



## **N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN**

**(Autonomous)**

Re-accredited with 'A' Grade (CGPA 3.26/4.00 scale) by NAAC

Affiliated to the Tamil Nadu Teachers Education University

No.41, Dr.Besant Road, Triplicane, Chennai – 600 005



## **ACADEMIC PROGRAMME GUIDE**

**Bachelor of Education (B.Ed.) General [2022-2023]**

## **Our Vision**

We envision building our College as a frontline Institution to act as a catalyst in providing Academic and Research Excellence in Teacher Education and School Education under the inclusive setup, thereby contributing towards human resource development to meet the evolutionary and dynamic challenges in Education by scrupulously transforming students to Global Educators.

## **Our Mission**

### **Our Mission is to prepare professionally competent and reflective Educators by**

Our Mission is to prepare professionally competent and reflective Educators by

- Providing competency based pre-service Teacher Education through value based holistic teaching and learning by integrating technology into traditional and innovative practices;
- Inculcating basic values of teaching and research, namely, dignity, integrity, fairness, responsibility, commitment, freedom and teamwork;
- Developing cognitively enriched, effectively trained, morally upright, socially committed and spiritually inspired students;
- Nurturing critical thinking, effective communication, creativity and cultural awareness; and
- Instilling a strong belief in the core values of gender equality, human rights and ecology in order to make them socially responsible citizens.

## **Value Framework**

The value framework serves the following six-fold purposes:

- Increasing the quest for knowledge and excellence among students;
- Facilitating effective learning environment to enhance competencies of students;
- Providing new dimensions and perspective to teaching and learning;
- Contributing to the growth and development of India with realistic optimism;
- Indoctrinating Indian value system among students through Education for the development of an integrated and socially responsible personality; and
- Inculcation of knowledge on par with the rest of the world.



## **NKT National College of Education for Women (Autonomous)**

N.K.T. National College of Education for Women established in the year 1966 by Sriman N.K. Thirumalachariar, a visionary and a philanthropist is situated at the heart of the Chennai city. Our College is housed in an area of 3.06 acres, where a model school is also attached. It has metamorphosed into a well-established, urban College catering to the educational needs of women from all sections of society and committed to its mission of empowering young women student-teachers to face life and its multifarious challenges at both personal and professional levels.

The College offers graduate, post graduate and research courses in Education with Autonomous status granted by the University Grants Commission in the year 1988, and has grown upright to greater heights as an Institution of higher learning in Teacher Education. Today, N.K.T. National College of Education has close to 600 students, enrolled in B.Ed., B.Ed. Special Education (Visual Impairment), M.Ed., M.Phil. and Ph.D. in Education and it has acquired a reputation for excellence, inclusiveness and committed service to the teaching community. In its continuous striving for excellence over decades, the Institution has been successful in achieving position “Second to None”, and has been upgrading its curricula and pedagogy on par with the global standards.

N.K.T. National College of Education for Women has also fallen in line with NAAC Peer Team Evaluation and it was awarded a five-star status in the first cycle and re-accredited at A Grade with CGPA of 3.26 on a 4-point scale, in the second cycle.

The College is being governed by the philanthropic Management, Sriman N.K.T. National Education Society, headed by Dr. S. Mano Bakthavatchalam, President, and Dr. M. Arumugam, Secretary and other eminent Committee Members.

This day the College is headed by the Principal, Dr. S. Chamundeswari and it has 40 Teaching Faculty members and 15 Support Staff. Dr. N. Kalai Arasi, the Controller of Examinations co-ordinates the Research & Development Centre and Dr. S. Malathi, the Dean of Academics co-ordinates the Internal Quality Assurance Cell.

## Academic Programme Highlights

- Adopts Credit Based Semester System
- Curricula designed as per the requirements of the teacher education at global level
- Mandatory Internship and Intensive teaching practice for UG & PG level
- Skill-based Certificate Courses with Extra Credits
- Bridge Courses in English and Computing Skill at the entry Level
- Women Empowerment through Skill Development
- Encouraging student-teachers to participate and train in co-curricular and extra-curricular activities

## Programme Learning Outcomes of B.Ed. (General)

- ❖ At the end of the B.Ed programme, the student-teachers will be able to identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning; (PE1 & PE4).
- ❖ engage with studies on Indian society and Education and challenge gender roles in society through varieties of institutions; (PE2 & PE6).
- ❖ incorporate the principles and maxims of teaching in effectively constructing the tasks of teaching; (PE 3a, 3b)
- ❖ analyse the various curriculum practices and implement innovations in the teaching-learning process, while promoting inclusive practices; (PE5, PE7)
- ❖ reconstruct and deliver instruction from disciplinary content knowledge through appropriate pedagogic processes that communicate meaningfully and to assess learners using Continuous Comprehensive Evaluation; (CPS1, CPS 2a to 2d, CPS3, CPS4).
- ❖ transfer the knowledge of areas such as Health and Physical fitness, Library and Information Science, Women Entrepreneurship, Guidance and Counselling, Environmental Education, Women Education, Peace and Value Education and Pedagogy of Higher Secondary Education to practical life situations; (CPS 5a to 5h).
- ❖ enhance professional capacities in areas such as Critical Understanding of ICT, Physical Education and Yoga, Reading and Reflecting on Texts, Life skills for Understanding the Self and Drama and Art in Education and to engage with the

self, the child, the community and the school; (EPC1, 2, 3, 4,5,6).

- ❖ acquire a repertoire of professional skills in the respective pedagogies through School Internship activities;
- ❖ organize citizenship training camp and work experience related activities thereby relating to the community;
- ❖ nurture human values in students; and
- ❖ sensitise to the needs of the community and mature holistically in all dimensions-physical, emotional, intellectual, ethical and spiritual.

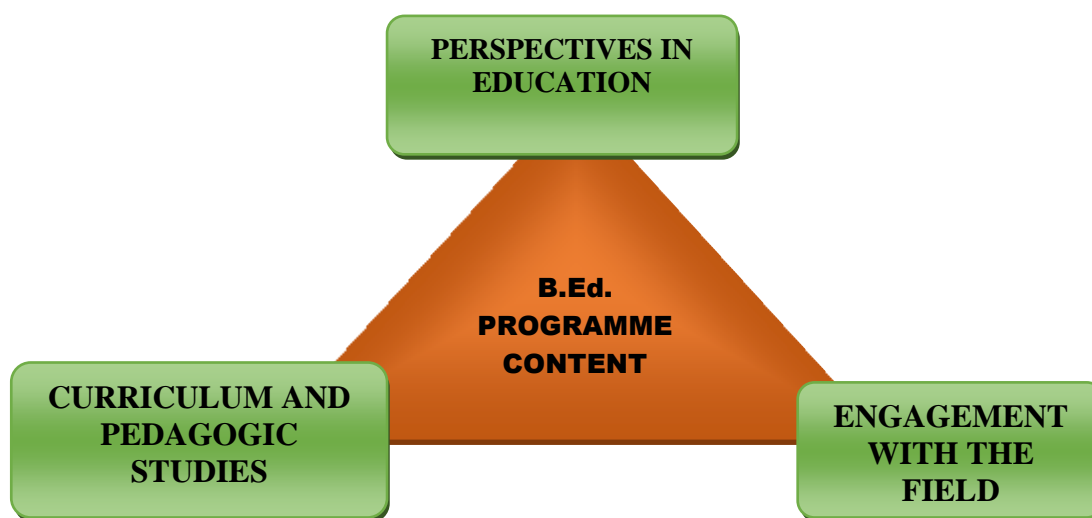
### **Duration of the B.Ed. Programme (General)**

The B.Ed. programme shall be for a duration of two academic years consisting of 400 working days/curriculum transaction days or 2400 hours which is spread over 4 semesters excluding admission and examination days. The 400 working days will include curriculum transaction days, school internship, revision examination days and study holidays. Though the duration of the programme is for two academic years, the candidates are permitted to complete the course in a maximum of three years from the date of admission to the programme.

### **Content of B.Ed. Programme (General)**

The programme is comprised of three broad inter-related curricular areas – (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, and (III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from inter disciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student-teachers. Transaction of the courses is to be done using a variety of approaches such as: case studies, group presentations, projects, discussions on reflective journals, observations of children and interactions with the community in

multiple socio cultural environments. The programme included under each of the three broad curricular areas are as follows:



## I. Perspectives in Education

Perspectives in Education includes courses in the study of Childhood, Child Development and Adolescence, Contemporary India and Education, Theoretical foundations of Knowledge and Curriculum, Teaching and Learning, Gender in the context of School and Society and Inclusive Education. The following are the seven courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

<b>Course 1</b>	<b>PE 1</b>	Childhood and Growing up as a Learner
<b>Course 2</b>	<b>PE 2</b>	Contemporary India and Education
<b>Course 3</b>	<b>PE 3 (a &amp;b)</b>	Learning and Teaching - Part I & Part II
<b>Course 4</b>	<b>PE 4</b>	Psychological Perspectives of Learners
<b>Course 5</b>	<b>PE 5</b>	Knowledge and Curriculum
<b>Course 6</b>	<b>PE 6</b>	Gender, School and Society
<b>Course 7</b>	<b>PE 7</b>	Creating an Inclusive School

The course on ‘Childhood and Growing up as a learner and Psychological Perspectives of Learners’ shall enable student-teachers to acquire knowledge on childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children

from diverse socio-economic and cultural backgrounds (Saraswathi, 1999). The course on ‘Contemporary India and Education’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

This course shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Learning and Teaching’ will focus on aspects of social and emotional development, self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts and the relationship between curriculum, policy and learning. ‘Gender, School and Society’ will examine how individuals learn and challenge gender roles in society through varieties of institutions. The course on ‘Creating an Inclusive School’ shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

## **II. Curriculum and Pedagogic Studies**

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; Pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one subject area, at two levels of schools. The courses under the curricular area of ‘Curriculum and Pedagogic Studies’ for the two year period include:

<b>Course 8</b>	CPS 1	Understanding the Disciplines and Subjects
<b>Course 9</b>	CPS 2 (a, b, c & d)	Pedagogy of a School Subject-Part I, II, III & IV
<b>Course 10</b>	CPS 3	Evaluation of Learners
<b>Course 11</b>	CPS 4	Language across the Curriculum
<b>Course 12</b>	CPS 5 (a, b, c, d, e, f, g & h)	Optional Course

These courses shall aim to develop in students an understanding of the curriculum, linking school and knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Health and Physical Fitness, Library and Information Science, Peace and Value Education, Guidance and Counselling, Environmental Education, Women's Education, Women Entrepreneurship, Higher Education or an additional pedagogy course (in another subject at the secondary level based on their back ground knowledge in Ancillary or English or Tamil).

### III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

<b>Course EPC 1</b>	Critical Understanding of ICT
<b>Course EPC 2</b>	Physical Education and Yoga
<b>Course EPC 3</b>	Reading and Reflecting on Texts
<b>Course EPC 4</b>	Skills for Understanding the Self
<b>Course EPC 5</b>	Drama and Art in Education
<b>Course EPC 6</b>	Health and Physical Education

S.No.	Category	No. of courses offered	No. of courses to be studied for Semester I	No. of courses to be studied for Semester II	No. of courses to be studied for Semester III	No. of courses to be studied for Semester IV	No. of courses to be studied for two years
1	Perspectives of Education (PE)	8	3	2	Nil	3	8
2	Curriculum and Pedagogic Studies (CPS)	39	2	3	1	2	8
3	Enhancing Professional Capacities (EPC)	6	2	1	Nil	3	6
<b>TOTAL</b>		<b>53</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>22</b>

## SEMESTER – I

**No of Curriculum Transaction Days: 100 days or 600 hours**

**No. of Credits: (a) Theory - 18 credits @ 17hrs/credit = 306 hours**

**(b) Practicum Components – 3.5 credits @ 34 hrs/credit = 120 hours**

**School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education ( PE)						
PE 1	Childhood and Growing up as a Learner	2	34	20	30	50
PE 2	Contemporary India and Education	4	68	40	60	100
PE 3a	Learning and Teaching - Part – I	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 1	Understanding the Disciplines and Subjects	2	34	20	30	50
CPS 2a	Pedagogy of a School Subject-Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	4	68	40	60	100
Enhancing Professional Capacities (EPC)						
EPC 1	Critical Understanding of ICT	2	34	50	Nil	50
EPC 2	Physical Education and Yoga	2	34	50	Nil	50
	Total	18	306	240	210	450
	Engagement with the field School Internship (2Weeks)	2	72			

**Components of Practicum: 375marks**

<b>SEMESTER I</b>		
1	Observation of 5 classes of Level I mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal .	35
2	Observation of 5 classes of Level II mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.	35
3	Observation and Submission of Reflective Journal on <b>Demonstration</b> of Level I subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)	30
4	Observation and Submission of Reflective Journal on <b>Demonstration</b> of Level II subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)	30
5	Observation and Submission of Reflective Journal on <b>Demonstration</b> of Level I subjects by Teacher Educators	30
6	Observation and Submission of Reflective Journal on <b>Demonstration</b> of Level II subjects by Teacher Educators	30
7	Mini Teaching Record related to Major disciplines	50
8	Psychology Experiments Record - Part I	35
9	Educational Technology Record	50
10	Physical Education and Yoga Record	50
<b>TOTAL</b>		<b>375</b>

<b>THEORY</b>	<b>PRACTICUM</b>	<b>TOTAL</b>
450	375	825

**Note:** Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

## SEMESTER – II

**No of Curriculum Transaction Days: 100 or 600 hours**

**No. of Credits: (a) Theory - 16 credits @ 17hrs/credit = 272 hours**

**(b) Practicum Components – 5 credits @ 34hrs/credit = 170 hrs**

**School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education ( PE)						
PE 3b	Learning and Teaching - Part - II	2	34	20	30	50
PE 4	Psychological Perspectives of Learners	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject-Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	4	68	40	60	100
CPS 3	Evaluation of Learners	4	68	40	60	100
CPS 4	Language across the Curriculum	2	34	50	Nil	50
Enhancing Professional Capacities (EPC)						
EPC 3	Reading and Reflecting on Texts	2	34	50	Nil	50
	Total	16	272	190	210	400
	Engagement with the field School Internship (2 Weeks)	2	72			

***Components for Internship based Activities: 375 marks***

	<b>SEMESTER II</b>	
1	Participation in a 5 day Citizenship Training Camp and submission of Camp Record	50
2	Projects on Identifying and Analyzing the Guidance Needs of Learners	50
3	Preparation of 10 Teaching and Learning Materials (TLM) based on Level I Syllabus and 10 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.	100
4	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I and Level II based on their Major subjects.	60
5	Development of Question Bank in the School Content (Major Based) -Level II	80
6	Psychology Experiments Record - Part II	35
<b>TOTAL</b>		<b>375</b>

<b>THEORY</b>	<b>PRACTICUM</b>	<b>TOTAL</b>
400	375	775

**Note:** Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

### SEMESTER – III

**No of Curriculum Transaction Days: 100 or 600 hours**

**No. of Credits: (a) Theory - 2 credits @ 17hrs/credit = 34 hours**

**(b) Practicum Components – 0.5 credit @ 34hrs/credit = 17 hrs**

**School Internship for 15 weeks) - 15.9 credits @ 34hrs/credit = 540 hours**

Cours e Code	Title of the Course	Credits	Allotme nt of Hours	Maximum Marks		
				Intern al	Externa l	Total
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science.	2	34	20	30	50
	Total	2	34	20	30	50
	Engagement with the field School Internship (15 Weeks)	15.9	540	Level I- 150 Level II -150		300

**Components for Internship based Activities: 625 marks**

	<b>SEMESTER III</b>	
1	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student – teachers	25
2	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student – teachers	25
3	Reflective Journal on Co-teaching with mentor teachers a) Reflections on Co-teaching with Mentor Teachers : Level - I - <b>15 marks</b> (5 sessions related to the major subjects of the student teachers) b) Reflections on Co-teaching with Mentor Teachers : Level - II - <b>15 marks</b> (5 sessions related to the major subjects of the student teachers)	30
4	Lesson Plan Records a) Lesson Plan Record : Level - I - <b>30 marks</b> (30 Lesson Plans pertaining to the major subjects of the student teachers) b) Lesson Plan Record : Level - II - <b>30marks</b> (30 Lesson Plans pertaining to the major subjects of the student teachers)	60
5	Preparation and Use of TLM a) Preparation and use of 30 TLM : Level - I - <b>30 marks</b> b) Preparation and use of 30 TLM : Level - II - <b>30 marks</b>	60
6	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Level – I ( <b>15 marks</b> ) and Level – II Teaching and Learning Materials (TLM) in their respective major subjects.	35
7	Assessment of Teaching Competency Level - I - <b>150 marks</b> Level - II - <b>150 marks</b>	300
8	Individual case study record ( <b>20 marks</b> ) and Institutional case study record ( <b>20 marks</b> )	40
9	Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers)	25
10	Reflective Journal on School Internship	25
<b>TOTAL</b>		<b>625</b>

<b>THEORY</b>	<b>PRACTICUM</b>	<b>TOTAL</b>
50	625	675

**Note:** Practical Examination will be held for 625 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

### SEMESTER – IV

**No of Curriculum Transaction Days: 103 or 618 hours**

**No. of Credits: (a) Theory - 20 credits @ 17hrs/credit = 340 hours**

**(b) Practicum Components – 7 credits @ 34hrs/credit = 238 hrs**

**School Internship for 1 week - 1 credit @ 34hrs/credit = 36 hours**

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education ( PE)						
PE 5	Knowledge and Curriculum	4	68	40	60	100
PE 6	Gender, School and Society	2	34	20	30	50
PE 7	Creating an Inclusive School	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2d	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science	2	34	20	30	50
Optional Course ( Any one of the following)						
CPS 5a	Health and Physical Fitness	4	68	40	60	100
CPS 5b	Library and Information Science					
CPS 5c	Women Entrepreneurship					
CPS 5d	Guidance and Counseling					
CPS 5e	Environmental Education					
CPS 5f	Women Education					
CPS 5g	Peace and Value Education					
CPS 5h	Pedagogy of Higher Secondary Education (Only for PG Students)					
Enhancing Professional Capabilities						
EPC 4	Life Skills for Understanding the Self	2	34	50	-	50
EPC 5	Drama and Art in Education	2	34	50	-	50
EPC 6	Health and Physical Education	2	34	50	-	50
	Total	20	340	290	210	500
	Engagement with the field School Internship (1Week)	1	36			

**Components for Internship based Activities: 325marks**

	<b>SEMESTER IV</b>	
1	Report on Organization of Co- scholastic activities (Any 5 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programme, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
2	Test and Measurement Record - Level II (Based on the scores of Achievement Test conducted by the student - teachers in their major Subjects during their internship period)	70
3	Module Preparation Preparation and use of module for any unit pertaining to their major subjects at Level – II	30
4	Website Analysis Report - Level - II (Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)	30
5	Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)	30
6	Report on maintenance of Records and Registers in Schools A detailed report on the maintenance of various records and registers in the Co-operative Schools)	40
7	Field Trip Record	20
8	Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools)	25
9	Health and Physical Education Record	30
10	Drama and Art Record (Any 4 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)	20
<b>TOTAL</b>		<b>325</b>

<b>THEORY</b>	<b>PRACTICUM</b>	<b>TOTAL</b>
500	325	825

**Note:** Practical Examination will be held for 325 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

### SCHEME FOR FOUR SEMESTERS

Semester	Credits			Hours of Transaction			Marks for Theory	Marks for Practicum	Total Marks
	T	P	E	T	P	E			
I	18	3.5	2	306	120	72	450	375	825
II	16	5	2	272	170	72	400	375	775
III	2	0.5	16	34	17	540	50	625	675
IV	20	7	1	340	238	36	500	325	825
<b>TOTAL</b>	<b>56</b>	<b>11.5</b>	<b>21</b>	<b>952</b>	<b>545</b>	<b>720</b>	<b>1400</b>	<b>1700</b>	<b>3100</b>

### SCHEME OF EVALUATION (FORMATIVE) FOR ALL THE PERSPECTIVE COURSES AND PEDAGOGY COURSES

***Components of Continuous Internal Assessment for 40 marks (Formative):***

- Seminar – 5 + Theory Assignment - 5
- Task and Assignment – 10
- Test - 10 (Average of 2 Cycle Test)
- Revision Examination – 10

***Components of Continuous Internal Assessment for 20 marks (Formative):***

- Seminar – 5 + Task and Assignment – 5
- Test - 5 (Average of 2 Cycle Test)
- Revision Examination – 5

***Continuous Internal Assessment for 50 marks will be assessed for the Enhancing Professional Capacities Courses (EPC) as follows:***

S.No	Activities	Marks Allotted
<b><i>EPC 1 Critical Understanding of ICT</i></b>		
1	Preparation of multimedia package on any topic to enrich the teaching-learning process	10 marks
2	Developing report on critical issues in utilization of internet among Learners	10 marks
3	Preparing various types of graphs highlighting the performance of Students	10 marks
4	Using available software or CDs with LCD projection for subject learning interactions	10 marks
5	Critically evaluating any one MIS (Maintaining Institutional records) used for administrative purpose in school system	10 marks.
	<b>TOTAL</b>	<b>50 marks</b>
<b><i>EPC 2 Physical Education and Yoga</i></b>		
1	Performance in Calisthenics or Light Apparatus	5 marks
2	Performance in Marching	5 marks
3	Assessment of any one organized games	10 marks
4	Skill Performance in Athletics	10 marks
5	Performance in Yogasana	20 marks
	<b>TOTAL</b>	<b>50 marks</b>

	<b><i>EPC 3 Reading and Reflecting on Text</i></b>	
1	Review of major based State Board School Text book	15 marks
2	Review of an Autobiography	15 marks
3	Review of a reference book related to core courses	10 marks
4	Review of any one Commission reports	10 marks
	<b>TOTAL</b>	<b>50 marks</b>
	<b><i>EPC 4 Life Skills for Understanding the Self</i></b>	
1	Ice Breaker Exercise	10 marks
2	Positive thinking exercises	10 marks
3	Identifying emotions	10 marks
4	Time Management skills	10 marks
5	Reflection on Dreams	10 marks
	<b>TOTAL</b>	<b>50 marks</b>
	<b><i>EPC 5 Drama and Art in Education</i></b>	
1	Performance of group dances	10 marks
2	Visiting a museum or art gallery and developing a reflective journal	10 marks
3	Craft work on origami	10 marks
4	Painting performance	10 marks
5	Performance in stage drama	10 marks
	<b>TOTAL</b>	<b>50 marks</b>
	<b><i>EPC 6 Health and Physical Education</i></b>	
1	Performance in Light Apparatus or Kolattam	10 marks
2	Assessment in any one organized games	15 marks
3	Skill Performance in Athletics	15 marks
4	First Aid Record	10 marks
	<b>TOTAL</b>	<b>50 marks</b>

### SCHEME OF EVALUATION (SUMMATIVE)

*Question Paper Pattern for End Semester Examination for 60 marks (Summative):*

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	10	1	10
B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	5 out of 7	2	10
C	Short Answer (Maximum of 200 words or two pages for each question)	4 out of 6	5	20
D	Essay type (Maximum of 400 words or four pages for each question)	2 out of 4	10	20
Maximum Marks				60

*Passing Minimum marks: 30 in each course.*

*Maximum Time: 3 hours*

*Question Paper Pattern for End Semester Examination for 30 marks (Summative):*

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	4	1	4
B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	3 out of 5	2	6
C	Short Answer (Maximum of 200 words or two pages for each question)	2 out of 3	5	10
D	Essay type (Maximum of 400 words or four pages for each question)	1 out of 2	10	10
Maximum Marks				30

*Passing Minimum marks: 15 in each course.*

*Maximum Time: 1 & 1/2 hours*

## **Attendance**

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain Attendance Norms of Tamil Nadu Teachers Education University for B.Ed. i.e. 85% attendance in general or 75% attendance on medical grounds and 90 % of attendance during School Internship in every semester. For theory course students who could not comply with the above stated norms in any semester be permitted to re-do the B.Ed. Programme for the particular semester provided that the annual intake of students strength should not exceed the strength of 200 as sanctioned by the NCTE (within the course duration of 3 years as per the NCTE norms) from the 2018-2019 Batch of students onwards.

## **Scheme of Examination**

There shall be a written examination at the end of each semester.

### **Appearance for the Examination:**

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically. However, the basis of permitting to appear for the examination shall be in accordance with the regulations of Tamilnadu Teachers Education University, in force from time to time.

### **Valuation:**

There shall be single valuation of the answer scripts. In case of practical examination, marks approved by the internal and external examiners shall be taken as the final award.

### **Passing minimum for written examination:**

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if she secures not less than 50% in each course in internal assessment, internal papers and end semester examination. All other candidates shall be deemed to have failed in the Written Examination.

A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which she fails.

### **Reappearance for Written Examination**

Each unsuccessful candidate shall be permitted to reappear for those papers in which she has failed within three subsequent semesters but the candidate who has failed in the fourth semester is permitted to reappear in the subsequent two semesters only.

### **Practical Examination**

A Panel consisting of Fourteen Members ( One Convener, Ten Externals and Three Internal Members) duly approved by the Board of Studies, Academic Council and Governing Body of the College will examine the candidates in teaching competency and all practical related activities related to papers under 'Perspectives in Education' and 'Curriculum and Pedagogic Courses.

### **Passing Minimum for Practicum Components**

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Component should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and whose decision on the marks to be awarded shall be final.

### **Reappearance for Practicum Examination**

Candidates who have not appeared or failed in the Practical Examinations is permitted to reappear within three subsequent semesters but the candidate who has failed in the Practical Examination related to fourth semester is permitted to reappear in the subsequent two semesters only.

### **Re-totaling or Revaluation**

Candidates can apply for getting Xerox copies of their answer scripts either re- totaling or revaluation within 10 days after the publication of results by paying necessary fee prescribed by the University.

## Classification of Successful Candidates

A candidate shall be awarded the B.Ed. degree if she has passed both in the theory components and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in Theory and Practical Examination separately.

### CLASSIFICATION

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

<b>Theory</b>	<b>Practical</b>	<b>Over all</b>
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

**Dr. S. CHAMUNDESWARI**  
**PRINCIPAL**