency Development (SIC-D):**

Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources utility and its optimization.
- b. Introducing to updated pedagogy and TLM and experimenting.
- c. Evolving activities for Higher Secondary School/ Secondary School and incorporation to inculcate the inputs for the neglected components of educational policy.
- d. Strengthening the programme presently undertaken by the Government at school

level so as to improve the quality. Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the group discussion class.

**A few more suggestive activities:**

Systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports to be maintained.

**Capacity Building Program:**

The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken. Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

**Seminar/presentation:**

The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

**Subject association activity:**

Participation/contribution and reporting of the student-teacher in the subject associated activities organized weekly in pedagogic groups.

**Reading and reflecting context:**

The aim of this course is to enable student teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read



variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

**Multiple Choice Questions:**

MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question Test batteries with 40 items each covering the syllabi based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.

**Assignment:**

Teaching Learning Material Development: The B.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

- a. LPS/HPS Curriculum subjects.
- b. Sec school curriculum subjects.
- c. Learning and teaching issues proposed in the national and State educational policies In special occasion in consultation with guide TLM can be for Higher education courses. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, or any other format according to certain principles of learning-teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted and also be presented in the pedagogic classes.

**List of the Practical Work:**

List of the Practical Work to be taken during Internship: The detailed procedure is provided in courses details of immersion Programme. Some of the practical's to be taken during the course are:

- Teaching Aid
- Book Review

Blue Print (Subject - 1)  
Action Research / Case Study  
Literacy Programme  
Co-curricular Activity  
Organization of Parental Programme Analysis of Result of any one class.  
Psychological Testing  
Observation of Experienced School Teachers  
Viva & Co-curricular Activity  
Education Forum  
Project Based Learning

#### **14. Mandatory Institutional Requisites.**

##### **Appointment of Academic Head:**

He/She is the head of the B.Ed Programme with qualification required equivalent to a Principal of B.Ed Institute as per NCTE, State, UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. In case of non-availability of such person a senior faculty member with qualification required equivalent to a Assistant Professor as per NCTE, State, UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Assistant Professor to college/University. He/She shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

##### **Academic Resources:**

For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The curriculum transaction mode (CTM) prescribed and the Internal Assessment monitoring guidelines and conditions laid down by the University has to be strictly adhered. All I.A activities need to be recorded stored systematically and shall be approved by the requisite approving body before forwarding marks to the Registrar (Evaluation) of University.

The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University, TERM Cell, STEM Board of the State, DSERT and authorities appointed from time to time by the State and University authority.

#### **Academic Records:**

These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

#### **15. Monitoring Academics and Assessment Board (MAAB):**

##### **(Internal Assessment Examination Work)**

There shall be a Monitoring Academics and Assessment Board for moderating continuous assessment marks of I, II, III and IV semester candidates. The BOS chairman (B.Ed) in Education (UG) shall constitute Monitoring Academics and Assessment Board (MAAB) for every year on rotation basis and get approved from the University through the Registrar Evaluation. The Board shall consist of:

- a) The Chairperson Board of Studies (B.Ed) in Education (U.G)
- b) Two Academic Head/Principal (B.Ed) from TEI, fully qualified and appointed on permanent basis, approved by University based on rotation cum seniority.
- c) Two senior members from teaching staff of TEI, fully qualified and appointed on permanent basis, approved by University on rotation basis.
- d) The Academic Head/Principal of the respective TEI (B.Ed. College) shall be the member, only for his/her TEI (B.Ed. College), fully qualified and appointed on permanent basis, approved by University
- e) On the event of the number of Colleges of Education increasing beyond 25, one more MAA Board shall be constituted.

**Note:** However the chairperson (BOS) in UG (B.Ed) shall constitute additional boards as per the above procedure for every year tagging odd semesters and even semesters respectively

but the additional board/s shall be headed by a coordinator from P.G Dept. of Education, from GUK in the cadre of Professor/Associate professor. In case of non-availability of professor/Associate professor, the senior most principal of affiliated colleges who is qualified and approved from the university as per the new NCTE norms shall only be considered on rotation basis for a period of one year.

The Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate of the program of I, II, III, IV semesters to the committee to verify the academic records, attendance records and moderate the continuous assessment marks. The board shall have the powers to go through any records as well face to face interaction with the candidates pertaining to internal assessment and it shall have the power to modify internal assessment marks in case where fair assessment is lagging and modified list of the candidates shall be submitted to the respective committee and committee chairman in turn shall submit to the Registrar Evaluation. The Board of Studies B.Ed (U.G) shall prepare the procedure of monitoring the IA and get the approval from Academic Council. The advisory note of the STEM board shall be mandatory whenever circulated to the university as and when provided so as to maintain inter university standard.

Mandatory conditions to be observed and followed in relation to MAA board visits:

1. All the I.A activities are compulsory and must conduct the activities and prepare the records and present the same during the viva-voce by the trainee himself/herself in the language she/he offered. Failing which his/her I.A marks shall not be approved and be considered as incomplete records and summarily treated it as absent.
2. All the I.A activities to be supervised/guided by a full-time qualified and approved teacher in the concerned subject/activity regularly as per the university schedule.
3. All the I.A activities to be conducted and prepared in the formats approved in the BOS and as per the course regulations.
4. All the I.A activities should be conducted in time as per the University calendar of events and should be assessed by the approved concerned subject/activity teacher in time and should maintain all such original records and produce during board visits. All the records should bear the signature and date of its conduct/assessment of activity.

If a trainee student fails to conduct and submit all the records or a few records duly assessed by the approved teacher in time regularly throughout the course, such trainee student/s shall be treated it as absent and such students shall not even be considered for appearing in the next subsequent board visits by paying penalty. If she/he desires to continue again the course take a permission from the university for repeating the course in addition to the

5. Freshly admitted students. All such cases shall be reported by the respective boards to the BOS chairperson to forward the same to the Registrar, Academic section for further necessary action.

6. Only those student trainee/s who are present throughout the course, conducted all activities and remains absent on genuine reasons shall only be considered for reappearing in the next subsequent board by paying penalty fees of the university. Even the candidates having incomplete records/ partially attended records shall also repeat the course by taking permission from the university in addition to the freshly admitted students.
7. After completion of the MAA board/s visit the concerned board chairperson/ coordinator/s should submit moderated I.A marks list of all the colleges forwarded through the BOS chairperson to the Registrar (Evaluation) within 15 days from the date of completion of board visit. Its obligatory on the part of boards and principals of all the colleges to comply the MAA board suggestions
8. Failing to comply and submit the moderated I.A marks list of the students within 15 days as per the conditions and directions of the board the concerned authority either the principal of the respective college or board shall be held responsible with whomsoever the mistake lies.
9. If any principal/s fail/s to submit the moderated I.A marks list within 15 days from the date of completion of MAA board visit the concerned board chairperson/coordinator should report the matter to the Registrar (Evaluation) through the BOS chairperson for imposing a suitable penalty fees that too for a maximum period of one week duration. Even after a lapse of one week penalty period if the principal fails to submit the moderated I.A marks list the result/s of that particular college/s shall be withheld and the matter shall be referred to the Academic Council for final decision.
10. The qualified and approved principal shall submit the original consolidated I.A marks list bearing signatures of all the concerned approved staff to the respective board chairperson/coordinator only during the visit of the board.
11. During the Board visits all the concerned approved teaching staff and students be present and produce all the required authentic original I.A activities records of all the students methods wise at a particular place. If anyone teaching staff remains absent on that day the concerned subject teacher has to be held responsible for his guided activities and if any inconvenience caused to the students as far as his/her supervision of activities are concerned.
12. Even during the moderation of marks all the teachers concerned shall be taken into confidence and submit the same list to the coordination board concerned duly signed by the principal alone.
13. The board shall verify all the original records of all the students and teachers and conduct viva-voce for the randomly selected 10 to 15% of the total strength considering all the pedagogic subjects into account.

The main objective of the board visit is to ensure equal justice among all the colleges and encourage meritorious teacher trainees and suggest for further good training. The board has to certify whether all the teachers have acquired teaching competency, skills and professional ethics i.e cognitive, affective and psychomotor aspect of the training course.

14. Where there are no qualified teachers approved from the university/No classes and I.A activities conducted as per the course regulations such college/s status

report shall be reported to the examination section and thereby the matter will be referred to the Academic Council for final decision.

15. The MAA board visits shall be conducted one week well before the commencement of the theory examination for every semester.
16. The colleges should keep ready the following records for MAA board inspection- 02 sets of consolidated I.A marks list based on all the original records of I.A, conduct and assessment records of all the practicum activities, original ledger for having consolidated I.A marks of all students duly signed by the teachers concerned, All teachers diary, observation records, valued test answer scripts, seminar and assignments records and question papers, time-tables of all the I.A activities, permission letters from the BEOs and other video recordings and reports related to I.A activities etc.,
17. Other details of guidelines for governing moderation process shall be worked out in the BOS and be oriented to all the teaching staff
18. One day before commencement of MAA board visits, all the MAA boards members and coordinators shall meet under the BOS chairmanship for deciding and fixing and grouping of all college averages in terms of 03 ratings as A, B & C grades with respective ranges of college average percentages and maintain the proceedings for having conducted the pre and post board meetings. The pre and post board meeting dates shall also be considered as OODs for the members and coordinators for claiming allowances as per the university rules.
19. Maximum 04 local colleges and 03 non-local colleges be allotted for each board per day for the first and second semesters. If two semesters are running simultaneously i.e. I/III and II/IV maximum 03 local colleges and maximum 02 non-local colleges be allotted by tagging I/III semester and II/IV semester for each board per day.
20. The viva-voce for selected students and verification of all the records of students and teachers shall be done in the physical presence of all the approved teaching staff.
21. The content matter of viva-voce shall be the theory and practical aspect of each activity related to perspective, pedagogic and specialization papers.

#### **16. Assessment and Evaluation:**

The Panel of Examiners who are fully qualified and appointed on permanent basis, approved by University for B.Ed shall be prepared by the Board of Studies in Education. The Board of Examiners will be constituted by the

University from the Panel of examiners for B.Ed programme. The Registrar (Evaluation) shall conduct the examination and declare the results.

**Internal Assessment:**

Each Course normally, would have two components- the Internal Assessment and the Term End Examination (TEE). The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Term End Examination (TEE) are presented in the schematic table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

<b>Activities</b>	<b>Marks</b>	<b>Activities</b>	<b>Marks</b>	<b>Total Marks</b>
Session Test -1	5 Marks	Session Test-2	5 Marks	10
Assignment	5 marks	Seminar	5 Marks	10
Total	10 Marks		10 Marks	20

The first component (Session Test) of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of assignment report based on core papers within one month from the date of allotment (5marks for Session Test and 5marks for assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after

completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff members shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate the test paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

The records of all the internal assessment activities shall be maintained for one year and/or till the candidates' opportunities to reappear (attempt) are exhausted.

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) through the chairman of MAAB.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

<b>Sl. No</b>	<b>Marks for each course</b>	<b>Marks</b>
01	Total marks for each course-Theory	100 and 50
02	Continuous assessment for 100 Marks	20
03	Continuous assessment for 50 Marks	10
04	Term - End -Examination	80 and 40

### **17. Successful Completion of Programme:**

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the Semester End University examination.



- (i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the Semester End University examination alone will be allowed entry to the next Semester.
- (ii) The moderated marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions through MAAB within stipulated time before closing of the semester in manual/printed as per University procedure.
- (iii) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) EPC & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. The entire Practical during Semester I, II III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.
- (iv) The grade and the grade point earned by the candidate in the subject areas given below:

<b>P</b>	<b>G</b>	<b>GP = V x G</b>
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If G = 0 (C), (GP=0) then the course is automatically considered as PENDING. He/She is not said to have failed in the course. Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion

of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program. Where, GP denotes the grade points earned in the course;

'V' denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
$8 > \text{CGPA} < 10$	1
$6 > \text{CGPA} < 8$	2
$5 > \text{CGPA} < 6$	3

### **18. Issuance of Grade Certificate:**

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

### **19. Provision to pass:**

- i) A candidate who **has passed in 'Theory'** but has not completed **or failed in 'Practicum'** shall be permitted at his/her option to carry forward the marks obtained in **'Theory'** to three subsequent semester examinations.
- ii) The candidate is required to revise his/her grade in the **'Practicum'** only in areas he/ she has not completed **or failed**. Candidate exercising this option shall be eligible

- for the grade.
- iii) A candidate who fails in '**Theory**' and fails in '**Practicum**', shall be required to put in 50% of attendance in the subsequent year with the permission of the university at the college which he/she appeared for the University Examination and completes the work of practicum and reappear for the theory course examination.
  - iv) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per NCTE norms.

## **20. Pending Courses:**

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize **pending** option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2. The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester. The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

## **21. Reappearing for assessment:**

### **Provision for Repeaters**

- i. A candidate is allowed to carry all the previous uncleared papers to the subsequent semester provided he/she has satisfactorily fulfilled the attendance requirements prescribed.

- ii. The B.Ed. programme under CBCS is fully carryover system. A candidate re-appearing the odd or even semester examinations as and when they are conducted. (Even semester examinations in even semester and Odd semester examinations in Odd semester.)
- iii. Candidates who have failed/ remained absent or are opting for improvement in any paper/s shall complete their course within a maximum period of three years from the date of admission. However, the marks secured in the previous attempt shall be retained, if the same is higher, even after appearing for improvement. Further there is no provision for improvement in the Practice Teaching University Examination.
- iv. The candidate shall take the examination as per the syllabus and scheme of examination in force during the subsequent appearances.
- v. Claim of Exemption: Candidates who fail in the B.Ed. examination may claim exemption at their option at subsequent attempts in the subjects in which they have obtained 40 percent or more. Such candidates who pass in subsequent attempts however will not be eligible for a class; scholarship etc. The internal assessment once awarded for a paper shall be retained even if the candidate takes the theory/ practical examination in that paper subsequently.
- vi. There is no provision for improvement of internal assessment.

There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50%. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists within three years from the date of admission. It will be considered as a Second appearance in all respects.

## **22. Repeal and Saving Clause:**

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in

force shall be applicable to the extent of their in consistency with these regulations. The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the Provisions of these Regulations. If any difficulty arises in the implementation of these regulations the Vice Chancellor shall, in consultation with the Dean the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by him to the Academic Council for r to the Council.