



# Weston College of Education

(Autonomous & Aided by Govt. of Tamil Nadu,  
Re-accredited (4<sup>th</sup> Cycle) of 'A' Grade by NAAC,

Affiliated to Tamil Nadu Teachers Education University)

**No. 10/33, West Cott Road, Royapettah, Chennai – 600 014.**

## **REGULATIONS**

### **Degree of Bachelor of Education (B.Ed.)**

#### **Two Year Programme**

(with effect from 2024-2026 Batch)



# Allexton College of Education

(Autonomous, Aided by Govt. of Tamil Nadu & Affiliated to Tamil Nadu Teachers Education University)  
No. 10/33, West Cott Road, Royapettah, Chennai – 600 014.

## REGULATIONS

### Degree of Bachelor of Education (B.Ed.) - Two Year Programme

(with effect from 2024-2026 Batch)

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# Allexton College of Education

(Autonomous & Govt. Aided)

Affiliated to Tamil Nadu Teachers Education University

## Degree of Bachelor of Education (B.Ed.)

### **REGULATIONS**

**(Two Year Programme - Revised)**

(with effect from 2024-2026 Batch)

#### **1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME:**

A candidate shall be eligible for admission to the programme leading to the Degree of Bachelor of Education provided:

- The candidate should have passed the undergraduate degree examination in the 10+2+3 stream (or) 11+1+3 pattern of study with the same main subject in Part III, for which he/she is seeking admission to B.Ed., Programme.
- Candidate who have taken more than one main subject in Part III (Double/Triple Major) of the undergraduate degree has to choose only one of the main subject and apply for that pedagogy subject only.
- Candidate with the following marks in Part III (Major and Allied subjects) in the bachelor's degree are eligible for admission to the programme.

OC – 50%, BC – 45%, MBC– 43%, SC/ST– 40%. In the case of physically and visually challenged candidates, a minimum pass in the degree is enough.

However, the basis of selection shall be in accordance with the regulations of the University/Government of Tamil Nadu guidelines for admission to B.Ed., programme in force from time to time.

#### **2. ADMISSION TO THE PROGRAMME:**

A candidate shall be admitted to the B.Ed., Degree Programme, only if he/she submits along with his/her application, satisfactory evidence of having qualified himself/herself for a degree from any university accepted by this college as equivalent thereto, in the form of a certificate of equivalence/recognition/eligibility issued by the Tamil Nadu Teachers Education University.

#### **3. DURATION:**

The course of study shall be for a duration of two academic years with four semesters. Each semester is spread over for a period of 100 working days (600 hours per semester or 36 hours in a week - 5 or 6 days in a week), excluding the period of board of examinations and admission.

#### **4. ATTENDANCE:**

B.Ed. Teacher trainee whose admission is approved by Tamil Nadu Teachers Education University should gain 85% of attendance in each semester, failing which he/she will not be permitted to appear for theory and practical examinations. However, as per the decision of Tamil Nadu Teachers Education University, candidates who are able to gain attendance only up to 75% on medical ground, shall be permitted to appear for the examination after getting condonation of attendance and Medical Certificate adhering to the norms of Tamil Nadu Teachers Education University.

Show cause notice shall be served to those student-teachers who are continuously absent for more than 10 (Ten) days, stating that they have to forfeit their seats, if they fail to report to the college immediately, after receiving the Show cause notice.

The student-teachers whose attendance are more than 40% but less than 75% may be given readmission within a period of two consecutive years with full fee and in such cases those student-teachers have to fulfill all the prevailing rules and regulations which are followed during the particular academic year batch.

The student-teachers who do not have adequate attendance shall not be considered for the award of any scholarship or any kind of financial aid by the University/Government/Quasi Government Agencies/NGOs.

#### **5. MEDIUM OF INSTRUCTION:**

The candidates admitted into the B.Ed. degree programme should select the medium of instruction either as English or as Tamil. After the last date of admission, College will submit the name list to Tamil Nadu Teachers Education University along with the medium of instruction chosen by each candidate. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the programme, it will be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed. degree programme will be indicated in the B.Ed. degree programme Transfer Certificate alone. Parallel sessions shall be carried out separately for Tamil and English medium student-teachers.

#### **6. PROGRAMME CONTENT:**

The B.Ed. programme will consist of Compulsory Theory Courses and Practicum components. 'Perspectives in Education Courses', 'Curriculum and Pedagogic Courses', 'Value Added Courses (Elective Courses)', 'Courses on School Content', 'Enhancing Professional Competencies Practical Records' and practicum components are the contents of Programme. The curriculum of the B.Ed. programme consists of Seventeen Compulsory Theory Courses and Two Elective Courses (with the option of choosing any two courses out of Six Elective Courses), along with Engagement with the Field consisting of School Internship, Enhancing Professional Competencies Practical Records (EPCP) and an Online Course.

**LTPC DETAILS OF THEORY COURSES AND PRACTICUM COMPONENT****FIRST SEMESTER****L\*** – Lecture; **T\*** – Tutorial; **P\*** – Practical/Project Work (in Hours\*)

<b>S. NO.</b>	<b>COURSE CODE</b>	<b>SUBJECTS</b>	<b>CREDITS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TOTAL</b>
<b>(A) THEORY COURSES</b>							
<b>I PEC - PERSPECTIVES IN EDUCATION COURSES</b>							
1.	11 PEC	Philosophical Perspectives of Education	3	30	15	15	60
2.	12 PEC	Psychological Perspectives in Education – Part: I	3	30	15	15	60
3.	13 PEC	Essentials of Teaching and Learning	3	30	15	15	60
<b>I CPC - CURRICULUM AND PEDAGOGIC COURSES</b>							
1.	11 CPC	Pedagogy of School Subject – Part: I	3	30	15	15	60
2.	12 CPC	Knowledge and Curriculum	3	30	15	15	60
<b>I VAC - VALUE ADDED COURSES (ANY ONE)</b>							
1.	11 VAC	Physical and Health Education (Elective)	3	30	15	15	60
2.	12 VAC	Life Skills Education (Elective)					
3.	13 VAC	Values and Peace Education (Elective)					
<b>I Semester Theory Courses Total</b>			<b>18</b>	<b>180</b>	<b>90</b>	<b>90</b>	<b>360</b>
<b>(B) PRACTICUM COMPONENT</b>							
1.	11 P	Micro Teaching	2	10	10	20	40
2.	12 P	Citizenship Training Camp	1	--	--	20	20
3.	13 P	Psychology Experiment Record – Part A: Verbal Test	1	--	10	10	20
4.	14 P	Health and Physical Fitness Record	1	--	10	10	20
<b>Enhancing Professional Competencies Practical Records</b>							
5.	11 EPCP	Reading and Reflecting Books	2	10	10	20	40
<b>I Semester Practicum Component Total</b>			<b>7</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>140</b>
<b>I SEMESTER TOTAL</b>			<b>25</b>	<b>200</b>	<b>130</b>	<b>170</b>	<b>500</b>

## **DETAILS OF COURSES IN THEORY**

### **FIRST SEMESTER**

#### **I PEC - PERSPECTIVES IN EDUCATION COURSES:**

- 11 PEC - Philosophical Perspectives of Education
- 12 PEC - Psychological Perspectives in Education – Part: I
- 13 PEC - Essentials of Teaching and Learning

#### **I CPC - CURRICULUM AND PEDAGOGIC COURSES:**

- 11B CPC - Pedagogy of Biological Science – Part: I
- 11E CPC - Pedagogy of English – Part: I
- 11H CPC - Pedagogy of History – Part: I
- 11M CPC - Pedagogy of Mathematics – Part: I
- 11P CPC - Pedagogy of Physical Science – Part: I
- 12 CPC - Knowledge and Curriculum

#### **I VAC - VALUE ADDED COURSES: (ANY ONE)**

- 11 VAC - Physical and Health Education (Elective)
- 12 VAC - Life Skills Education (Elective)
- 13 VAC - Values and Peace Education (Elective)

## **DETAILS OF PRACTICUM COMPONENT**

### **FIRST SEMESTER**

#### **11 P - Micro Teaching Practice:**

- a) Micro-teaching Record – Level: I
  - (i) Practicing any five skills related to the basic subject of student-teachers, including preparation of episodes
  - (ii) Observation of any five peer’s micro-teaching lessons related to the basic subject of the student-teachers, using coding sheets and also one link lesson.
- b) Micro-teaching Record – Level: II
  - (i) Practicing any five skills related to the basic subject of student-teachers, including preparation of episodes
  - (ii) Observation of any five peer’s micro-teaching lessons related to the basic subject of the student-teachers, using coding sheets and also one link lesson.

12 P - **Citizenship Training Camp** (for a period of five days):

- a) Aims and objectives
- b) Identification of camp site
- c) Planning of activities
- d) Duties and responsibilities of various groups and leaders
- e) Service activities
- f) Cultural activities
- g) Guest lectures
- h) Awareness programmes
- i) Camp fire
- j) Inaugural and valedictory function
- k) Evaluation of camp activities
- l) Learning and implications in life

13 P - **Psychology Experiment Record—Part A: Verbal Test** (Any Four of the following):

- a) Eysenck Personality Inventory
- b) Bell's Adjustment Inventory
- c) Reasoning Ability Test
- d) Emotional Intelligence Test
- e) Verbal Test of Creative Thinking by Baqer Mehdi
- f) Teaching Aptitude Test
- g) Classroom Management Scale

14 P - **Health and Physical Fitness Record:**

- a) Yoga and Asanas
  - (i) Meaning and concept of Yoga
  - (ii) Aims and Benefits of Yoga
  - (iii) Meaning of Asana and Surya Namaskar
  - (iv) Teaching any two Asanas for peer group and report writing
- b) Physical Education
  - (i) Aims and Objectives
  - (ii) Importance of Physical Education
  - (iii) Conducting any two minor games for peer group and report writing
  - (iv) Observing and recording Physical Education activities conducted in College

**Enhancing Professional Competencies Practical Records:****11 EPCP - Reading and Reflecting Books:**

Level I: Reading and reflecting the text books of the student-teachers related to their basic subjects (any two classes from Class VI to Class VIII under CBSE pattern) and Reading and reflecting one famous book related to autobiography or biography or Inspirational or Motivational titles.

Level II: Reading and reflecting the text books of the student-teachers related to their basic subjects (IX and X Standards for under-graduates/ XI and XII Standards for post-graduates from Tamil Nadu State Board pattern) and Reading and reflecting one famous book related to autobiography or biography or inspirational or motivational titles.

**DISTRIBUTION OF MARKS - THEORY COURSES  
FIRST SEMESTER**

S. NO.	COURSE CODE	SUBJECTS	INTERNAL MARKS (30*)	EXTERNAL MARKS (70)	MAX. MARKS (100)	EXTERNAL EXAM DURATION
<b>I PEC - PERSPECTIVES IN EDUCATION COURSES</b>						
1.	11 PEC	Philosophical Perspectives of Education	30	70	100	3 Hrs.
2.	12 PEC	Psychological Perspectives in Education – Part: I	30	70	100	3 Hrs.
3.	13 PEC	Essentials of Teaching and Learning	30	70	100	3 Hrs.
<b>I CPC - CURRICULUM AND PEDAGOGIC COURSES</b>						
1.	11 CPC	Pedagogy of School Subject – Part: I	30	70	100	3 Hrs.
2.	12 CPC	Knowledge and Curriculum	30	70	100	3 Hrs.
<b>I VAC – VALUE ADDED COURSES</b>						
1.	11 VAC	Physical and Health Education (Elective)	30	70	100	3 Hrs.
2.	12 VAC	Life Skills Education (Elective)				
3.	13 VAC	Values and Peace Education (Elective)				
<b>TOTAL</b>			<b>180</b>	<b>420</b>	<b>600</b>	

\* i) Test – 10 Marks, ii) Assignment – 5 Marks, iii) Practicum – 10 Marks, iv) Seminar – 5 Marks

**DISTRIBUTION OF MARKS - PRACTICUM COMPONENT  
FIRST SEMESTER**

S. NO.	COMPONENT CODE	COMPONENTS	LEVELS	MARKS
1.	11 P	Micro Teaching	I	20
			II	20
2.	12 P	Citizenship Training Camp	--	15
3.	13 P	Psychology Experiment Record – Part A: Verbal Test	--	20
4.	14 P	Health and Physical Fitness Record		15
<b>Enhancing Professional Competencies Practical Records</b>				
5.	11 EPCP	Reading and Reflecting Books	I	20
			II	20
<b>TOTAL</b>				<b>130</b>



**LTPC DETAILS OF THEORY COURSES AND PRACTICUM COMPONENT**  
**SECOND SEMESTER**

**L\*** – Lecture; **T\*** – Tutorial; **P\*** – Practical/Project Work (in Hours\*)

S. NO.	COURSE CODE	SUBJECTS	CREDITS	L	T	P	TOTAL
<b>(A) THEORY COURSES</b>							
<b>II PEC - PERSPECTIVES IN EDUCATION COURSES</b>							
1.	21 PEC	Psychological Perspectives in Education – Part: II	3	30	15	15	60
2.	22 PEC	Understanding Disciplines and Subjects	3	30	15	15	60
3.	23 PEC	Curriculum Integration: Language and Discipline	3	30	15	15	60
<b>II CPC - CURRICULUM AND PEDAGOGIC COURSES</b>							
1.	21 CPC	Pedagogy of School Subject – Part: II	3	30	15	15	60
2.	22 CPC	Assessment for Learning	3	30	15	15	60
<b>II VAC- VALUE ADDED COURSES (ANY ONE)</b>							
1.	21 VAC	Human Rights Education (Elective)	3	30	15	15	60
2.	22 VAC	Research in Education (Elective)					
3.	23 VAC	Guidance and Counselling (Elective)					
<b>II Semester Theory Courses Total</b>			<b>18</b>	<b>180</b>	<b>90</b>	<b>90</b>	<b>360</b>
<b>(B) PRACTICUM COMPONENT</b>							
1.	21 P	Demonstration Record	1	--	10	10	20
2.	22 P	Visit to Innovative Schools	1	--	--	20	20
3.	23 P	Psychology Experiment Record – Part B: Performance Test	1	10	--	10	20
4.	24 P	Teaching Learning Materials Record	1	--	10	10	20
5.	25 P	Community Services Record	1	--	10	10	20
<b>Enhancing Professional Competencies Practical Records</b>							
6.	21 EPCP	Critical Understanding of ICT	1	10	--	10	20
7.	22 EPCP	e-content preparation	1	--	10	10	20
<b>II Semester Practicum Component Total</b>			<b>7</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>140</b>
<b>II SEMESTER TOTAL</b>			<b>25</b>	<b>200</b>	<b>130</b>	<b>170</b>	<b>500</b>

## DETAILS OF COURSES IN THEORY

### SECOND SEMESTER

#### II PEC – PERSPECTIVES IN EDUCATION COURSES:

- 21 PEC - Psychological Perspectives in Education – Part: II
- 22 PEC - Understanding Disciplines and Subjects
- 23 PEC - Curriculum Integration: Language and Discipline

#### II CPC – CURRICULUM AND PEDAGOGIC COURSES:

- 21B CPC - Pedagogy of Biological Science – Part: II
- 21E CPC - Pedagogy of English – Part: II
- 21H CPC - Pedagogy of History – Part: II
- 21M CPC - Pedagogy of Mathematics – Part: II
- 21P CPC - Pedagogy of Physical Science – Part: II
- 22 CPC - Assessment for Learning

#### II VAC – VALUE ADDED COURSES: (ANY ONE)

- 21 VAC - Human Rights Education (Elective)
- 22 VAC - Research in Education (Elective)
- 23 VAC - Guidance and Counselling (Elective)

## DETAILS OF PRACTICUM COMPONENT

### SECOND SEMESTER

#### 21 P - **Demonstration Record:**

Demonstration by teacher educators / subject expert / school teachers / senior student-teachers / electronic moded demo by expert teacher (Recorded).

##### a) Demonstration Record – Level: I

5 (five) Observations of Demonstration Classes pertaining to the basic subject of the student-teachers.

##### b) Demonstration Record – Level: II

5 (five) Observations of Demonstration Classes pertaining to the basic subjects of the teacher-trainees.

#### 22 P - **Visit to Innovative Schools:**

The student-teachers have to visit any three nearby innovative schools.

The record should include

- a) any new practice in curricular and co-curricular activities, method of teaching and evaluation.
- b) interaction with the administrative staff, teachers and students of such schools regarding the innovative practices followed.
- c) innovations/healthy practices in school administration and management.

**23 P - Psychology Experiment Record - Part B: Performance Test**

(Any FOUR of the following)

- a) Transfer of Training - Cup and Ball/ Mirror Drawing
- b) Meaningful vs Rote Learning – Memory Drum
- c) Division of Attention
- d) Raven’s Standard Progressive Matrices Intelligence Test
- e) Rorschach Ink Blot Test
- f) Concept Formation – Haffman and Kaisenien Test
- g) Span of Attention – Tachistoscope

**24 P - Teaching Learning Materials Record:**

- i) Introduction to Teaching Learning Materials (TLM)
- ii) Edgar Dale Cone of Experience and Implications
- iii) Types of Teaching Learning Materials
- iv) Preparatory Procedure of
  - a) Charts: Process, Organizational, Time, Tabular, Tree, Stream, Flip Charts
  - b) Boards: black, flannel, bulletin, magnetic boards
  - c) Models: Working, Non – Working and Improvised Models
  - d) Creative TLM: Poster, Puppet, Mask, Wall Hanging
  - e) Low Cost Teaching Learning Materials
- v) Educational Programmes on Television and Radio
- vi) Maintaining Procedure of TLM

**25 P - Community Services (Any two):**

- a) Clearing unwanted vegetation
- b) Decoration for functions
- c) Tree plantation/gardening
- d) Social service activities such as adult literacy programmes, teaching hygiene, sanitation and health education to slum dwellers
- e) Organizing campaigns for a social cause

## Enhancing Professional Competencies Practical Records:

### 21 EPCP – **Critical Understanding of ICT:**

- Introduction to Information and Communication Technology
- Scope of Information and Communication Technology
- Learning Six Strands
  - Connecting with the world
  - Connecting with each other
  - Creating with ICT
  - Interacting with ICT
  - Possibilities in education and reaching out
  - Bridging divider
- ICT tools and devices in their teaching-learning.
  - ICT in Teaching
  - ICT based games
  - ICT in Assessment
- Teaching Learning Software for School Children
- Cyber Safety and Security for students and teachers
- e-Learning: Government Initiatives – elearntn, Swayam, Swayam Prabha, epathasala, National Repository of Open Educational Resources (NROER), Pindics, Diksha
- Benefits and Limitations of Information and Communication Technology

### 22 EPCP – **e-Content Preparation:**

- i) Introduction to e-content
- ii) Process of e Content development
- iii) Intellectual Property Rights and Copyrights
- iv) Personal blog creation
- v) Preparation and uploading the link in blog of various forms of e-content
  - a) Two Video Lesson – each 3 minutes (Class Teaching and Dialogue)
  - b) Two Audio Lesson – each 3 minutes (Question & Answer and Subject related incident narration)
  - c) e-Text Lesson Using 'Insert Learning'
  - d) Two Quiz preparation using Google Form and Kahoot App
  - e) Applying Artificial Intelligence (AI) tool in two lessons
- vi) Evaluation of the e-Content using a tool (in respect of objectives, content coverage, sequencing of the content, target group, language)

**DISTRIBUTION OF MARKS – THEORY COURSES**  
**SECOND SEMESTER**

S. NO.	COURSE CODE	SUBJECTS	INTERNAL MARKS (30*)	EXTERNAL MARKS (70)	MAX. MARKS (100)	EXTERNAL EXAM DURATION
<b>II PEC- PERSPECTIVES IN EDUCATION COURSES</b>						
1.	21 PEC	Psychological Perspectives in Education – Part: II	30	70	100	3 Hrs.
2.	22 PEC	Understanding Disciplines and Subjects	30	70	100	3 Hrs.
3.	23 PEC	Curriculum Integration: Language and Discipline	30	70	100	3 Hrs.
<b>II CPC – CURRICULUM AND PEDAGOGIC COURSES</b>						
1.	21 CPC	Pedagogy of School Subject – Part: II	30	70	100	3 Hrs.
2.	22 CPC	Assessment for Learning	30	70	100	3 Hrs.
<b>II VAC – VALUE ADDED COURSES (ANY ONE)</b>						
1.	21 VAC	Human Rights Education (Elective)	30	70	100	3 Hrs.
2.	22 VAC	Research in Education (Elective)				
3.	23 VAC	Guidance and Counselling (Elective)				
<b>TOTAL</b>			<b>180</b>	<b>420</b>	<b>600</b>	

\* i) Test – 10 Marks, ii) Assignment – 5 Marks, iii) Practicum – 10 Marks, iv) Seminar – 5 Marks

**DISTRIBUTION OF MARKS – PRACTICUM COMPONENT**  
**SECOND SEMESTER**

S. NO.	COMPONENT CODE	COMPONENTS	LEVELS	MARKS
1.	21 P	Demonstration Record	I	15
			II	15
2.	22 P	Visit to Innovative Schools	--	10
3.	23 P	Psychology Experiment Record - Part B: Performance Test	--	20
4.	24 P	Teaching Learning Materials Record	--	20
5.	25 P	Community Services Record	--	10
<b>Enhancing Professional Competencies Practical Records</b>				
6.	21 EPCP	Critical Understanding of ICT	--	15
7.	22 EPCP	e – Content Preparation	--	25
<b>TOTAL</b>				<b>130</b>

**LTPC DETAILS OF THEORY COURSES AND PRACTICUM COMPONENT****THIRD SEMESTER****L\*** – Lecture; **T\*** – Tutorial; **P\*** – Practical/Project Work (in Hours\*)

S. NO.	SUBJECT CODE	SUBJECTS	CREDITS	L	T	P	TOTAL
<b>(A) THEORY COURSES</b>							
<b>III CSC – COURSES ON SCHOOL CONTENT</b>							
1.	31 CSC	Content of School Subject–Level: I (For Under Graduates and Post Graduates)	4	40	20	20	80
2.	32 CSC	Content of School Subject–Level: II (For Under Graduates Only)	5	40	30	30	100
	(or)						
	33 CSC	Content of School Subject–Level: II (For Post Graduates Only)					
<b>III Semester Theory Courses Total</b>			<b>9</b>	<b>80</b>	<b>50</b>	<b>50</b>	<b>180</b>
<b>(B) PRACTICUM COMPONENT</b>							
1.	30 P	Teaching Competency during Teaching Practice	4	--	--	80	80
2.	31 P	Unit and Lesson Plan Record	3	10	10	40	60
3.	32 P	Mentor and Peer Observation Record	1	--	--	20	20
4.	33 P	Case Study Record (Individual)	1	10	--	10	20
5.	34 P	Reflective Record on Continuous Comprehensive Evaluation (CCE)	1	10	--	10	20
6.	35 P	Preparation and Use of Teaching Learning Materials (TLM)	2	--	--	40	40
7.	36 P	Test and Measurement Record	2	10	10	20	40
8.	37 P	Know Your Students (KYS) Record	1	--	--	20	20
9.	38 P	Environmental Conservation and Practices in Schools	1	--	--	20	20
10.	39 P	Online Course – Swayam	1	--	--	20	20
<b>Enhancing Professional Competencies Practical Records</b>							
11.	31 EPCP	Action Research Report	1	10	--	10	20
12.	32 EPCP	Organization of Non Scholastic Activities	1	10	--	10	20
<b>III Semester Practicum Component Total</b>			<b>19</b>	<b>60</b>	<b>20</b>	<b>300</b>	<b>380</b>
<b>III SEMESTER TOTAL</b>			<b>28</b>	<b>140</b>	<b>70</b>	<b>350</b>	<b>560</b>

## **DETAILS OF COURSES IN THEORY**

### **THIRD SEMESTER**

#### **III CSC - COURSES ON SCHOOL CONTENT:**

- 31 CSC- Content of School Subject–Level: I (For Under Graduates and Post Graduates)
- 32 CSC- Content of School Subject–Level: II (For Under Graduates Only)  
(or)
- 33 CSC- Content of School Subject–Level: II (For Post Graduates Only)

## **DETAILS OF PRACTICUM COMPONENT**

### **THIRD SEMESTER**

#### **30 P - Teaching Competency during Teaching Practice:**

The student-teachers will have to undergo internship teaching practice in recognized high/higher secondary schools for a period of sixteen weeks (Level: I and Level: II – Basic subject of the student-teacher).

#### **31 P - Unit and Lesson Plan Record:**

- a) Level: I  
Preparation of Unit plans (3 plans) and 30 Lesson Plans (15-Herbartian approach, 5-ALM approach, 5- 'Five E' approach and 5-Multimedia approach) pertaining to the basic subject of the student-teacher.
- b) Level: II  
Preparation of Unit plans (3 plans) and 30 Lesson Plans (15-Herbartian approach, 5-ALM approach, 5- 'Five E' approach and 5-Multimedia approach) pertaining to the basic subject of the student-teacher.

#### **32 P - Mentor and Peer Observation Record:**

- a) Observation Record – Level: I  
Five observations of (3 Mentor and 2 Peer teaching) classes pertaining to the basic subject of the student-teacher
- b) Observation Record – Level: II  
Five observations of (3 Mentor and 2 Peer teaching) classes pertaining to the basic subject of the student-teacher

#### **33 P - Case Study Record (Individual):**

Individual case study has to be undertaken by the student-teachers at Level: II, inclusive of the following stages:

- a) Identification of the problem
- b) Collection of data
  - (i) Personal Data – Name, Gender, Age, Class, Division, Address, etc.,
  - (ii) Other Data – Family, Health, Academic, Achievement, etc.,
- c) Analysis of the Problem
- d) Suggested remedial action
- e) Follow up

**34 P - Reflective Record on Continuous and Comprehensive Evaluation (CCE):**

This activity shall be related to any one of the school subjects at Level: I or Level: II.

- Introduction to Evaluation
- Reforms in Evaluation
- CCE and its role in Evaluation
- Scholastic and Co-scholastic Areas of CCE
- Formative Evaluation of CCE
- Summative Evaluation of CCE
- CCE Grading System of School
- Role of teachers in CCE Record

**35 P - Preparation and Use of Teaching Learning Materials (TLM):**

- a) Preparation and use of 30 TLM for Level: I
- b) Preparation and use of 30 TLM for Level: II
  - 1) Chart – Tree, Flow, Stream, Picture, Tables, Flip
  - 2) Flash Cards
  - 3) Pictures from Print Media (News Paper)
  - 4) Photographs
  - 5) Picture Series
  - 6) Albums
  - 7) Scrap Book
  - 8) Specimens
  - 9) Magazines
  - 10) Programmed Learning Material – Linear
  - 11) Programmed Learning Material – Branched
  - 12) Working Model
  - 13) Non-Working Model
  - 14) Herbarium
  - 15) Stick Figures
  - 16) Question Bank
  - 17) Over Head Projector Sheets
  - 18) Audio Lesson
  - 19) Video Lesson
  - 20) Improvised Apparatus
  - 21) Cartoons
  - 22) Rotating Disc (or) Matching Table
  - 23) Posters
  - 24) Activity Card/Instructional Cards
  - 25) Worksheets
  - 26) Diagrams/3 Dimensional Model
  - 27) Wall Hanging (or) Table Top
  - 28) Real Objects
  - 29) Mind Maps
  - 30) Subject Related Games
  - 31) Glass Slides
  - 32) Match Stick Album
  - 33) Composite Scenes
  - 34) Paper Cuttings



**36 P - Test and Measurement Record:**

Based on the diagnostic and achievement tests conducted by the student-teachers in the Level: I and Level: II classes.

- Evaluation, Assessment, Measurement
- Types of Evaluation: Internal, External, Formative, Summative, Norm Referenced and Criterion Referenced Evaluation
- Types of Test: Standardized test, Teacher made test (Definition, Characteristics, Advantages and Disadvantages)
- Diagnostic Test: Definition, Construction
- Achievement Test: Definition, Purposes, Steps in Construction
- Blue Print Preparation, Writing Test Items, Construction of Question Paper, Preparation of Scoring Key
- Item Analysis
- Types of Questions
- Construction of types of Question
- Advantage and Disadvantages of each Types of Questions
- Administration Procedure of an Achievement Test
- Grading Systems
- Interpretation of scores using measures of Central Tendency and Dispersion
- Rank Correlation
- Graphical Representation of scores using Excel

**37 P - Know Your Students (KYS) Record:**

- i) Applying any two of the following tools to 10 students (Level: I or Level: II)
  - Identifying the interest of students
  - Identify their learning styles
  - Identifying the digital knowledge of the students
  - Identifying study habits
- ii) Preparation of a report using the analysis

**38 P - Environmental Conservation and Practices in Schools:**

Part: A - Introduction to Environmental Conservation

Environmental Challenges  
Sustainable Development  
Role of International Organizations  
Role of Government and Non-Government Organization  
Role of Mass Media

Part: B - School and Environmental Protection

Environmental Education – School Content  
Ways of Schools in Protection Services

- Classroom and Environmental Protection
- Eco Friendly Campus of School
- Programmes & Competitions Organized
- List of Plants: Lawn, Potted Plants, Shrubs, Tree, etc.
- Rules and Regulations of School in Preserving Environment
- Electricity, Water Saving Measures
- Provision for Solid, Liquid Waste Management
- Security Facilities
- Natural Calamities and Safety Measures in School
- Swachh Pledge

**39 P - Online Course - Swayam:**

Any One course related to Pedagogy/ Education/ Basic Discipline Skills with the approval of MOOCs, Coordinator of our College.

**Enhancing Professional Competencies Practical Record:****31 EPCP – Action Research Report:**

Each student-teacher has to identify one unique problem for action research, which should be different from other student-teacher.

i) Introduction to action Research

ii) Stages of Action Research

- Identifying of the Problem
- Defining the Problem
- Listing Probable Causes
- Developing a Research Plan (Action Hypothesis)
- Testing the Hypothesis
- Development and Implementation of Action Plan
- Reporting the Results
- Follow up

iii) Significance of Action Research

**32 EPCP - Organization of Non-Scholastic Activities:**

Conduct and prepare a report on any TWO non-scholastic activities (totally four) from the following list in each level (Level: I & II)

<b>S.No.</b>	<b>Level: I</b>	<b>Level: II</b>
1	Quiz	Dramatization
2	Competition	Exhibition
3	Celebration of Important Days	Awareness Programme
4	Debate	School Assembly
5	Role Play	Rally

**DISTRIBUTION OF MARKS - THEORY COURSES****THIRD SEMESTER**

S. NO.	COURSE CODE	SUBJECTS	INTERNAL MARKS (30)*	EXTERNAL MARKS (70)	MAX. MARKS (100)	EXTERNAL EXAM DURATION
<b>III CSC - COURSES ON SCHOOL CONTENT</b>						
1.	31CSC	Content of School Subject–Level: I (For Under Graduates and Post Graduates)	30	70	100	3 Hr.
2.	32 CSC	Content of School Subject–Level: II (For Under Graduates Only)	30	70	100	3 Hr.
	(or)					
	33 CSC	Content of School Subject–Level: II (For Post Graduates Only)				
<b>TOTAL</b>			<b>60</b>	<b>140</b>	<b>200</b>	

\* i) Class Test – 20 Marks ii) Model Test – 10 Marks

**DISTRIBUTION OF MARKS - PRACTICUM COMPONENT****THIRD SEMESTER**

S. NO.	COMPONENT CODE	COMPONENTS	LEVELS	MARKS
1.	30 P	Teaching Competency during Teaching Practice	I	150
			II	150
2.	31 P	Unit and Lesson Plan Record	I	60
			II	60
3.	32 P	Mentor and Peer Observation Record	I	15
			II	15
4.	33 P	Case Study Record (Individual)	--	15
5.	34 P	Reflective Record on Continuous Comprehensive Evaluation (CCE)	--	15
6.	35 P	Preparation and Use of Teaching Learning Materials (TLM)	I	40
			II	40
7.	36 P	Test and Measurement Record	I	30
			II	30
8.	37 P	Know Your Students (KYS) Record	--	15
9.	38 P	Environmental Conservation and Practices in Schools	--	15
10.	39 P	Online Course – Swayam	--	20
<b>Enhancing Professional Competencies Practical Records</b>				
11.	31 EPCP	Action Research Report	--	20
12.	32 EPCP	Organization of Non-Scholastic Activities	--	20
<b>TOTAL</b>				<b>710</b>

## LTPC DETAILS OF THEORY COURSES AND PRACTICUM COMPONENT

### FOURTH SEMESTER

L\* – Lecture; T\* – Tutorial; P\* – Practical/Project Work (in Hours\*)

S. NO.	COURSE CODE	SUBJECTS	CREDITS	L	T	P	TOTAL
<b>(A) THEORY COURSES</b>							
<b>IV PEC - PERSPECTIVES IN EDUCATION COURSES</b>							
1.	41 PEC	Critical Aspects of Indian Education	3	30	15	15	60
2.	42 PEC	Gender, School and Social Change	3	30	15	15	60
3.	43 PEC	Creating an Inclusive School	3	30	15	15	60
<b>IV CPC - CURRICULUM AND PEDAGOGIC COURSES</b>							
1.	41 CPC	Pedagogy of School Subject–Part: III	3	30	15	15	60
2.	42 CPC	School management and Administration	3	30	15	15	60
<b>IV Semester Theory Courses Total</b>			<b>15</b>	<b>150</b>	<b>75</b>	<b>75</b>	<b>300</b>
<b>(B) PRACTICUM COMPONENT</b>							
1.	41 P	Development of Module for Gifted and Slow Learners	1	--	10	10	20
2.	42 P	Report on Flanders Interaction Analysis Categories System	1	--	10	10	20
3.	43 P	Educational Tour	1	--	10	10	20
4.	44 P	School Budget, Year plan and Time Table Preparation	1	--	10	10	20
5.	45 P	Maintaining School Records and Registers	1	--	--	20	20
<b>Enhancing Professional Competencies Practical Records</b>							
6.	41 EPCP	Drama and Art in Education	1	10	--	10	20
7.	42 EPCP	Understanding the Self: Placement Preparatory work	1	10	--	10	20
<b>IV Semester Practicum Component Total</b>			<b>7</b>	<b>20</b>	<b>40</b>	<b>80</b>	<b>140</b>
<b>IV SEMESTER TOTAL</b>			<b>22</b>	<b>170</b>	<b>115</b>	<b>155</b>	<b>440</b>

## **DETAILS OF COURSES IN THEORY**

### **FOURTH SEMESTER**

#### **IV PEC - PERSPECTIVES IN EDUCATION COURSES:**

- 41 PEC - Critical Aspects of Indian Education
- 42 PEC - Gender, School and Social Change
- 43 PEC - Creating an Inclusive School

#### **IV CPC -CURRICULUM AND PEDAGOGIC COURSES:**

- 41B CPC - Pedagogy of Biological Science – Part: III
- 41E CPC - Pedagogy of English – Part: III
- 41H CPC - Pedagogy of History – Part: III
- 41M CPC - Pedagogy of Mathematics – Part: III
- 41P CPC - Pedagogy of Physical Science – Part: III
- 42 CPC - School Management and Administration

## **DETAILS OF PRACTICUM COMPONENT**

### **FOURTH SEMESTER**

#### **41 P - Development of Teaching Module for Gifted and Slow Learners:**

Preparation of one enrichment module for gifted and one remedial module for slow learners related to basic subject of the student-teachers.

- Frame a research question
- Write SMART Objectives (Specific, Measurable, Achievable, Relevant and Time-bound)
- Provide an outline of the content of the module
- Split the content based on logical framework
- Prepare materials
- Add diagrams
- Add Worksheets
- Write Objective Type Questions and Higher Order Thinking (HOT) Questions for Evaluation
- Specify Further Reference

**42 P - Report on Flanders Interaction Analysis Category System:**

- Part: I -
- a) Flanders Interaction Analysis: Introduction
  - b) Categories and Formulas
  - c) Advantages and Limitations
- Part: II -
- a) Observation of one lesson of the student-teacher, based on Flanders Interaction Analysis Category System (FIACS)
  - b) Matrix table & Scoring
  - c) Interpretation and report

**43 P - Educational Tour:**

- Aims and objectives
- Proposal
- Planning preliminary enquiry, liaison with agencies/authorities, budgeting, safety, first aid, communication
- Organization
- Execution: observation, places of visit, importance of the places
- Evaluation: feedback on success and failure, suggestions for improvement
- Evidences for visit (Photos)

**44 P – School Budget, Year plan and Time Table Preparation:**

- i) School Budget:
  - Introduction
  - Essentials of Budgeting
  - Types of Budget
  - Preparation of Budget
- ii) Year Plan:
  - Introduction
  - Importance of Planning
  - Year Plan Components
  - Preparation of Year Plan
- iii) Time Table:
  - Introduction
  - Importance of Time table
  - Techniques in Time Table Preparation
  - Preparation of Master, Class wise, Subject wise and Teacher Time Table

**45 P - Maintaining School Records and Registers:**

- Records and registers of Schools
- Introduction
  - Importance of Records and Registers
  - Prepare the List and write uses of Records and Registers prescribed by the Government of Tamil Nadu, Department of School Education

## **Enhancing Professional Competencies Practical Records:**

### **41 EPCP - Drama and Art in Education:**

Conducting any SIX activities by the student-teachers with an emphasize on self-realization through

- 1) Drama
- 2) Music
- 3) Song
- 4) Painting
- 5) Drawing
- 6) Clay modeling
- 7) Rangoli
- 8) Slogan writing
- 9) Posters
- 10) Vegetable carving
- 11) Pencil sketches
- 12) Paper cutting
- 13) Paper folding
- 14) Visit to places of importance of art & architecture
- 15) Visit to cultural centers
- 16) Visit to fair
- 17) Visit to art gallery
- 18) Visit to exhibition

### **42 EPCP - Understanding the Self: Placement Preparatory Work:**

Part I: Self-Understanding

Importance of Self Understanding

Ways of Understanding

Orientation on Johari Window

Usage of SWOC (Strength, Weakness, Opportunity and Challenge)

Part II: Sources of Advertisements

Collection of Advertisements - Job Opportunities

Preparation of Curriculum Vitae and Covering Letter

- List of Instructional Resources Prepared during two years

- Evidences of Achievements, Reward, Awards, Certificates

- Proofs of participation of Non- Scholastic activities

Interview Etiquette

**DISTRIBUTION OF MARKS - THEORY COURSES**  
**FOURTH SEMESTER**

S. NO.	COURSE CODE	SUBJECTS	INTERNAL MARKS (30)*	EXTERNAL MARKS (70)	MAX. MARKS (100)	EXTERNAL EXAM DURATION
<b>IV PEC- PERSPECTIVES IN EDUCATION COURSES</b>						
1.	41 PEC	Critical Aspects of Indian Education	30	70	100	3 Hrs.
2.	42 PEC	Gender, School and Social Change	30	70	100	3 Hrs.
3.	43 PEC	Creating an Inclusive School	30	70	100	3 Hrs.
<b>IV CPC - CURRICULUM AND PEDAGOGIC COURSES</b>						
1.	41 CPC	Pedagogy of School Subject – Part: III	30	70	100	3 Hrs.
2.	42 CPC	School management and Administration	30	70	100	3 Hrs.
<b>TOTAL</b>			<b>150</b>	<b>350</b>	<b>500</b>	

\* i) Test – 10 Marks, ii) Assignment – 5 Marks, iii) Practicum –10 Marks, iv) Seminar –5 Marks

**DISTRIBUTION OF MARKS - PRACTICUM COMPONENT**  
**FOURTH SEMESTER**

S. NO.	COMPONENT CODE	SUBJECTS	LEVELS	MARKS
1.	41 P	Development of Teaching Module for Gifted and Slow Learners	--	15
2.	42 P	Report on Flanders Interaction Analysis Category System	--	20
3.	43 P	Educational Tour		10
4.	44 P	School Budget, Year plan and Time Table Preparation	--	20
5.	45 P	Maintaining School Records and Registers	--	15
<b>Enhancing Professional Competencies Practical Records</b>				
6.	41 EPCP	Drama and Art in Education	--	20
7.	42 EPCP	Understanding the Self: Placement Preparatory work	--	30
<b>TOTAL</b>				<b>130</b>



## 7. EXAMINATIONS:

Each candidate whose admission is approved by Tamil Nadu Teachers Education University and who has satisfied the minimum attendance norms of Tamil Nadu Teachers Education University in each semester, will only be permitted for examinations. The theory examinations for all semesters shall be conducted at the end of each semester. The practical examinations shall be conducted at the end of each academic year. The written examination for each Perspectives in Education Course (PEC), Curriculum and Pedagogic Course (CPC), Value Added Courses (VAC) and Course on School Content (CSC) theory course shall be conducted for 30 marks as Internal and 70 marks as External.

## 8. AWARD OF INTERNAL MARKS:

The award of continuous comprehensive evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

S. No.	Components	Allocation of Internal Marks	
		PEC, CPC & VAC	CSC
1	Assignments	5	-
2	Class and Model Tests	10	30*
3	Suggested Practicals	10	-
4	Seminar	5	-
<b>Total</b>		<b>30</b>	<b>30</b>

\* Marks for class tests will be awarded based on THREE tests for Level I (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Standards for both Graduate and Post Graduate students) and TWO tests for Level II (9<sup>th</sup> & 10<sup>th</sup> Standards for Undergraduate students (or) 11<sup>th</sup> & 12<sup>th</sup> Standards for Post Graduate Students) respectively by following the question pattern given below.

SECTION	TYPE OF QUESTIONS	MARKS	TOTAL
Part – I	Objective (Multiple Choice -Ten questions)	10 x 1	10
Part – II	Short Answer with Open Choice (Five questions out of Seven)	5 x 2	10
Part – III	Essay with Open Choice (Two questions out of Four)	2 x 5	10
<b>TOTAL MARKS</b>			<b>30</b>

## 9. QUESTION PAPER DESIGN FOR THEORY COURSES:

Under semester I, II and IV, question paper for Perspectives in Education Course (PEC), Curriculum and Pedagogic Course (CPC) and Value Added Course (VAC) will be designed for 3 hours in Three Sections Part – I, Part – II and Part – III with the number of questions and allotment of marks as described below:

SECTION	TYPE OF QUESTIONS	MARKS	TOTAL
Part – I	Very Short Answer with Open Choice (Ten questions out of Twelve)	10 x 2	20
Part – II	Short Answer with Open Choice (Five questions out of Seven)	5 x 6	30
Part – III	Essay with Internal Choice (Two)	2 x 10	20
<b>TOTAL MARKS</b>			<b>70</b>

Under Semester III, question paper for the Course on School Content (CSC) will be designed for three hours in three Sections Part – I, Part – II and Part – III with the number of questions and allotment of marks as described below:

SECTION	TYPE OF QUESTIONS	MARKS	TOTAL
Part – I	Objective (Multiple Choice -Twenty Five questions)	25 x 1	25
Part – II	Short Answer with Open Choice (Ten questions out of Twelve)	10 x 2	20
Part – III	Essay with Open Choice (Five questions out of Seven)	5 x 5	25
<b>TOTAL MARKS</b>			<b>70</b>

## 10. PRACTICAL EXAMINATION BY BOARD OF EXAMINERS:

The Board of Examiners will examine the practical work of every candidate at the end of each academic year. Student-teachers should maintain the work book/record note book/reports of the activities related to all practicum components. Records of the lessons taught and assessment of teaching competency and skills shall be made available by the respective faculty members to the Principal for scrutiny. The final reports/records/work books shall be made available to the Board of Examiners whose decision on the marks to be awarded shall be final.

## 11. PASSING MINIMUM FOR THEORY COURSES AND PRACTICUM COMPONENTS:

Every candidate should appear for all the papers in the written and the practical examinations in the first attempt. A candidate shall be awarded the B.Ed., degree, only if he/she has passed both the written examination and practical examination.

A candidate shall be declared to have passed the written examination, if he/she secures not less than 50% in each paper, in both internal and external. In case, a candidate secures less than 50% of marks prescribed for the internal assessment, then one more opportunity shall be given to him/her to improve the internal marks, in the specific course within the next semester.

A candidate shall be declared to have passed the practical examination, if he/she secures not less than 50% in the practical examination in teaching competency in each of the two levels and in other educational practicals.

**12. REAPPEARANCE FOR THEORY COURSES AND PRACTICUM COMPONENTS:**

A candidate who fails in one (or) more papers in the theory examination shall be permitted to reappear only for those papers in which he/she fails. Student-teachers who have secured 'RA' (Reappear)/Ab (Absent in the examination) grade in a particular course (other than the practicum components) can reappear, during the subsequent end- semester examination. All applicable fees shall be charged for the purpose of re-appearance in (Theory Courses) examinations. Each unsuccessful candidate after the completion of the two academic years/four semesters shall be permitted to reappear for the theory examinations within the next three consecutive academic years.

A candidate who fails in the practical examination and passes in the theory examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same. Each unsuccessful candidate shall be permitted to reappear for the practical examination within the next three consecutive academic years, whenever the college schedules the practical examination.

**13. PROVISION FOR RE-TOTALLING/ REVALUATION/ SCANNED COPY OF ANSWER SCRIPTS:**

Candidates can apply for revaluation/ re-totalling/ scanned copy of answer scripts to the Controller of Examinations within ten days from the date of publication of results, by paying necessary fee prescribed by the College. To avoid paper wastage, scanned copy will be sent to the candidate through the registered e-mail id of the applicant. After revaluation, scores which are advantageous to the candidates will be taken as the final score. In the cases of retotalling, the scores secured by the student-teacher after retotalling process will be the final.

**14. PROVISIONS FOR IMPROVEMENT:**

- (i) Candidates who have passed in all the courses of a semester shall be permitted to improve the results, by reappearing for the whole examination (All Theory Courses) in the next semester only.
- (ii) A candidate shall be permitted to apply for improvement of examinations 30 days in advance of the pertinent semester examination, whenever held.
- (iii) If candidates pass all the courses in improvement examinations, higher of the two marks secured by the candidates shall be awarded for that semester. In case, the candidate fails in the improvement examinations, the marks secured by the candidate in the first appearance will be the final.
- (iv) Candidates who appeared for improvement examinations are eligible for re-classification of class only and will not be considered for ranking purposes.
- (v) Improvement is applicable only for theory examinations, not for practicum components.

**15. TRANSITORY REGULATIONS:**

Whenever a course or scheme of instruction is changed in a particular academic year, examinations for three more years shall be conducted immediately following thereafter according to the old regulations/syllabus. Candidates who failed to appear for the examinations or unsuccessful in the examinations shall redo the programme and take the examination in accordance with the Regulations and Syllabus of our college, in force from time to time.

**16. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A student-teacher shall be declared to be eligible for the award of Degree of Bachelor of Education (B.Ed.), provided that the student-teacher has successfully completed the requirements of the B.Ed. programme of study and has passed all the prescribed examinations in all the four semesters within a maximum period of **FIVE YEARS**, reckoned from the commencement of first semester to which the candidate was admitted.

**17. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

Successful candidates shall be classified separately for (a) the theory examinations and (b) the practical examinations. The results of successful candidates at the end of all four semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or Cumulative Grade Point Average (CGPA) for the award of Degree of Bachelor of Education.

Class/Distinction shall be awarded to the candidates after they successfully complete the B.Ed. Programme as per the norms specified below:

<b>Category</b>	<b>Marks secured in Theory and Practicum</b>	<b>Class/ Distinction</b>
Student-teachers who successfully complete the B.Ed. programme of study within the duration of 4 semesters in the first attempt (i.e. without arrears in each semester)	75% and above	First Class with Distinction
	60% to 74.99%	First Class
	50% to 59.99%	Second Class
Student-teachers who successfully complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters including the arrears) or Student-teachers who could not complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters) and clears the arrears within the next three academic year.	60% and above	First Class
	50% to 59.99%	Second Class

## 18. GRADING SYSTEM:

### Assigning Grades for Successful Candidates

Each semester result shall also be declared in terms of grades. A six-point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted for successful/unsuccessful candidates.

The semester Grade Point Average (GPA) shall be computed by dividing the sum of the Grade Point Weights (GPW) of all the courses of the study by the maximum credits for the semester. The Grade Point Weights are in turn calculated as the product of the grade points earned in the respective courses and the credits assigned to that course as given below. The maximum total marks for each course of study is 100, while the credit assigned is 3 (three).

The Aggregate or Cumulative Grade Point Average (CGPA) at the end of all the semester examinations shall be calculated as the weighted average of the semester grade point averages. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits assigned for the programme.

### Conversion of Percentage of Marks into Grade Points and Award of Grades based on Absolute Marks:

Range of Marks	Alpha-Sign Grade	Range of Grade Point
90-100	A+	9 < 10
80-89	A	8 < 8.9
70-79	B	7 < 7.9
60-69	C	6 < 6.9
50-59	D	5 < 5.9
00-49	Us	< 4.9
Absent	Ab	0

### Explanation to Grading:

Alpha-Sign Grades A+, A, B, C and D denotes Successful completion of the programme. The Grade 'Us' denotes Unsuccessful in the programme and requires for reappearance in the examination. The Grade 'Ab' denotes the student-teacher's absence for the examination.

## 19. RANKING PROCEDURE:

A candidate who passes all the semester examinations in the first attempt is only eligible for ranks, provided they secure at least CGPA of 6.0 or Alpha-Sign Grade 'C'.

A candidate who passes the semester examinations in parts is eligible for only classification of Class/ CGPA and Alpha-Sign Grade, but not for ranking.

**CONSOLIDATED LTPC DETAILS OF THEORY AND PRACTICUM FOR  
B.Ed. TWO YEAR PROGRAMME**

YEAR	SEMESTER	THEORY COMPONENT				TOTAL
		CREDITS	LECTURE	TUTORIAL	PRACTICAL	
First Year	First	18	180	90	90	360
	Second	18	180	90	90	360
Second Year	Third	9	80	50	50	180
	Fourth	15	150	75	75	300
<b>Total</b>		<b>60</b>	<b>590</b>	<b>305</b>	<b>305</b>	<b>1200</b>

  

YEAR	SEMESTER	PRACTICUM COMPONENT				TOTAL
		CREDITS	LECTURE	TUTORIAL	PRACTICAL	
First Year	First	7	20	40	80	140
	Second	7	20	40	80	140
Second Year	Third	19	60	20	300	380
	Fourth	7	20	40	80	140
<b>Total</b>		<b>40</b>	<b>120</b>	<b>140</b>	<b>540</b>	<b>800</b>

**CONSOLIDATED MARKS OF THEORY AND PRACTICUM FOR  
B.Ed. TWO YEAR PROGRAMME**

YEAR	SEMESTER	THEORY COMPONENT			PRACTICUM COMPONENT	TOTAL
		INTERNAL	EXTERNAL	TOTAL		
First Year	First	180	420	600	130	730
	Second	180	420	600	130	730
Second Year	Third	60	140	200	710	910
	Fourth	150	350	500	130	630
<b>Total</b>		<b>570</b>	<b>1330</b>	<b>1900</b>	<b>1100</b>	<b>3000</b>

Note: Practical Examinations will be conducted at the end of each academic year.

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