MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in 1998)

(Accredited “A” Grade by NAAC)

Two Year B.Ed. Programme

B.Ed. Syllabus - 2018

SCHOOL OF EDUCATION AND TRAINING
Gachibowli, Hyderabad – 500 032.
Rules and Regulations of B.Ed. Course offered at Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana.
(Based on NCTE Regulations 2014)
Applicable to the Students admitted from the academic year 2018-2019 onwards for Two year B.Ed. Degree Course in Education.

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

I. Eligibility for Admission
A candidate for admission to Two year B.Ed. Course has to qualify at the B.Ed. Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

II. General Objectives of the B. Ed. Programme
To enable the student teacher to:

1. integrate the study of Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the School and Community.
2. 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.
3. develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and their implications for education.
4. focus on aspects of social and emotional development which include self and identity, cognition, learning, etc.
5. 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.
6. develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.
7. develop understanding of the curriculum, linking school knowledge with community life.
8. construct concepts from subject knowledge through appropriate pedagogic processes and communicate them meaningfully to the children.
9. develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
10. enhance the professional competencies and skills needed for becoming an effective teacher.
11. understand, develop and use various evaluation techniques in education.
12. make them sensitive to emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc.
13. attain a sound knowledge base and proficiency in languages.
14. develop an artistic and aesthetic sensibility among student teachers through art education.

III. Curriculum Transaction
The duration of B.Ed. Course will be of Two years i.e., Four Semesters. For each Semester the breakup of curriculum transaction is as follows:
Total number of working days -100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

Curricular Areas of the Teacher Education Programme
The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

I. Perspectives in Education
II. Curriculum and Pedagogic Studies

School of Education and Training, MANUU
III. Engagement with the School and the Community.
All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

IV. The Two Year B.Ed. Program
There are 15 Theory courses in the B.Ed. Program, out of which 10 courses are with 4 credits and the remaining 6 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 30 marks for internal assessment and 70 marks are earmarked for semester-end examinations conducted by the university. The courses with 2 credits carry 50 marks each, 15 marks for internal assessment and 35 marks for semester-end examinations. Thus the theory examinations in all the four semesters put together is 52 credits and 1300 marks.
Under the practicum there are 4 EPP courses with 8 credits and 200 marks and the School Experience program which includes Peer Teaching, Teaching Practice Phase I and II and Internship carries 20 credits and 500 marks. Thus the B.Ed. course is of 80 credits with 2000 marks.

V. Selection of Methods of Teaching
- Every candidate is expected to select two methods of teaching under B.Ed. programme.
- Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification). If Method-I is Urdu/English/Hindi, the second methodology subject should be offered in any subject relating to their group subjects/subjects studied at Intermediate/+2
- Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the Department/ CTE where the candidate is admitted. In case of BCA, BBM, B.Tech. candidates, the selection of methodology subject shall be based on their Intermediate study as per MANUU-CET norms. However, candidates who have studied restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language.

Note:
  i. No candidate is allowed to select two language methods
  ii. Candidate may select one Language and one Non-language method or two Non-language methods.

VI. Structure of the Course - Semester I
Total credits = 20,  Total marks = 500,  Total hours = 448 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
<th>Theory Credits</th>
<th>Teaching Hours</th>
<th>Practicum Credits</th>
<th>Working Hours</th>
<th>Internal Assessment</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BBED 111CCT</td>
<td>Philosophical Foundations of Education</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2 BBED 112CCT</td>
<td>Psychology of learner and learning</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3 BBED 113CCT</td>
<td>Assessment for Learning</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>4 BEDR 114CCT</td>
<td>ICT based Teaching and Learning</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>5 BBED 115CCT</td>
<td>School organization and Management</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>6 BBED 116CCT</td>
<td>Communicative English</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>7 BBED 111EPP</td>
<td>ICT Competencies</td>
<td>50</td>
<td>16</td>
<td>2</td>
<td>32</td>
<td>15</td>
<td>35</td>
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</tr>
</tbody>
</table>

Total Marks 500 12 192 8 256 135 365

Semester II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
<th>Theory Credits</th>
<th>Teaching Hours</th>
<th>Practicum Credits</th>
<th>Working Hours</th>
<th>Internal Assessment</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BBED 211CCT</td>
<td>Learning and Teaching</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2 BBED 212CCT</td>
<td>Sociological Foundations of Education</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>3 Pedagogy of a School subject – Part II (Any one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBED 231DST</td>
<td>Pedagogy of Mathematics -I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>BBED 232DST</td>
<td>Pedagogy of Biological Sciences-I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>BBED 233DST</td>
<td>Pedagogy of Social Studies-I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>4 Pedagogy of a School subject – Part II (Any one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBED 241DST</td>
<td>Pedagogy of Urdu-I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>BBED 242DST</td>
<td>Pedagogy of Hindi-I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
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<tr>
<td>BBED 243DST</td>
<td>Pedagogy of English -I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
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<tr>
<td>BBED 244DST</td>
<td>Pedagogy of Physical Sciences-I</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>5 BBED 211EPP</td>
<td>Peer Teaching</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>64</td>
<td>2 weeks 50</td>
<td>0</td>
</tr>
<tr>
<td>6 BBED 260CCP</td>
<td>School Internship and Practice Teaching -I</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2 weeks 50</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MARKS 500 12 192 8 128 220 280
B.Ed. Syllabus Revised 2018

Semester III

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
<th>Theory Credits</th>
<th>Teaching Hours</th>
<th>Practicum Credits</th>
<th>Working Hours</th>
<th>Internal Assessment</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED 331DST</td>
<td>Pedagogy of Mathematics -II</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>BBED 332DST</td>
<td>Pedagogy Biological Sciences-II</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>BBED 333DST</td>
<td>Pedagogy of Social Studies-II</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

1. Pedagogy of a School subject – Part II (Any one)

Semester IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Marks</th>
<th>Theory Credits</th>
<th>Teaching Hours</th>
<th>Practicum Credits</th>
<th>Working Hours</th>
<th>Internal Assessment</th>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED 411CCT</td>
<td>Contemporary Issues in Education</td>
<td>100</td>
<td>3</td>
<td>48</td>
<td>1</td>
<td>32</td>
<td>30</td>
<td>70</td>
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<tr>
<td>BBED 412CCT</td>
<td>Environmental Education</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>BBED 413CCT</td>
<td>Inclusive Education</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>BBED 414CCT</td>
<td>Health and Physical Education</td>
<td>50</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>BBED 411EPP</td>
<td>Reading and Reflecting on Texts</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>64</td>
<td>50</td>
<td>0</td>
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<tr>
<td>BBED 412EPP</td>
<td>Understanding the self</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>64</td>
<td>50</td>
<td>0</td>
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<tr>
<td>BBED 460CCP</td>
<td>School Internship and Practice Teaching -III</td>
<td>150</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>6 weeks</td>
<td>150</td>
<td>-</td>
</tr>
</tbody>
</table>

Total Marks 500 6 96 14 128+10 Weeks 360 140
<table>
<thead>
<tr>
<th>Semester</th>
<th>TP/INTERNSHIP ACTIVITY</th>
<th>Credits</th>
<th>Marks</th>
<th>Activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>Peer Teaching</td>
<td>2</td>
<td>50</td>
<td>Micro Teaching(2x5x5)</td>
<td>2 week</td>
</tr>
<tr>
<td>II</td>
<td>SITP-I</td>
<td>2</td>
<td>50</td>
<td>10 Lessons(2x5x5)</td>
<td>2 week</td>
</tr>
<tr>
<td>III</td>
<td>SITP-II</td>
<td>10</td>
<td>250</td>
<td>20 Period Plans (2x10x5)=100, SAT(2X25)=50, Community Study=50, Observations(2x5x2)=20, Co-Curricular Activities=20, Portfolio =10</td>
<td>10 week</td>
</tr>
<tr>
<td>IV</td>
<td>SITP-III</td>
<td>6</td>
<td>150</td>
<td>10 Period Plans(2x5x5)=50, Action Research=25, Final Lesson(2x25)=50, Internship Diary=25</td>
<td>6 week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>500</td>
<td>25% Marks of Total Course for TP&amp;I</td>
<td>20 weeks</td>
</tr>
</tbody>
</table>

VII. Records and Projects
1. Theory based Practicum (as per the syllabus of the concerned theory paper)
2. Micro Lesson Record (one for each method)
3. Practice Teaching Lesson Record (one for each method)
4. Internship diary
5. EPC course - Records and Practicals

VIII. Internal Assessment of Theory Courses
a) Theory Courses – Semester end exams will be conducted for theory papers for 70 marks.
b) Internal Assessment of Theory Courses
The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for theory papers shall be as follows:

<table>
<thead>
<tr>
<th>Theory</th>
<th>100 Marks Paper</th>
<th>50 Marks Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class test - 2</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Assignment - 1</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for the practical papers shall be as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Aspects</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Activity Report</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation/ Seminar</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

The marks for attendance will be given as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Max marks =5 (CIE=30)</th>
<th>Max marks =2.5 (CIE=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>≥ 95</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>≥ 90 to 94.99</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>≥ 85 to 89.99</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>≥ 80 to 84.99</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>≥ 75 to 79.99</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Less than 75</td>
<td>0</td>
</tr>
</tbody>
</table>
IX. Rules of Attendance
1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Teaching Practice and School Internship. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.
3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The Candidates whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.
6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

X. General Rules for Examination
1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
2. When a candidate’s application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/ Principal. The HOD/ Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

XI. Transitory Rules:
Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

XII. Grades, Credits, SGPA and CGPA
The Two-Year B.Ed. Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.
Grades, Credits, SGPA and CGPA
After receiving the marks of the student teachers from the HOD/Principals of Colleges of Teacher Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

**Award of Grades**
Examination Regulations under Choice Based Credit System (Effective from Academic Year 2016 –17) will be followed.

**XIII. Improvement of Grade**

1. **Paper – wise Improvement:**
   (a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular * examination(s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.
   (b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.
   (c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog ** completed paper.
   (d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

   **Note:**
   * Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.
   ** Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absent or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.

2. **Improvement in Aggregate:**
   Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:
   (a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
   (b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
   (c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

   **Note:** Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.

**XIV. Appearance and Reappearance for the Examination**

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed.
course.
2. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/practical examinations.
3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he/she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally studied by him/her.
5. In case of teaching practice-cum-internship and other practical projects/records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
6. Attendance at N.C.C./N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

XV. Moderation Board
1. Projects, activities and records are part of the B.Ed. programme which requires objective evaluation for awarding marks/grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.
2. Moderation Board will examine a minimum of 20% of the total practical records/work randomly selected.
3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in the department and at all the other CTE’s. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.
4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/subject teachers/Heads of the Schools.
5. The HOD/Principals of Colleges of Teacher Education should submit all the practical records of their Department/CTE’s to the Dean, School of Education and Training for moderation.
6. Moderation Board shall forward these recommendations to the concerned HOD/Principals to effect the changes and request them to submit soft and hard copies of the same to the Dean, School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.
7. Recommendations of the Moderation Board are final and are not subject to review or revision.
XIX. Teaching Faculty as Mentors

1. It is envisaged to continue the practice of the concept of “Mentorship” in the Colleges of Teacher Education.
2. Each Teacher Educator in the Department/College of Teacher Education will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme.
3. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme.
4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the B.Ed. Programme.
5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the B.Ed. program.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school during the teaching practice/Internship.
2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
3. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
4. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
5. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.
6. Sign on the records / project reports carried out by the student teachers during their stay in the school.

XVII. Instructions to Paper Setters
The Model Questions Paper is given below.
Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
B.Ed. Semester Examination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: 2 Hours</td>
<td>Max. Marks: 35</td>
</tr>
</tbody>
</table>

Section – A  (5 x 1= 5 marks)

Note:

1. Section A consists of 5 objective type questions.
2. All questions are compulsory.
3. Each question carries 4 marks.

Section B (5x4=20 Marks)

Note:

1. Section B consists of 8 questions, the candidate has to answer 5 questions by following internal choice in about 100 words.
2. Each question carries 4 marks.

Section – C  (1 x 10 = 10 marks)

Note:

1. Part B – consists of 2 essay type questions.
2. The candidate is to answer 1 question by following internal choice.
3. Each question carries 10 marks.
<table>
<thead>
<tr>
<th>کورس کشی</th>
<th>سوالات آزمایشی از دورة کارشناسی ارشد</th>
<th>پروگرام: 1-سال‌های 2016</th>
<th>کمیته: 2 کلمه</th>
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</thead>
<tbody>
<tr>
<td>کلاس: 35</td>
<td>اصل: 2 کلمه</td>
<td>تعداد: 2 کلمه</td>
<td></td>
</tr>
</tbody>
</table>

1. حساب دسته کتاب‌های بیشتری در هر دو کتاب در جزییات کنار به رجوع به هر چهارخواندی‌ها و روش‌های کاربردی ارائه شود. (5 x 1 = 5 Marks)

2. حساب دسته کتاب‌های بیشتری در هر دو کتاب در جزییات کنار به رجوع به هر چهارخواندی‌ها و روش‌های کاربردی ارائه شود. (5 x 4 = 20 Marks)

3. حساب دسته کتاب‌های بیشتری در هر دو کتاب در جزییات کنار به رجوع به هر چهارخواندی‌ها و روش‌های کاربردی ارائه شود. (1 x 10 = 10 Marks)
Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
B.Ed. Semester Examination

Subject Paper
Time: 3 Hours Max. Marks: 70

Section – A (10 x 1= 10 marks)

Note :
1. Section A consists of 10 objective type questions
2. All questions are compulsory.
3. Each question carries 1 mark.

Section B (5x6=30 Marks)

Note :
1. Section B consists of 8 questions, the candidate has to answer 5 questions by following internal choice in about one page not exceeding 200 words.
2. Each question carries 6 marks.

Section – C (3 x 10 = 30 marks)

Note :
1. Section C – consists of 5 essay type questions.
2. The candidate is to answer 3 questions by following internal choice not exceeding 500 words.
3. Each question carries 10 marks.
مولانا آزاد یادگار و تعلیمی کتابی

کورس 1
mando (نومبر 2017)

کل پیش نام: 70

پیش نام: 3 کرگ

ممالک:

ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔ ممالک اور عملیات کے لئے اخلاقیات کی احتیاطیں کیے جانیں۔ ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔

ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔

1. ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔ (10 x 1 = 10 Marks)

2. ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔ (5 x 6 = 30 Marks)

3. ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔ (3 x 10 = 30 Marks)

(500) ممالک کے پندرہ اور ہزاروں پر مشتمل ہے۔
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<thead>
<tr>
<th>Course Code</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>BBED111CCT</td>
<td>PHILOSOPHICAL FOUNDATIONS OF EDUCATION</td>
<td>I</td>
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</table>

**Scheme of Instruction**

<table>
<thead>
<tr>
<th></th>
<th>Scheme of Examination</th>
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<tbody>
<tr>
<td>Total Duration</td>
<td>Maximum Score</td>
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<tr>
<td>Credits</td>
<td>End Semester</td>
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<tr>
<td>3 +1 = 4</td>
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<td>Exam Duration</td>
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<tr>
<td>Lecture-cum-Discussion,</td>
<td>3</td>
</tr>
<tr>
<td>Group Discussion,</td>
<td>Hrs</td>
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<tr>
<td>Presentations, Panel</td>
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<tr>
<td>Discussion, Seminar</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives**

The Course will enable the student-teacher to:

1. understand the concepts of Education and Philosophy
2. understand the Indian and Oriental Philosophical thought on Education
3. understand the implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on Education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual humane.
7. understand and appreciate the contributions made by the Oriental Philosophies to Education

**Course Content**

**Unit-1: Introduction to Philosophy and Education (10 hours)**

1.1 Concept and Scope of Philosophy
1.2 Concept and Scope of Education
1.3 Relationship between Philosophy and Education
1.4 Philosophy and Aims of Education
1.5 Philosophy of Education and Educational Philosophy

**Unit-2: Indian Education: Historical Perspective (15 hours)**

2.1 Education during Ancient Period (Vedic Education and Buddhist Education)
2.2 Education during Medieval Period (Including Islamic Education)
2.3 Education during Modern Period (Pre-Independent and Post Independent era)
2.4 Educational Thinkers
   i. Rabindranath Tagore
   ii. Sri Aurobindo Ghosh
   iii. Mohandas Karamchand Gandhi
   iv. Allama Iqbal
   v. Sir Syed Ahmed Khan
   vi. Maulana Abul Kalam Azad

**Unit-3: Eastern Systems and Western Schools of Philosophy (15 hours)**

3.1 Eastern Systems of Philosophy
   i. Sankhya ii. Yoga iii. Nyaya iv. Sufism
3.2 Western Schools of Philosophy
   i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism
Unit 4: Value Education (5 hours)
4.1 Concept of Value
4.2 Classification of Values
4.3 Value Crisis
4.4 Approaches to inculcate Values
4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession (5 hours)
5.1 Teacher: Professional Competencies and Commitments
5.2 Teacher as a Nation Builder
5.3 Teacher as a Creator and Facilitator of Knowledge
5.4 Professional Ethics of Teachers
5.5 Teacher and the Future Society

Practicum - Any Two of the Following:
1. Critically review a selected book written by Contemporary Educationist in India.
2. Thoughts and reflections of Western Philosophical Schools and its relevance to the present day Indian Education – A Report
3. A report on the different roles played by an ideal teacher in the classroom, school and community
4. Evaluate the existing school system and state to what extent the educational ideologies of the Islamic modernist in our country are reflected.
5. List out the values which make an individual a righteous human being.

Text Books

Reference Books
Course Code | Course Title | Semester
---|---|---
BBED112CCT | PSYCHOLOGY OF LEARNER AND LEARNING | I

<table>
<thead>
<tr>
<th>Scheme of Instruction</th>
<th>Scheme of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Duration : 48+32 = 80 Hrs</td>
<td>Maximum Score : 100</td>
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<tr>
<td>Periods / Week : 5</td>
<td>Internal Evaluation : 30</td>
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<td>Credits : 3+1 = 4</td>
<td>End Semester : 70</td>
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<tr>
<td>Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations</td>
<td>Exam Duration : 3 Hrs</td>
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</table>

**Objectives:**
This Course will enable the student teachers to:

1. appreciate the need and significance of the study of Educational psychology in understanding, analyzing and interpreting the development of the learner.
2. understand the nature and principles of growth and development.
3. understand the different theories of growth and development.
4. understand the nature of adolescents and their specific characteristics.
5. understand the role of teacher, school and parents for holistic development of learners.
6. understand the nature of personality and its assessment.
7. understand the nature and process of learning and factors that facilitate or obstruct the learning process.

**Course Content**

**Unit-1: Nature and Methods of Educational Psychology (8 hours)**

1.1. Psychology: Meaning, Nature and Scope
1.2. Educational Psychology: Meaning, Nature and Scope
1.3. Methods of Educational Psychology: Introspection, Observation, Experimental and Case Study.
1.4. Need and Importance of Educational Psychology to the teacher

**Unit-2: Growth and Development of the Learner (15 hours)**

2.1. Concept and Nature of Growth, Development and Maturation.
2.2. Difference between Growth and Development, Principles of Development.
2.3. Factors influencing Growth and Development: Heredity and Environment.
2.4. Stages of Growth and Development- Infancy, Childhood and Adolescence.
2.5. Theories of Development: Cognitive(Piaget), Psycho-Social(Erickson), Moral (Kohlberg), Psycho-Analytic (Freud) and Language (Noam Chomsky)

**Unit-3: Individual as a Unique Learner (5 hours)**

3.1. Concept and types of individual differences.
3.2. Concept of intra and inter individual differences.
3.3. Factors responsible for individual differences.
3.4. Implications of individual differences for organizing educational programs.

**Unit-4: Personality of Learner and its Assessment (10 hours)**

4.1 Personality: Concept, Nature and Types of personality (Types and Trait Approach).
4.2 Factors influencing Personality: Heredity and Environment.
4.3 Development of Integrated Personality
4.4 Assessment of Personality: Projective Techniques (Rorschach’s Ink Blot Test, TAT and CAT), 4.5 Non-Projective Techniques, Observation, Questionnaire, Interview, Rating scales, Check-lists, Attitude scales and Anecdotal records.

Unit-5: Learning and Memory (10 hours)
5.1. Learning: Concept, Process and Principles of Learning
5.2. Factors affecting learning, learner’s individual differences, Conditions of Learning: Physiological, Psychological, Social, Emotional, Environmental and Educational factors.
5.3. Theories of Learning and their Classroom Implications- Trial and Error (Thorndike), Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Learning by Insight (Gestalt), Social Learning (Bandura) and Constructivism (Vygotsky).
5.4. Transfer of Learning: Concept, Types of theories of Transfer, Role of teacher in Developing Positive Transfer
5.5. Memory and Forgetting: Concept, Causes of Forgetting, Effective methods of Remembering

Practicum - Any Two of the Following:
1. Visit a balwadi centre / NGO Centres for orphans / street children homes and prepare a detailed report on the functionaries of these centres.
2. Understanding Development through Case Study
3. Describe salient features of Child Rights Act-2005
4. Interact with five adolescent and collect information about their attitudes, interest, aspirations in respect of their educational and occupational choices.
5. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
6. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
7. Observe some successful individuals and list down the behavioural characteristics which impress you.
8. Take interview of five low achievers and five high achievers and find out their modes of learning.

Text Books:
References:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED113CCT</td>
<td>Assessment for Learning</td>
<td>I</td>
</tr>
</tbody>
</table>

**Scheme of Instruction**

| Total Duration | : 48+32 = 80 Hrs | Maximum Score | : 100 |
| Periods / Week | : 5              | Internal Evaluation | : 30 |
| Credits       | : 3 +1 = 4       | End Semester     | : 70 |

**Instruction Mode**

| Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations |

**Scheme of Examination**

| Exam Duration | : 3 Hrs |

**Objectives:**

This Course will enable the student teachers to:

1. gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
2. become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination.
3. be exposed to different kinds and forms of assessment that aid student learning;
4. become the use of a wide range of assessment tools, and learn to select and construct these appropriately.
5. evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

**Unit 1- Overview of Assessment and Evaluation**

1.1. Meaning and understanding of the terms
   a. Test, examination, assessment, measurement and evaluation
   b. Formative and Summative evaluation
   c. Continuous and Comprehensive evaluation
   d. Grading system and their interrelationship.
   e. Principles and Characteristics of quality assessment.

1.2. Classification of assessment: Based on *Purpose* (Formative, Summative, Prognostic and Diagnostic), *Scope* (teacher made, standardized); *attribute measured* (achievement, aptitude, attitude), *Nature of information gathered* (qualitative, quantitative), *Mode of response* (Oral and written; selection and supply), *Nature of interpretation* (Self-referenced, Norm-referenced and criterion referenced) and Context; (Internal and External)

1.3. Distinction between 'Assessment of Learning' and 'Assessment for Learning'

1.4. Critical review of current evaluation practices and their assumptions about learning and development. Perspective on assessment and evaluation of learning in a constructivist paradigm.

1.5. Purpose of assessment in a ‘constructivist’ Approach:
   i. Engage learner’s minds in order to further learning in various dimensions.
   ii. Promote development in cognitive, social and emotional aspects.

**Unit 2: Policy Perspectives and Reforms in Evaluation**

Examination reform efforts in India based on:

2.2. Indian Education Kothari Commission (1964-66)
2.5. Reforms in Examination system, Role of ICT in Examination System
(Discussion should cover analysis of recommendations, implementations and the emerging concerns).

**Unit 3: Dimensions and Tools of Assessment**
1. Dimensions and levels of learning.
2. Retention/recall of facts and concepts; Application of specific skills
3. Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
4. Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection
5. Originality and initiative; Collaborative participation; Creativity; Flexibility.

**Unit 4: Teacher Competencies in Assessment**
4.1. Enlarging notions of ‘Subject-based Learning’ in a constructivist perspective.
4.2. Tools of Assessment their uses and preparation
4.3. Kinds of tasks: projects, assignments, performances, Kinds of tests and their constructions
4.5. Portfolios: Meaning, types, Purposes, Constructing portfolios, guidelines for portfolio entries and assessing portfolios.

**Unit 5: Data Analysis, Feedback and Reporting**
5.1. Analysis of Students’ Performance: Using statistical tools
   a. Processing test data, Frequency Distribution, Graphical representation, Central tendency, Variation, Normal Probability Curve, Percentages, percentiles, Percentile Ranks, Correlation, Grade point average.
5.2. Interpretation based on the statistical measures.
   a. Frame of reference for interpretation of Data: Norm referenced, Criterion-referenced and self-referenced i.e.; relative and absolute interpretation.
5.3. Feedback
   a. Feedback as an essential component of formative assessment, Use of assessment for feedback; for taking pedagogic decisions, for furthering learning
   b. Teacher’s feedback (written comments, oral); Peer
   c. Place of marks, grades and qualitative descriptions
5.4. Reporting
   a. Purposes of reporting i) To communicate Progress and profile of learner ii) Basis for further pedagogic decisions.
   b. Developing and maintaining a comprehensive learner profile
   c. Reporting a consolidated learner profile

**Practicum - Any Two of the Following:**
1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Government/Private/Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects (Annual Examinations of Previous Years)
4. Administer (any test to measure attributes) on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report
6. Critical review of current evaluation practices and their assumptions about learning and development;
7. Explore alternative modes of certification/evaluation.
8. Explore the perceptions and your views on the prevailing examination system on student learning and stakeholders.
9. Entrance tests and their influence on students and school system.
11. Critically review the efforts in exam reforms in India based on various commissions and committees.

Text Books

Reference Books:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED114CCT</td>
<td>INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) BASED TEACHING AND LEARNING</td>
<td>I</td>
</tr>
</tbody>
</table>

**Scheme of Instruction**
- Total Duration: 16 + 32 = 48Hrs
- Periods / Week: 4
- Credits: 1 + 2 = 3
- Instruction Mode: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations
- Exam Duration: 2 Hrs
- Maximum Score: 50
- Internal Evaluation: 15
- End Semester: 35

**Objectives:**
The Course will enable the student teachers to:
1. understand the concept and uses of computer in education.
2. understand the concept, need and importance of ICT in education.
3. understand the process of using the application software for creating documents, database, presentation and other media applications.
4. appreciate the role of ICT in improving the professional competencies of a teacher
5. and facilitate the process of teaching and learning in the classroom.
6. understand the ICT supported teaching learning process in education.
7. prepare and present ICT based instructional materials.
8. prepare ICT enabled pupil teachers
9. develop various skills to use computer technology for sharing of information and ideas through the blogs and chatting groups.
10. enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.

**Course Content**

**Unit-1: Information & Communication Technology in Education**
1.1 Concept, Need and Importance of Information and Communication Technology.
1.2 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure and Educational management.
1.3 Uses of ICT in Education
   a) Teaching Learning Process
   b) Publication
   c) Evaluation
   d) Research
   e) Administration
1.4 Challenges and Barriers in integrating Information and Communication Technology in school education
1.5 Digital Learners and ICT skilled Teacher.

**Unit-2: Internet and Education**
2.1 Concept, Need and Importance of Internet in Education
2.2 Search Engines - Concept and uses in Education
2.3 Facilities available for Communication - e-mail, chat, online conferencing, (Audio-video), Blog, wiki, Internet- forum, News- Groups.
2.4 Behaviour on Internet – Netiquettes, Student safety on Internet (Net – safety
2.5 Viruses and its Management, Legal and Ethical issues - Copyright, Hacking
Unit-3: ICT supported Teaching/ Learning Strategies (Concept, Features and Educational Applications)

3.1. e-Learning
3.2. Web based learning
3.3. MOOC’s (Massive Open Online Courses)
3.4. Blended Learning and Flipped Classroom

Practicum - Any one of the Following:
1. Visit any two educational websites/ MOOC’s and write a critical assessment report about it in MS Word.
2. Study of Subject wise online learning programs and write a report on it.

Text Books:

References:
4. Intel Teach to the Future - Version 10.1
**Course Code** | **Course Title** | **Semester**  
---|---|---  
BBED115CCT | School Organization and Management | I

**Scheme of Instruction**

| Total Duration | 16 + 32 = 48Hrs | Maximum Score | 50 |
| Periods / Week | 4 | Internal Evaluation | 15 |
| Credits | 1+ 1 = 2 | End Semester | 35 |
| Instruction Mode | Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations | Exam Duration | 2 Hrs |

**Objectives**

1) To understand the fundamentals of Educational Management.
2) To understand the role, duties and qualities of school Principal.
3) To understand the need, nature, concept and scope of school organization.
4) To understand the basic components, principles for functioning of school organization.
5) To understand principles of school management and community school relationship.

**UNIT-1-Educational Management**

1.1 Meaning, definition, concept and aims of Educational Management.
1.2 Types of Educational Management-Democratic and Autocratic.
1.3 Role, duties and qualities of school principal.
1.4 Principal’s relationship with staff, students and parents.

**Unit-2 Understanding School Organization**

2.1 School Organization: Concept and major Components; Community an important agency.
2.2 Basic Principles for the functioning of school organization.
2.3 School as an organization and as a part of organization.
2.4 Relation between Schools and other educational organizations: Teacher education institution, state and National level bodies.

**Unit-3 Aspects of School Management**

3.1 School management: Concept, basic principles and system nature; Community-School Relationship
3.2 Planning mechanism in school management: annual school calendar, day to day schedules, time table, staff meeting, activities, student issues, monitoring.
3.3 Managing School resources: The school Building, School budget, Laboratory, Workshop library, sports ground, Hostel, School office; cleanliness, maintenance and optimum utility.
3.4 Role of school records in effective management system

**Practicum: Any one of the following**

1) Prepare a study report on the role of PTA in improving quality of School Management
2) Field visit to any national / State level organization holding the educational administration Secondary Education level and submit the report.
References:

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<td>COMMUNICATIVE ENGLISH</td>
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**Scheme of Instruction**
- **Total Duration**: 16 + 32 = 48 Hrs
- **Periods / Week**: 4
- **Credits**: 1+1 = 2
- **Instruction Mode**: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations
- **Exam Duration**: 2 Hrs
- **Maximum Score**: 50
- **Internal Evaluation**: 15
- **End Semester**: 35

**Objectives**:
The Course will enable the student teacher to:
1. develop listening comprehension.
2. improve voice quality and speaking skills.
3. develop conference skills for a better presentation.
4. improve reading comprehension.
5. develop writing skills to write invitations, application, letters and resumes etc.

**Course Content**

**Unit-1: Grammar and Phonetics (5 hours Theory +10 hours Practical)**
- **Grammar**
  a. Parts of Speech
  b. Types of Sentences
  c. Tenses
  d. Transformation of Sentences- Active-Passive, Direct-Indirect and Affirmative-Negative.
  e. Degrees of Comparison
  f. Clauses
  g. Question Tags
- **Phonetics**
  a. Sounds, Stress, Intonation, Rhythm, Voice quality, clarity, pace, pauses, and voice modulation

**Unit-2: Listening Comprehension and Speaking Skills (5 hours Theory + 10 hours Practical)**
- **Listening Comprehension**
  a. Difference between Hearing and Listening, Types of listening.
  b. Characteristics of a good listener – Learning to listen.
- **Speaking Skills**
  a. Making speeches and presentations.
  b. Compering and Anchoring.
  c. Role-play.

**Unit-3: Reading Comprehension and Writing skills: (6 hours Theory+ 12 hours Practical)**
- **Reading Comprehension**
  a. Purpose of reading.
  b. Types of reading.
  c. Speed of reading.
  d. Characteristics of a good reader.
- **Writing Skills**
  a. Writing a paragraph.
  b. Letter writing: Formal and Informal
  c. Writing invitations.
  d. Writing a resume
e. Writing notices and announcements.

Practicum
(All activities to be conducted and record to be maintained) 15 marks
1. Prepare an Invitation for Farewell/ Birthday/ Festival
2. Write a Notice / Report / Circular
3. Prepare a Resume
4. Write a letter formal and informal
5. Write the agenda and minutes of a meeting

References:
6. A set of carefully designed reading cards to provide supplementary reading for learners with varied proficiency in English (2004), Orient Longman.
Course Code | Course Title | Semester
---|---|---
BBED111EPP | ICT Competencies | I

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Objectives:
This Course will enable the student teachers to:

1. enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.
2. enable the students to develop the skills of handling and operating different types of computer equipment in real classroom situations.
3. enable the students to understand the application of information and communication technology in education.
4. enable the students to appreciate the application of computers in education
5. enable the students to apply the knowledge of networking and internet in their daily life.

Course Content
Unit 1: Computer and Office Applications:
1.1 Introduction to Computers – Characteristics, Hardware, Software, Input, Output and Storage Devices
1.2 Word: Main Features and its uses
1.3 Excel: Main Features and its applications
1.4 Power Point: Preparation of Slides with Multimedia Effects
1.5 Publisher: Newsletter and Brochure

Unit 2: Internet applications
5.1. Effective browsing of the internet – Checking for authenticity of information, and selecting relevant information.
5.2. Downloading relevant material.
5.3. Developing PPT slide show for classroom use.
5.4. Use of available software or CDs with LCD projection for subject learning

Unit 3: Experience In ICT Aided Learning
3.1 Innovative usage of technology: Showcasing T Pack, any other
3.2 Critical issues in 'internet usage' – checking for plagiarism and obtaining copyright permissions
3.3 Social networking groups – membership and rules
3.4. Netiquettes and safety on the net.

Practical Records - Any four of the following
1. Create a Power point presentation / poster/ brochure/flyer on any topic of a school subject.
2. Create a mind map / concept map using ICT on any topic of your choice.
3. Prepare your Bio-Data in Word
4. Prepare the time-table of your class in Excel.
5. Prepare Attendance Sheet of your class in Excel.

References:
### Semester II

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<tr>
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<td>Learning and Teaching</td>
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<td>Instruction Mode: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations</td>
<td>Exam Duration: 3 Hrs</td>
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</table>

**Objectives:**
The student will be able to:

1. understand the variables in the teaching-learning process
2. explain major approaches of learning
3. plan instructional process and apply the basic teaching model.
4. incorporate teaching models
5. employ the taxonomy of educational objectives and delineate the instructional objectives.
6. use various skills and competencies in class room teaching and management
7. appreciate the role of a teacher as leader, organizer and manager
8. bridge the gaps between teaching styles and learning styles
9. employ various approaches of teaching-learning, such as, behaviourist, cognitivist, constructivist, connectionist and wholistic.

**Course Content**

**Unit 1: Understanding the Learner and Teaching-Learning Process**

1.1. Characteristics and needs of the learner
1.2. Matching the Teaching Styles with the Learning Styles
1.3. Delineation of Instructional Objectives-Cognitive, Affective, Psychomotor
1.4. Skills of Teaching and Learning and Maxims of Teaching

**Unit 2: Learners’ Diversity**

2.2. Creativity: Concept and definitions of creativity, nature, process, identification, fostering creativity in school.
2.3. Intelligence: The concept of IQ. Types of Intelligence, theories of intelligence – Two factor theory, Multifactor theory (PMI) and Guilford’s structure of intellect.
2.4. Attitude – concept, nature, characteristics, formation of attitudes, factors influencing attitudes.

**Unit 3: Approaches to Teaching**

3.1. Nature of Teaching
3.2. Phases and Levels of Teaching,
3.3. Various Approaches to Teaching such as Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic.
3.4. Models of Teaching: Concept Attainment Model (Jerome Bruner), Advance Organiser (David Ausubel), Juris Prudential Inquiry Model (Donald Oliver), Inquiry Training Model (Suchman)
Unit-4: Teaching as a Profession

4.1. Teaching as a Profession, Roles and functions, Skills and Competencies and Professional Ethics.
4.2. Teacher Development- Concept, factors influencing teacher development (Personal and Contextual),
4.3. Approaches to Teacher development: Self Directed, Cooperative Collaborative development
4.4. Teacher and Classroom Management

Unit 5: Theories of Learning and teaching

5.1. Gagne’s Hierarchy of Learning
5.2. Brain based Learning
5.3. Constructivist theories: Bruner’s Discovery Learning, Ausubel’s Meaningful Learning.
5.4. Constructivist Methods of Teaching: Cooperative Learning, Brain storming, Concept Mapping and Reciprocal Teaching.

Mode of transaction
Lecture, discussion, project work, field trip, assignment, seminar etc.

Practicum (Any Two)
1. Study of the Teaching Styles of a Teacher
2. Study of the Learning Styles of the Learners
3. Presentation of a lesson through innovative teaching methods

Suggested Reading
Course Code | Course Title | Semester  
---|---|---  
BBED212CCT | SOCILOGICAL FOUNDATIONS OF EDUCATION | II  

**Scheme of Instruction**  
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**Objectives:**  
This Course will enable the student teachers to:  
1. understand the sociological basis of Education  
2. understand the impact of culture and socialization on Education  
3. sensitize the student teacher about the impact of Education on the quality of life  
4. understand the preamble of the constitution in the light of Education  
5. organize various programmes to achieve national integration and international understanding  

**Course Content**  
**Unit 1 - Sociology and Education**  
1.1 Meaning, nature and scope of sociology  
1.2 Relationship between sociology and Education  
1.3 Agencies of socialization (Family, peer group, school, Media, Religion)  
1.4 Role of Teacher in Socialisation process  
1.5 Impact of Socialisation on Education  

**Unit 2 - Culture and Education**  
2.1 Meaning and definitions of culture.  
2.2 Characteristics of culture.  
2.3 Dimensions of culture, cultural lag, cultural pluralism.  
2.4 Impact of culture on Education.  
2.5 Role of Education in preservation, transmission and promotion of culture.  

**Unit 3 - Social Change and Education**  
3.1 Meaning and factors responsible for Social change.  
3.2 Concept and attributes of Modernization.  
3.3 Social stratification, Social Mobility and Education.  
3.4 Role of Education for social change  
3.5 Social Networking and its implications on social cohesion and education.  

**Unit 4 - Democracy and Education**  
4.1 Concept and Principles of Democracy  
4.2 Equality and equity in Education  
4.3 Preamble of the Constitution in relation to Education  
4.4 Role of Education in strengthening democracy  
4.5 Concept of Socialism and Secularism: The role of Education in promoting them.  

**Unit 5 - Education and National Integration**  
5.1 Concept, Need for National Integration  
5.2 Education as an instrument for national integration  
5.3 Programmes to promote National Integration and International understanding,
5.4 Peace education in schools
5.5 Social Crisis and its Management

Practicum - Any Two of the Following:
1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report.
5. Identify the common events celebrated by the Hindus and Muslims in your community and write a detailed report on it.

Text Books

Reference Books:
✓ Jaffar, S. M. (1972). Education in Muslim India. Delhi: Idrah-I-Ababiyat
Course Code | Course Title | Semester
--- | --- | ---
BBED231DST | PEDAGOGY OF MATHEMATICS-I | II

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Objectives
The Course will enable the student teacher to:
1. develop insight into the meaning, nature, scope and objectives of mathematics education.
2. appreciate the role of mathematics in day to day life.
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics.
4. understand aims and objectives of different branches of mathematics.
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics.
7. understand the selection, preparation and uses of learning resources.

Course Content
Unit-1: Introduction to Mathematics (8 Hours)
1.2 History of Mathematics with special emphasis on Teaching of Mathematics.
1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan f) Shakuntala Devi
1.4 Contributions of western mathematicians a) Euclid b) Pythagoras c) ReneDescarte d) Geroge Cantor.
1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

Unit-2: Aims and Objectives of Teaching Mathematics (8 Hours)
2.1 Need for establishing general objectives for teaching mathematics.
2.2 Aims, values and general objectives of teaching mathematics.
2.3 Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
2.4 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
2.5 Meaning and Concept of Competencies and Academic Standards of CCE.
2.6 Blooms Taxonomy of Educational objectives - Critique, Revised Bloom’s Taxonomy by Anderson(2001)
2.7 Linking Bloom’s Taxonomy with Academic Standards.

Unit-3: Approaches, Methods and Strategies in Teaching and Learning of Mathematical Concepts (12 Hours)
3.1 Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of
teaching concepts. Comparing and contrasting. Giving counter example and non-example in teaching concepts. Planning and implementation strategies in teaching concepts.

3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry, Probability and Statistics from classes VI to X.

3.3 Methods of Teaching Mathematics: Inductive and Deductive, Analytic and Synthetic, Laboratory. Heuristic, Project Method and Activity Based Teaching.

3.4 Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Business Mathematics, Geometry, Trigonometry, Probability and Statistics.

3.5 Concept Attainment Model of Jerome Bruner and its application in teaching mathematics.

Unit-4: Planning for Teaching – Learning Mathematics (12 Hours)

4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.

4.2 Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.

4.3 Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards (CCE).

4.4 Technology Integrated Lesson-Planning the Lesson using digital technology.

Unit-5: Learning Resources in Mathematics (8 Hours)


5.3 Audio, Visual and Multimedia resources – Selection and design according to learner needs.

5.4 On line Resources – ICT based Pedagogical tools.

5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.

5.6 Handling hurdles in utilizing resources.

Practicum - Any Two of the Following:

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes

2. Each student has to collect and present history and contributions of one Indian or Western mathematician

3. Preparation of T.L.M. for any one topic from classes 6-10 Mathematics

4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics

5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

6. Create a Mind map on any topic of mathematics.

7. Create a concept map on any topic of mathematics.

Text Books


Reference Books

Course Code | Course Title | Semester
--- | --- | ---
BBED232DST | PEDAGOGY OF BIOLOGICAL SCIENCES-I | II

**Scheme of Instruction**

| Total Duration | 48+32 = 80 Hrs |
| Periods / Week | 5 |
| Credits | 3 +1 = 4 |
| Instruction Mode | Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations |

**Scheme of Examination**

| Maximum Score | 100 |
| Internal Evaluation | 30 |
| End Semester | 70 |
| Exam Duration | 3 Hrs |

**Objectives**

The Course will enable the student teacher to:

1. develop an insight on the meaning, scope, nature and aims of biological sciences.
2. identify and relate everyday experiences with the learning of biological sciences.
3. integrate the knowledge of biological sciences with other school subjects.
4. facilitate the development of scientific attitude and scientific temper in the learners of biological sciences.
5. develop competencies for teaching and learning biological sciences through Herbartian and Constructivist approaches.
6. stimulate curiosity, creativity and inventiveness in the learners towards biological sciences.

**Course Content**

**Unit-1: Introduction to Science and Biological Sciences (5 Hours)**

1.1 Science and Biological Sciences: Meaning Nature and Scope.
1.2 Structure of Science: Substantive Structure (Product of Science) and Syntactic Structure (Process of Science).
1.3 Values of learning Biological Sciences.
1.4 Co-relation of Biological Sciences with other school subjects.

**Unit-2: Development of Biological Sciences (6 Hours)**

2.1 Milestones in the development of Biological Sciences.
2.2 Contributors of Biological Sciences – Aristotle, Charles Darwin, Gregor Johann Mendel, Robert Hook, Louis Pasteur, William Harvey, Alexander Fleming and M.S. Swaminathan.
2.3 Concept of Neo-darwinism
2.4 Role of Biological Sciences in Human Welfare.

**Unit-3: Aims and Objectives of Teaching Biological Science (9 Hours)**

3.1 Meaning, Importance, Aims and Objectives of teaching Biological Sciences.
3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al.
3.3 Revised Bloom’s Taxonomy and Higher Order Thinking Skills.
3.4 Writing Instructional, Behavioural Objectives and Specifications of Teaching Biological Sciences.
3.5 Competencies for Teaching of Biological Sciences.

**Unit-4: Approaches, Methods and Techniques of Teaching Biological Sciences (15 Hours)**

4.1 Approaches to Biological Sciences Teaching – Inductive, Deductive and Constructivist.
4.2 Methods of Teaching Biological Sciences- Lecture cum Demonstration, Historical, Heuristic, Project, Problem solving and Laboratory.
4.3 Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping, Team Teaching and Models of Teaching – Concept Attainment Model and Biological Sciences Inquiry Training Model

Unit-5: Transactional Strategies for Teaching Biological Sciences (13 Hours)
5.1 Year Plan, Unit Plan and Period Plan (Lesson Plan) Herbartian steps vs. Constructivist approach.
5.2 Continuous Comprehensive Evaluation (CCE) Model, Period plan.
5.3 Microteaching – Concept, Nature and Importance, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Probing Questioning, Drawing and Blackboard writing.

Practicum - Any Two of the Following:
1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

Text Books:

References:
Course Code | Course Title | Semester
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BBED233DST | PEDAGOGY OF SOCIAL STUDIES-I | II

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**Objectives**
The Course will enable the student teacher to:
1. understand the meaning and scope of Social Studies.
2. develop general and specific aims of teaching Social Studies.
3. inculcate values through teaching of Social Studies.
4. understand major concepts and develop critical thinking through teaching interdisciplines of Social Studies.
5. acquire knowledge on different strategies and approaches of teaching Social Studies.

**Course Content**

**Unit-1: Social Studies as an Integrated Area of Study (7 Hours)**
1.1 Meaning, Nature and Scope of Natural and Social Sciences
1.2 Distinction between Natural and Social Sciences
1.4 Distinction between Social Sciences and Social Studies
1.5 Understanding society through various Social Sciences

**Unit-2: Aims Objectives and Academic Standards of Social Studies (7 Hours)**
2.1 Major aims and objectives of teaching Social Studies
2.2 Bloom’s taxonomy of Educational Objectives
2.3 Academic Standards and Learning outcomes of teaching Social Studies
2.4 Recommendations of NPE 1986 and NCF 2005.
2.5 Values of Teaching Social Studies

**Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Studies (14 ours)**
3.1 Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Studies.
3.2 Teacher centred approaches. Lecture, Lecture-demonstration, Source and Supervisory Study.
3.3 Learner centered approaches. Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach.
3.4 Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Concept Mapping.
3.5 Activities. Dramatisation, Role play, Field Trips, Excursions, Social Science Clubs, Exhibitions.

**Unit-4: Planning in Teaching Social Studies (12 Hours)**
4.1 Micro-teaching - Meaning, Concept and Nature.
4.2 Micro-teaching Skills - Introduction, Explanation, Questioning, Reinforcement, 
Stimulus Variation.
4.3 Year Plan and Unit Plan.
4.4 Need and Importance of Lesson Planning (Period Planning).
4.5 Technology Integrated Lesson Planning.

Unit-5: Teaching Learning Resources in Social Studies (8 Hours)
5.1 Community Resources - Human and Material.
5.2 Social Studies Library, Laboratory and Museum.
5.3 Need and Significance of Current Events and Controversial Issues in Teaching Social 
Studies.
5.4 Handling hurdles in utilizing resources.
5.5 Professional Development of Social Studies Teacher.

Practicum - Any Two of the Following:
1. Identify values depicted in the lessons of Social Studies of any one class and prepare a 
report.
2. Select and plan appropriate strategies for teaching a lesson of Social Studies of your 
choice and submit.
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, 
adult education programmes, electricity, toilets, sanitary and water facilities, maintenance 
of roads, etc and submit village/ward description report.
4. Organise a programme in the school in connection with celebration of national festivals, 
birthdays of social scientists/ National leaders, etc.

Text Books:
Private Ltd.

Reference Books:
New York: Holt Binchart and Winston Inc.
Harper and Row Publishers Inc.
Croom Helm.
Boston: 11C Health and Company.
Publishing House.
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**Scheme of Instruction**

| Total Duration : | 48+32 = 80 Hrs |
| Periods / Week  : | 5               |
| Credits         : | 3 +1 = 4        |
| Instruction Mode: | Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations |

**Scheme of Examination**

| Maximum Score : | 100 |
| Internal Evaluation : | 30 |
| End Semester : | 70 |
| Exam Duration : | 3 Hrs |

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**Notes:**

1. Detailed notes on the course content and objectives.
2. Example learning outcomes and assessment criteria.
4. Course management guidelines and resources.
5. Additional reading and references for further study.
6. Contact information for student support and feedback.
7. Course evaluation survey to enhance learning experiences.
(f) معاون کا کردار سیگنل (شعار، قلم و چاول)
(g) تربیت دانائی ریس
(h) صدارت پیشی - خفیف، تحریکات دادنی ریس
(i) معاون پیشی کے مختلف مرحلے (مارکر، قلم و چاول)
(j) سرکاری ریس - خفیف، دانائی مختلف مرحلے، معاون کے ریس دیا، خفیف بجھردنی ریس

شاہرخ کردار کیاتیات

(1) میں کا کردار "موجودین کی نئی لہر"، ترقی اور مرمت و مرمت
(2) معاون کا کردار "موجودین کی پہاڑی"، ترقی اور مرمت و مرمت
(3) معاون کا کردار "موجودین کی نئی لہر"، ترقی اور مرمت و مرمت
(4) معاون کا کردار "موجودین کی نئی لہر"، ترقی اور مرمت و مرمت
(5) معاون کا کردار "موجودین کی نئی لہر"، ترقی اور مرمت و مرمت
(6) معاون کا کردار "موجودین کی نئی لہر"، ترقی اور مرمت و مرمت
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**Scheme of Instruction**

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- **Periods / Week**: 5
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**Scheme of Examination**

- **Maximum Score**: 100
- **Internal Evaluation**: 30
- **End Semester**: 70
- **Exam Duration**: 3 Hrs
1. भाषायी दशकाँ—श्रवण, सारण, पठन एवं लेखन

2. अर्थ एवं गतिविधि—सुनने का कौशल, बोलने का लहजा एवं शैली—भाषायी विभिन्नता और हिंदी पर एवं पढ़ने—पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के लागू और सामग्री, सोलह, कर्मचारी, नुसार, परिस्थिति के अनुसार संवाद, भाषा सैलू, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण पठन—पढ़ने के कौशल, पढ़ने के कौशल विकास में योग का महत्व, मौन और मुखर पठन, गान—पढ़न, विरहित पठन, आत्मनास्य पढ़न, पढ़ने के कौशल विकास में सूचनात्मक साहित्य कहानी, कविता आदि।

लेखन—लिखने के चरण, लेखन—प्रक्रिया, सूचनात्मक लेखन, ओपनचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

इकाई—3 भाषा शिक्षण की विधियों एवं उपक्रम विश्लेषण—व्याकरण अनुवाद प्रक्रिया, परिभाषा प्रक्रिया, धीमानगर प्रक्रिया, उद्देश्यपर शिक्षा प्रक्रिया।

इकाई—4: हिंदी शिक्षण कौशलों का विकास एवं सूचना शिक्षण कौशल के अर्थ, परिभाषा, महत्व, हिंदी शिक्षण के पांच शैक्षक कौशल कौशल पर अभावित पाठ योजना का निर्माण सूचना शिक्षण—अर्थ, परिभाषा, परिवेश शिक्षण, अवस्थाय, सूचना शिक्षण की प्रक्रिया एवं संपन्न।

इकाई—5: भाषा—साहित्य और सांस्कृतिक

1. सूचनात्मक भाषा के विभिन्न रूप—साहित्य के विचार रूप, स्कूली पद्धति में साहित्य को पढ़ना—पढ़ाना, हिंदी की विभिन्न विधायों को पढ़ने के उद्देश्य।

साहित्यिक अभिलस्त्री के विचार रूप कहानी की पढ़ाना—पढ़ाना, गान की विभिन्न विधायों को पढ़ने—पढ़ाना, नाटक की पढ़ाना—पढ़ाना, समाजीय साहित्य की पढ़ाई। बाल साहित्य, दलित साहित्य, स्त्री साहित्य, हिंदी की विभिन्न विधायों के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध की पाठ विधि तैयार करना।

प्रशिक्षण के दौरान

- एक कहानी का बारे आलोचना द्वारा विश्लेषण और उसकी प्रस्तुति
- सभी विधायों की एक रचना की समीक्षा करने तथा एक-दूसरे की समीक्षा सिद्धांत, विचारों पर विश्लेषण में चर्चा करें
- समूह में एक ही विषय पर अलग—अलग विधियों की रचनाओं का संकलन और उनका सामान्यता विश्लेषण
- वर्तमान बाल साहित्य की समीक्षा अपनी मननसंगांती कहानियों की समीक्षा
• विज्ञान, समाज विज्ञान और गणित की कक्षा 2 से 8 की किताबों से युक्त अंश दुकान के प्रयोग से प्रभावित भाव, विभाग सार्थक व्याख्या का विवेशित करना एवं छात्रों के उच्चर के अनुसार भाषा सीखने में किस प्रकार सहायता है इस की विशेषता करना।

• सारी भाषाओं के लेखन के संबंधित 1-1 गतिविधियों तैयार करें

• मानवभाषा और अन्य भाषाओं विषय पर चौंके समूह में चर्चा करें

कक्षा-शिक्षण के सीमाओं

• बच्चों को एक ही तरह जैसे 'रंग, बालक' पर स्पर्श रूप से युक्त विधान को कभी कोई विधान न चुनावे।

• रचना का जानने और वर्गीकरण का व्याख्या में सर्कित हुए कक्षा प्रविष्टि तैयार करें किसी एक रचना को चुनकर।

(क) एक रचना अन्य रचनाएं (अलग-अलग क्षेत्रों में एक ही रचना को पहले से संबंधित)

(ख) एक रचना अन्य रचनाएं (अलग-अलग क्षेत्रों में एक ही रचना को पहले से संबंधित)

(ग) एक रचना विविध विषयों (साहित्य, पुरातत्वीय पुरातत्वीय विषयों)

• कोई नाटक या उपन्यास पढ़ने के बाद उसे पढ़ने के रचना-संबंधी बोली, रेखा आदि की धाराएँ करें कर समाज में इसके आए बदलाव पर चर्चा करना, विविध धाराओं तथा धाराओं से बुझे कोई भी, जन के कारण, जनसम्मेलनों पर बातचीत।

• बांसुरी सारी हिंदी की पुस्तकें में से भाषा की चारण कविता एवं कोई विषय का पाठ को पढ़ने, 1857 के पहले, दौरान और बाद में दिवों ध्वनि-ध्वनियों का डाइन लाइन। (चादर) बनाना। गंगा-धाराओं के जीवन के महत्वपूर्ण घटनाओं का डाइन लाइन (चादर) गाँवों द्वारा चलाए गए आदि का डाइन लाइन (चादर)

• भाषा की कक्षा में सर्कितक विविधताओं को ध्वनि में रखते हुए चार गतिविधियों तैयार करें।

• पढ़ने के कीर्तिक दिवस के ध्वनि में सर्कित हुए कक्षा छठ हिंदी के कविताओं के लिए लीला गतिविधियों तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।

• रचना-विद्वान की छठी तरह विद्वान के संस्कृत में व्यवस्थापन के पथ निम्नलिखित कार्य करें और उन पर समूह में चर्चा करें।

• रचना-विद्वान की नीति के बारे में प्रशिक्षण और उनकी भाषा के बारे में जानकारी प्रदान करें और बहुभाषिकता का चौंके के रूप में इस्तेमाल करना। हिंदी की कक्षा की एक विभिन्न तैयार करें।

• विविध विषयों का ध्वनि में किसान्तान का प्रारंभ तैयार करना।

• सुरुवात विद्वान का ध्वनि चर्चा का प्रारंभ तैयार करना।

• विविध विषयों पर सार्थक ध्वनि जोड़ना का निर्णय एवं सर्कितकारण प्रयोग करना

• विशालविधि अनुसार विविधताओं के दौरान भाषा शिक्षण का लेकर आने वाली कठिनाइयाँ पर किसान प्रशिक्षण

• भाषा की कक्षा में छठ अनुसार बालकों को प्रशिक्षण जोड़ना बनाना।

• कक्षा 6 से 10 तक की हिंदी के पाठदेश तंत्र में से किसी एक कविता को पुनरावृत्ति से जोड़ते हुए उल्लेखनीय ध्वनि तैयार करना।

• संप्रदाय में भारतीय नामों सारी अनुसार रचना सार्थक शिला नीली, ती.जी.ए. द्वारा संस्थान शिक्षाओं सिघारियां पर प्रशिक्षा प्रदान करना।

• विशालविधि शिक्षा प्रशिक्षण का अध्ययन करना। उनका विवरण कीजिए।

• सुनने और बोलने में अनुसार विषयों के ध्वनि में सर्कित हुए हिंदी की कक्षा को दो गतिविधियों तैयार करें।
**Course Code**: BBED243DST  
**Course Title**: PEDAGOGY OF ENGLISH-I  
**Semester**: II

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**Objectives**

The Course will enable the student teachers to:

1. understand the place of English language teaching in India.
2. understand the different roles of language.
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. identify different methods, approaches and techniques needed for teaching different skills of ELT in the Indian context.
5. understand different skills of English language.
6. improve their ability in planning a lesson in prose, poetry and supplementary reader.
7. develop integrated skills in ELT.
8. prepare different activities and tasks for learners.

**Course Content**

**Unit-1: Introduction to ELT (6 Hours)**

1.1 Meaning, Nature and Scope of English Language Teaching.
1.2 Aims and Objectives of Teaching English in India.
1.3 Status of English Language in the global and Indian contexts, Language and Education Policy in India.
1.4 Teaching English in Bilingual/Multi-lingual contexts. Teaching English as a second Language.

**Unit-2: Different Approaches/Theories to Language Learning and Teaching (10 Hours)**

(Mother Tongue & Second Language)

2.1 Approach, Method and Technique.
2.2 Structural Approach, Communicative Approach, Total Physical Response, Thematic Approach (inter-disciplinary).
2.3 Inductive and deductive approach, whole language approach, constructive approach, multilingual approach to language teaching.
2.4 Grammar translation method, Direct method, Bilingual Method and Dr. West’s Method, Structural-situational method, Audio-lingual method, Natural method
2.5 Groupwork, Pairwork, Roleplay and Dramatisation

**Unit-3: Acquisition of Language Skills: (12 hours)**

Development of the linguistic skills: Listening, speaking, reading and writing.
3.1 Listening and Speaking: Sub skills of listening and speaking, Tasks, Materials and resources for developing the listening and speaking skills: Storytelling, dialogues,
situational conversation, role plays, simulations, speech, games and contexts, pictures, authentic materials and multimedia resources.

3.2 Reading: Sub skills of reading, Importance of development of reading skills, Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

3.3 Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills, Higher order skills.

3.4 Introduction to Phonetics: Vowels, Consonants, Stress, Intonation and Techniques of using Language Laboratory.

3.5 Role of Language Laboratory in acquisition of language skills

**Unit-4: Developing Integrated Skills and Use of ICT in English Language Teaching (8 Hours)**

1. Teaching of Prose.
2. Teaching of Poetry.
3. Use of Multi-media in ELT.
4. Online resources for ELT.
5. ELT and Social Networking.

**Unit-5: Planning for Teaching English (12 Hours)**

1. Importance of Planning for Teaching English.
2. Year Plan, Unit Plan, Period Plan as per CCE model.
4. Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.

**Practicum - Any Two of the Following:**

1. Enumerate ten activities (5 for reading and 5 for writing) from the text books of classes VI to X.
2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
3. Prepare a detailed report on the methods, approaches and techniques in teaching the English language skills to any one class.
4. Critically analyse the listening activities given in the text books of classes VI to X and report.
5. Critically analyse the speaking activities given in the text books of classes VI to X and report.
6. Critically analyse the reading activities given in the text books of classes VI to X and report.
7. Critically analyse the writing activities given in the text books of classes VI to X and report.
8. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and Psychomotor domain.
9. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains.
10. Prepare a PPT to teach a prose/poetry lesson of your choice (classes 6th to 10th)

**Text Books:**


**References:**

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<td>PEDAGOGY OF PHYSICAL SCIENCES-I</td>
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**Scheme of Instruction**

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**Objectives**

The Course will enable the student-teacher to:

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of Western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

**Course Content**

**Unit-1: Introduction to Science and Physical Sciences (8 Hours)**

1.3 Values of Learning Physical Sciences.
1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity.

**Unit-2: Development of Science - Physical Sciences (8 Hours)**

2.1 Milestones in the Development of Sciences – Physics and Chemistry.
2.2 Contributions of Western Scientists –Aristotle, Copernicus, Newton and Einstein.
2.3 Contributions of Indian Scientists - Aryabhatta, Bhaskaracharya, C.V.Raman, S. Chandrashekhar, Homi J.Bhabha and A.P.J. Abul Kalam.
2.4 Landmarks, Status and Development of Indian Science and Technology.
2.5 Physical Science and Human Life.

**Unit-3: Aims, Objectives and Competencies of Teaching Physical Sciences (8 Hours)**

3.1 Meaning, Importance, Aims and Objectives of teaching Physical Sciences.
3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom’s Taxonomy and Higher Order Thinking Skills.
3.3 Instructional Objectives of Teaching Physical Sciences Behavioural or Specific Objectives of Teaching Physical Sciences.
3.4 Competencies for Teaching of Physical Sciences and academic standards of CCE.
Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences (12 Hours)

4.1 Concept of Teaching with special reference to Physical Science
4.2 Approaches to Physical Sciences Teaching – Inductive, Deductive and Constructivist.
4.3 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical.
4.4 Student-centred Methods - Heuristic, Project, Problem Solving and Laboratory
   (Illustration of each method by taking examples from specific contents of Physics and Chemistry).
4.5 Modern Teaching Techniques - Brainstorming, mind mapping, concept mapping,
   Team Teaching and Models of Teaching – Concept Attainment Model and Inquiry
   Training Model

Unit-5: Planning for Teaching Physical Sciences (12 Hours)

5.1 Importance of Planning for Teaching
5.2 Year Plan, Unit Plan, Period Plan as per CCE model.
5.3 Plan (Lesson Plan) – Herbartian Steps vs. Constructivist Approach
5.4 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of
   Microteaching Skills- Introducing a lesson, Explaining a Concept, Stimulus Variation,
   Illustrating with Examples, Probing, Questioning, Reinforcement, Structuring
   Classroom Questions and Blackboard writing.

Practicum - Any Two of the Following:

1. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and
   suggest the appropriate Teaching methods and approaches to teach them.
2. Create a mind map on any topic in physics and chemistry.
3. Create a concept map on any topic in physics and chemistry.
4. Prepare biographical sketch of any scientist highlighting his/her contributions to Physics/
   Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the
   objectives and specifications under all Domains.

Text Books

   Publishing Co. Pvt. Ltd.
   Publications Pvt. Ltd.

Reference Books

   Delhi: Doaba House.
   Ltd.
   PHI.
   UNESCO.
**Semester III**

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**Objectives:**
This Course will enable the student teachers to:
1. develop knowledge of mathematics.
2. construct appropriate assessment tools for evaluating mathematics learning.
3. stimulate curiosity, creativity and inventiveness in teaching of mathematics
4. develop competencies to develop gifted and slow learners.
5. engage with research on children’s learning in specific areas of mathematics.
6. appreciate mathematics as a tool to engage the mind of the student
7. appreciate role of mathematics to strengthen the students resource skills

**Course Content**

**Unit-6: Mathematics Curriculum:**
6.2. Approaches of Curriculum Organisation: Concentric, Topical, Psychological Logical and learner centered curriculum.
6.3. Curriculum trends in Mathematics: Subject Centred to Behaviouristic and Constructivist approach.
6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit-7: Learning Experiences and Aesthetic sense of Mathematics**
7.1. Constructivist Approach of Teaching Mathematics
7.2. Edgar Dale’s Cone of Experience
7.3. Experiential Learning- Abilities of an experiential learner.
7.4. Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brihkhoof and their relation.
7.5. Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry.

**Unit-8: Assessment and Evaluation in Mathematics**
8.2. Achievement tests and Speed tests in mathematics- Arithmetic, Algebra, and Geometry.
8.3. Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics.
8.4. Concept of CCE and measurement of different behavioural changes like interest, attitude,
and aptitude in learning mathematics.

8.5. Assessment Framework
a. Purpose of assessment
c. Tools and Techniques of Assessment, (C1) Written test, (C2) Project work, (C3) Field trips and field diary, (C4) Laboratory work, (C5) Interview / Oral test (C6) Journal writing, (C7) Concept mapping.
e. Reflecting Process, (E1) Assessment as a reflected process, (E2) Assessment as a reflecting process.

Unit-9: Mathematics for all
9.1. Planning and organising activities for – Gifted, slow learners, backward and learners with dyscalculia- enrichment and remedial programmes.
9.2. Teaching learners with special needs - Co-operative learning, Collaborative Learning Approach (CLA), Peer learning, Reciprocal learning, Group Learning and using of ICT and multimedia.
9.3. Activities enriching Mathematics learning- Mathematics fairs, Olympiads, Talent tests.
9.4. Mathematics Kits, Mathematic Laboratory, Mathematical Clubs and its effective use.
9.5. Ways and means of providing positive attitude towards Mathematics and reducing mathematics phobia.

Unit-10: Professional Development of Mathematics Teacher
10.1. In-service programmes for Mathematics Teacher
10.2. Mathematics Teacher’s Associations – Role and Functions
10.3. Journals and other resource material in Mathematics Education
10.4. Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning
10.5. Action Research for improving Quality of Mathematics teaching and learning

Practicum - Any Two of the Following:
1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
2. One case study of gifted child and slow learner with interventions suggested.
3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
4. Preparing two types of assessment tests – Formative, Summative type of tests.
5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class Mathematics syllabus.

Text Books and Reference Books
As given in Course BBED111DST- Pedagogy of Mathematics
B.Ed. Syllabus Revised 2018

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<td>PEDAGOGY OF BIOLOGICAL SCIENCES-II</td>
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<td>Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations</td>
<td>3 Hrs</td>
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Objectives:
The Course will enable the student teachers to:
1. understand the importance of biological science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of biological sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

Unit 6: School Curriculum in Biological Sciences
6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
6.3. Current trends in Biological Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in biological Sciences.

Unit 7: Instructional Resources & Strategies for Biological Science Teaching.
7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
7.2. Edgar Dales Cone of experience.
7.3. Importance of teaching aids and Types of teaching aids, ICT and Multimedia resources.
7.4. Importance of practical work in Botany and Zoology, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment, Preparation of Lab Instruction Card.
7.5. Development of improvised Apparatus for concrete and abstract concepts

Unit 8: Lifelong Biological Sciences Learning
8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.
8.5. Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.

Unit 9: Professional Development of Biological Sciences Teachers
9.1. Professional development & Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.
9.2. Membership in Professional Organizations; Teachers as a community of learners. 9.3. Role

**Unit 10: Evaluation in Biological Sciences**


10.3. Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators, Assessment Rubrics.

10.4. Tools and Techniques of Assessment: Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.


**Practicum - Any Two of the Following:**

1. Prepare two models with locally available material resources in Biology.
2. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.
3. Celebrate any important day related to Science in the school during the internship and submit a report.
5. Survey of Science Laboratory in a school.
6. Visit to Community Science Centre, Nature Park and Science City.

**Text Books and Reference Books**

As given in BBED 212DST Pedagogy of Biological Sciences.
Course Code | Course Title | Semester
--- | --- | ---
BBED333DST | PEDAGOGY OF SOCIAL STUDIES-II | III

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**Objectives:**
This course will enable the pupil teachers to
1. understand the teaching and learning of History, Geography, Political Science and Economics and identify the difference among them.
2. understand the importance of Social Studies curriculum and its organizations.
3. understand the importance of teaching learning materials for Social Studies.
4. understand the assessment process through continuous and comprehensive evaluators.
5. sensitize and equip teachers to handle social issues and concerns.
6. inculcate qualities and competencies required for a good teacher.

**Course Content**

**Unit 6: Teaching and learning of History and Geography**
6.2. Colonialism, Capitalism, Democracy and Citizenship – American, French and Russian Revolutions
6.3. Fundamental concepts of Geography-Latitudes, Longitudes, Earth rotation, Climatology, temperature, pressure, wind, humidity, Hydrology and Oceanography.
6.4. Indian Geography – Geographical divisions, rivers and land forms.

**Unit 7: Teaching and Learning of Political Science and Economics**
7.2. Indian constitution – Fundamental Rights, Fundamental Duties, Organs of government, legislature, executive and judiciary.
7.4. Teaching strategies of political Science and Economics.

**Unit 8: Curriculum Planning in Social Studies**
8.3. Approaches of organizing Social Studies Curriculum – Concentric, Spiral, Chronological, Topical and Correlation.
8.4. Text book of Social Studies: Characteristics
8.5. Analysis and a critical study of Social Studies text books of state boards and Central Board of Secondary Education.
Unit 9: Instructional Material in Social Studies
9.1. Importance of Teaching learning material in the teaching learning process of Social Studies.
9.2. Classification of Teaching Learning materials printed, visual, audio and audio-visual and their usages with reference to Social Studies.
9.3. Maps and Globe their types – map language, map reading and map making.
9.4. Charts and graphs their types – chronology, tabor, diagrammatic and pictorial, bar, pie, line and pictorial graph.

Unit 10: Evaluation in Social Studies
10.2. Types of evaluation.
10.3. Quantitative and qualitative tools of evaluation in Social Studies.
10.4. Continuous and comprehensive evaluative model of assessment in Social Studies.

Practicum - Any Two of the Following:
1. Observe a day’s session in house of the Parliament and report.
2. Collect Newspaper clippings on a contemporary social issue and prepare a report on that with your comments.
3. Organize any one of the social awareness programme on Swatch Bharat, Aids awareness and plantation programme in your neighbourhood and report.
4. Observe the functioning of any local body office and report.
5. Critically analyse the characteristics of Social Studies text book of any secondary class and prepare a detailed report.

Text Books and Reference Books
As given in Course BBED113DST- Pedagogy of Social Studies
### Course Title

**PEDAGOGY OF URDU-II**

**Course Code**: BBED341DST

**Semester**: III

### Scheme of Instruction

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### Scheme of Examination

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### Instruction Mode

Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations
اکائی - 8: دو کتاب اور تمرینی کتابیت

(a) دو کتاب اور تمرینی کتابیت
(b) آیک مکارکی کتابیت کشدینیات-تیاری ہوئے
(c) دو کتاب اور تمرینی جاگر
(d) دو کتاب اور تمرینی (TLM) کر
(e) دو کتاب اور تمرینی ہوئے
(f) دو کتاب اور تمرینی کا مکارکیت

اکائی - 9: نصابی اور انسانی مکارکیت

(a) نصاب کے نصاب
(b) نصاب کے نصاب
(c) نصاب کے نصاب
(d) نصاب کے نصاب
(e) نصاب کے نصاب
(f) نصاب کے نصاب

اکائی - 9: امرزون کے دو قسم میں مکارکیت

(a) امرزون کے دو قسمیت
(b) امرزون کے دو قسمیت
(c) امرزون کے دو قسمیت
(d) امرزون کے دو قسمیت
(a) نیاز و وجوه – سختی و نقص در تعلیم و تربیت و جدایی مشترک

(b) اکی مجموعہ جذبے کی تحقیقات

(c) جذبے کے مختلف آلات اور ہلکتیک

(d) مسلسل جذبے جذبے شمش وکیور شرورت دانتک

(e) میوزیک انسانی نظام کے قانون اور مہمیاری بالانے کی کمک

(f) ایکولوژی جغرافیہ (SAT) - چارکر نے کے مختلف مرحلے

سفارش کروں کتابیات

(1) نیاز و وجوہ اور اردو مکمل کتاب

(2) شیخ احمد خان "نیال اور اوردو" تری اوردویوڈیڈ

(3) ڈاکٹر حضرت خردار کرمانی "اوردو آداب گروہ کی ہزاروں سالوں کے سادگی کی"

(4) محمد سلمان خان "اوردو اور انگریزی" تری اوردویوڈیڈ

(5) ڈاکٹر یوسف احمد "اردو کا بعد اوریں" تری اوردویوڈیڈ

(6) محمد مدنی "اردو کا بعد اوریں" تری اوردویوڈیڈ
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<td>III</td>
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**Scheme of Instruction**

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**Instruction Mode**

- Lecture-cum-Discussion
- Group Discussion
- Presentations
- Panel Discussion
- Seminar Presentations
- Panel Discussion

**Instruction Mode**

- Lecture-cum-Discussion
- Group Discussion
- Presentations
- Panel Discussion
- Seminar Presentations
- Panel Discussion

**Exam Duration**

- 3 Hrs

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School of Education and Training, MANUU
गतिविधि

प्रशिक्षण के दौरान

- लन्दन पादविद्यार्थी की समीक्षा और प्रस्तुतीकरण (समूह कार्य)
- लन्दन पादविद्यार्थी में भाषा शिक्षण से संबंधित आध्यात्मिक पर चर्चा
- अपने मनोरंजन कार्यों का संकलन तथा उन पर एक लेख

- हिंदी की किसी दो गात परिवारों की समीक्षा
- दसवीं कक्षा के किसी भी बोल और परिवारों के हिंदी के प्रश्नों (मिछले तीन बसों) की समीक्षा करें
- एक ही संवाद पर बच्चों तक अलग-अलग आए जब बच्चों पर समूह में चर्चा करें
- कक्षा 6 से 10 तक की हिंदी की पादविद्यार्थी में से ऐसे दस प्रश्न छोटे जिनमें भाषा मूल्यांकन का सूचनामुक्त रूप से परिख्यात होता है (समूह कार्य)

कक्षा शिक्षण के दौरान

- नियुक्तीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना
- विद्यालयी अनुसार कार्यक्रम के दौरान विद्यार्थियों से हस्ताक्षरित पत्रिका का विकास या हस्ताक्षरित पत्रिका की सुपरेक्शन तैयार करना
- विद्यालयी अनुसार कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्ताक्षरित समाचार—पत्र का विकास करना

- कक्षा 4 से मिली बच्चों की प्रथम जैविक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना
- कक्षा 5 से 10 के बच्चों के भाषायी विकल्प में शर्मनाक करने के लिए युक्तियाँ सुझाना

प्रश्नों के कार्य

- उच्च श्रेणी समलोचना, विनोद पुस्तक मुद्रित, आगारा—हिन्दी शिक्षण
- शारदा प्रकाशन, नई दिल्ली—हिन्दी व्याकरण
- पाठ्य राम शुक्ल, विनोद पुस्तक मुद्रित, आगारा—हिन्दी शिक्षण
- कंयार प्रकाश, धनन्त्र राय एंड साल्स, दिल्ली—हिन्दी भाषा शिक्षण
- अंग्रेजी चौधरी, नागरी लिपि और हिन्दी वर्तनी, विहार हिन्दी ग्रन्थ अकादमी, पटना
- जयनारायण कौरिक हिंदी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़
- समंदर बिहारी लाल हिन्दी शिक्षण, रंगोली, पश्चिमेश्वर, नई दिल्ली, 2000.
- सावित्री सिंह हिन्दी शिक्षण, राजस्थान बुक हिपो, नई दिल्ली, 1995
- विजय सूर छत्तीसगढ़ शिक्षण विद्वान, तन्त्र पश्चिमेश्वर, लुधियाना, 1999
- सीताराम चुंबकीय भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी
- शेषी शास्त्री नागरी पंजाबी हिन्दी शिक्षण, विनोद पुस्तक मुद्रित, आगरा, 1995
- कोंकणी सूचियाँ हिंदी व्याकरण और उसका शिक्षण, रामनारायण लाल, इलाहाबाद
- एनएम १० माहिती एवं डीएम १० वर्मा हिन्दी शिक्षण, तन्त्र पश्चिमेश्वर जिला तालाब बाजार, लुधियाना
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<td>Exam Duration</td>
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**Objectives**
The Course will enable the student teachers to:

1. understand the gradation of English grammar and composition teaching and learning.
2. develop the skills of presentation of vocabulary
3. develop the study skills in English Language.
4. develop the reference skills in English.
5. critically evaluate the English text book.
6. understand the role of language laboratory in teaching learning of English.
7. understand constructivist approach to language teaching and learning.
8. assess and evaluate the student’s skills of language learning
9. develop skills to evaluate learner performance through written as well as other types of tests.
10. keep abreast of the latest trends and innovations in teaching learning of English.

**Course Content**

**Unit 6: School Curriculum in English (6 Hours)**

- 6.1. Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 6.2. Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- 6.4. Authentic Materials for English Language Teaching and Language Laboratory.

**Unit 7: Teaching Vocabulary, Study and Reference skills (10 hours)**

- 7.1. Selection and Gradation of vocabulary items
- 7.2. Techniques of teaching vocabulary
- 7.3. Vocabulary games and activities
- 7.4. Techniques of teaching Study Skills: Note-making, Note-taking, Mind mapping, Brain-storming.
- 7.5. Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopaedia and Bibliography

**Unit 8: Teaching of Grammar and Composition (12 hours)**

- 8.1. Need and importance of teaching Grammar and Composition
- 8.2. Types of Grammar and Techniques of Teaching Grammar and Composition
- 8.3. Grammar and Composition - Games and activities
8.4. Remedial teaching in Grammar and Composition

Unit 9: Language Assessment and Evaluation (8 Hours)
9.1. Characteristics of a good test in English
9.2. Techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.
9.3. Formative Assessment, Summative Assessment and CCE
9.4. Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills
9.5. Preparation of Scholastic Achievement Test (SAT)

Unit 10: Professional Growth and Development and Innovative practices in teaching English. (12 Hours)
10.2. Professional development of an English Teacher - Participation in Seminars, Conferences, Workshops and In-service Training Programmes.
10.3. Membership in Professional Organisations, Teachers as a community of learners
10.4. Synectic model of teaching, CLIL (Content and Language Integrated Learning), MALL (Mobile assisted language Learning), Reflective Practice in Language Learning, Project Based Learning, Spaced Learning, Concept Mapping.

Practicum - Any Two of the Following:
1. Critically analyse the curriculum of English as a second language.
2. Analyse the grammar activities listed in English Readers of any one class VI to XII.
3. Analyse the composition activities listed in English Readers of any one class VI to XII.
4. Select 10 vocabulary items from a unit and prepare a plan to teach in the relevant context. Give reasons for your selection.
5. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to XII.
6. Develop a question paper for classes VI to XII to assess all the aspects of language learning.
7. Prepare a Concept Map on any topic of English of any one class VI to XII.
8. Critically analyse the English textbook of any one Class VI to XII.
9. Prepare a plan for own professional growth and development.
10. Visit a language lab and write a report.

Text Books and References
As given in Course BBED123DST Pedagogy of English.
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<td>Exam Duration : 3 Hrs</td>
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</tbody>
</table>

**Objectives:**

The Course will enable the student teachers to:

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

**Unit 6: School Curriculum in Physical Sciences**

6.2. Different approaches of Curriculum organization: Concentric, Topical, Psychological, Logical and Learner centered approach.
6.3. Current trends in Science Curriculum from subject centered to behaviourist to constructivist approach to curriculum development.
6.5. Teacher as Curriculum Developer- Localised Curriculum, Place for artisans, knowledge systems in curriculum, Local innovators and innovative practices in Mathematics.

**Unit 7: Instructional Resources & Strategies for Physical Science Teaching.**

7.1. Curriculum accessories and support materials, text books, journals, hand books, student work books, display and laboratory materials.
7.2. Edgar Dales Cone of experience.
7.3. Importance of teaching aids and Types of teaching aids, ICT and Multimedia resources.
7.4. Importance of practical work in Physics and Chemistry, Planning and organization of Science Laboratories, Procurement and care of laboratory equipment, Registers, safety and First Aid – Conduct of laboratory experiment, Preparation of Lab Instruction Card.
7.5. Development of improvised Apparatus for concrete and abstract concepts

**Unit 8: Lifelong Physical Sciences Learning**

8.2. Role of Government and Non-Government Organizations in the Propagation of Science.
8.3. Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization.
8.5. Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists.
Unit 9: Professional Development of Physical Sciences Teachers
9.1. Professional development of Physical Sciences Teachers.
9.2. Participation of Sciences Teachers in Seminars, Conferences, Workshops and In-service Training programmes.
9.3. Membership in Professional Organizations; Teachers as a community of learners.
9.4. Role of reflective practices in professional development of physical science teachers.
9.5. Teacher as a researcher: Action Research in Physical Science – Learning to understand how children learn Science.

Unit 10: Evaluation in Physical Sciences
10.3. Assessment Framework: Purpose of assessment, Learning indicators, Types of indicators, Assessment Rubrics.
10.4. Tools and Techniques of Assessment: Written tests, Project work, Field trips and Field diary, Laboratory work, Concept mapping.
10.5. Recording and Reporting, Measurement of student’s achievements, Grading system, Measurement of Science process skills, Measurement of attitudes.

Practicum - Any Two of the Following:
1. Prepare two improvised apparatus each with locally available material resources in Physics and Chemistry.
2. Participate in a district, state level Science Fair and prepare a report on the exhibits and activities presented.
3. Celebrate National Science Day / Earth Day / Water Day / any important day dated to Science in the school during the internship and submit a report.
5. Survey of Science Laboratory in a school.
6. Visit to Community Science Centre, Nature Park and Science City.

Textbooks and References: As given in course BBED124DST Pedagogy of Physical Science
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<thead>
<tr>
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<th>Semester</th>
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<td>ARTS IN EDUCATION</td>
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<td>Exam Duration : -</td>
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**Objectives**

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

**Course Content**

**Unit-1: Aesthetics and Arts**

1.1 Aesthetics and Art– its meaning, dimensions and constituents.
1.2 Importance of Arts in Education
1.3 Types of Arts – visual and performing
1.4 Renowned Indian Arts and Artists – Classical, folk and contemporary.
1.5 Indian festivals and their artistic significance.

**Unit-2: Visual Arts and Education**

2.1 Visual Art as a medium of education.
2.2 Visual Arts for self-expression, observation, and appreciation.
2.3 Different materials of visual arts– Rangoli, pastels, posters, clay, paintings.
2.4 Using different methods of visual arts- Paintings, block printing, collage, clay modelling, paper cutting and folding.

**Unit-3: Performing Arts and Education**

3.1 Drama as a medium of education.
3.2 Identification of local performing art forms and their integration in teaching – learning.
3.3 Listening/viewing performing art forms of music, dance, puppetry and theatre.
3.4 Evaluation strategies; assessing the different forms of Art.

**Practicum:**

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report.
2. Identify a local art form and integrate it in teaching an appropriate lesson from school
curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.
4. Organise a show on dance, music or dramas.

References
Semester IV

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBED411CCT</td>
<td>Contemporary Issues in Education</td>
<td>IV</td>
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</tbody>
</table>

**Scheme of Instruction**

| Total Duration | 48+32 = 80 Hrs | Maximum Score | 100 |
| Periods / Week | 5              | Internal Evaluation | 30  |
| Credits        | 3 +1 = 4       | End Semester     | 70  |
| Instruction Mode | Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations | Exam Duration | 3 Hrs |

**Objectives of the course content:**

The course will enable student to:

1. acquire knowledge on Liberalization of Education
2. understand the concept of Globalization and its influence in the expansion of education at global level
3. acquaint with the knowledge of Privatization and its impact on Education
4. reflect on the issues of students’ unrest and explore understanding of most appropriate remedial measures for students’ unrest
5. understand the concept of International Understanding and Peace Education and the means to overcome value crises and acquaint with the role played by education in making an individual into a humane
6. identify the contemporary issues in education and its educational implications

**Unit – 1 Liberalization and Education**

1.1 Concept and objectives of Liberalization
1.2 Need for Liberalization of Education
1.3 Advantages and Disadvantages of Liberalization of Education
1.4 Role of Education in Liberalization

**Unit – 2 Privatization and Education**

2.1 Concept and objectives of Privatization
2.2 Need for Privatization of Education with special reference to India
2.3 Advantages and Disadvantages of Privatization
2.4 Role of Education in Privatization

**Unit – 3 Globalization and Education**

3.1 Concept and objectives of Globalization
3.2 Factors contributing to Globalization
3.3 Advantages and Disadvantages of Globalization of Education
3.4 Role of Education in Globalization

**Unit – 4 Problems of Students' Unrest**

4.1 Concept of Unrest
4.2 Causes of Students' Unrest (social, economic, political and economic factors)
4.3 General measures to be taken to minimize/remove students’ unrest (Role of Administrators, Teachers and Parents)
4.4 Role of mass media in minimizing/removing Students’ Unrest

Unit – 5 Other Important Issues in Education
5.1 Equalization of Educational Opportunities – SC/ST, OBC, Women, Handicapped and religious minorities
5.2 International Understanding and Peace Education
5.3 Environmental Education and the Role of Education
5.4 Crisis Management at organizational level

Engagement/activities
- Group discussion on Precautionary Measures against the dangers of Globalization of education
- Critical reflections on need for Privatization of Education with special reference to India
- Debate on contemporary issues in education
- University Campus visits to explore Students’ unrest.
- Reflecting over the issues related to women and strategies to overcome
- Conducting seminars/workshop on Peace Education
- Creating awareness among SC/ST students about various schemes and scholarships available to them,
- Survey of schools to see the implementation of various incentives of government to equalize educational opportunities

References:
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<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<td>BBED412CCT</td>
<td>Environmental Education</td>
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<td>Exam Duration : 2 Hrs</td>
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</table>

**Objectives:**

This Course will enable the student teachers to:

1. understand the concept of Environmental Education & Its Importance
2. understand the environmental hazards, disasters & Disaster management.
3. understand the need for protecting the environment
4. know about sustainable development
5. understand the term environmental consciousness and green audit
6. know how technology can be integrated into teaching of Educational Environment
7. understand the curriculum and teaching methods of Educational Environment in primary, secondary and higher secondary level
8. know about assessment methods in educational environment.

**Unit –1**

1.1 Nature and scope of Environmental Education
1.2 Environmental hazards & disasters
1.3 Environmental & Disaster management
1.4 Environmental protection policies with special reference to India

**Unit –2**

2.1 Sustainable development
2.2 Environmental consciousness: Energy Conservation, Rainwater Harvesting, Water Recycling, Carbon Neutral
2.3 Water management
2.4 The concept of Green audit/ Environmental audit

**Unit-3**

3.1 Environmental Education and School Curriculum –Primary, Secondary and higher secondary level.
3.2 Different teaching strategies of environmental education.
3.3 Assessment methods of environmental education.
3.4 Integrating technology for environmental education.
3.5 Role and responsibilities of a teacher in the development of competencies of environmental education.

Practicum - Any one of the Following:
   a. List out Biodiversity of Campus
   b. List out measures for making Campus Eco friendly
   c. Visit any Polluted area and record the causes and suggest preventive measures

References:
Course Code | Course Title | Semester
--- | --- | ---
BBED413CCT | Inclusive Education | IV

<table>
<thead>
<tr>
<th>Scheme of Instruction</th>
<th>Scheme of Examination</th>
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<tbody>
<tr>
<td>Total Duration</td>
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<tr>
<td>Periods / Week</td>
<td>Internal Evaluation</td>
</tr>
<tr>
<td>Credits</td>
<td>End Semester</td>
</tr>
<tr>
<td>Instruction Mode</td>
<td>Exam Duration</td>
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</tbody>
</table>

| |  |
| 16 + 32 = 48Hrs | : 15 |
| 4 | : 15 |
| 1+ 1 = 2 | : 35 |
| Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations | : 2 |
| | Hrs |

Objectives:

The course will enable the student teachers to:

1. understand the concept of Inclusive Education.
2. understand the concept of Special Education.
3. understand the concept of Impairment, Disability and Handicap.
4. differentiate between the concept of Integration, Segregation and Mainstreaming.
5. understand the different types of differently abled Person.
6. understand the causes of different types of impairment and disability.
7. understand the techniques and process of identifying the different types of differently abled Person.
8. understand different approaches and educational provisions for different types of differently abled Person.
9. understand the causes of educational backwardness of different excluded/marginalized sections of the society.
10. understand the strategies for educational inclusion of different excluded/marginalized sections of the society.

Unit – 1 Introduction of Inclusive and Special Education

1.1 Inclusive Education - Meaning, Definition, Need & Importance
1.2 Special Education - Meaning, Definition, Need & Importance
1.3 Impairment, Disability and Handicap
1.4 Concept of Integration, Segregation and Mainstreaming

Unit – 2 Differently abled Children and their Educational Inclusion

2.1 Mentally Retarded Children – Characteristics, Causes, Identification and Educational Provisions for Inclusion
2.2 Visual Impaired Children – Types, Characteristics, Causes, Identification and Educational Provisions for Inclusion
2.3 Hearing Impaired Children – Classification, Characteristics, Causes, Identification and Educational Provisions for Inclusion
2.4 Learning Disabled Children – Types, Characteristics, Causes, Identification and Educational Provisions for Inclusion

Unit – 3 Excluded/Marginalized Sections of Society and their Education

3.1 Inclusion of educational backwardness, and educational strategies for Women
Schedule Caste
Schedule Tribes
Minorities (with special reference to Muslims)

Field work/ Projects / Assignments:
- Visits of different types of Special Schools (Mentally Retarded Institutes, Blind Schools, Schools of Deaf and Dumb and Rehabilitation Centers)

Mode of Transaction
- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations, analysis interpretation of collated observations, systematic data.

References:
**Course Code** | **Course Title** | **Semester**
---|---|---
BBED414CCT | **Health and Physical Education** | IV

**Scheme of Instruction** | **Scheme of Examination**
---|---
Total Duration : 16 + 32 = 48Hrs | Maximum Score : 50
Periods / Week : 4 | Internal Evaluation : 15
Credits : 1+ 1 = 2 | End Semester : 35-
Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations | Exam Duration : 2 Hrs

**Objectives:**
This Course will enable the student teachers to:
1. introduce the pupil teachers with the concept of health and physical education.
2. enable the pupil teachers to understand the various dimensions and determinants of health.
3. understand the importance of physical education in human life.
4. enable the pupil teachers to understand the need and importance of physical education.
5. develop organization skills in organizing tournaments and sports meet.
6. list the different programmes of physical education.

**Unit –1: Understanding Physical Education.**
1.1 Concept, need, scope and objective of physical education.
1.2 Health education, definitions, aims and objectives.
1.3 School health programme and the role of physical education teacher in development of health and good hygienic habits.

**Unit – 2: Programmes of Physical Education**
2.2 Preliminary idea of some common programmes of physical education.
2.3 Recreations: Meaning, significance and recreational programmes in schools.
2.4 Need for recreation, different types of recreationary activities and their organization

**Unit –3: Physical Education and Integrated Personality**
3.2 Organization and Administration: Planning, Budgeting, fixture (Knock out and league).
3.3 Athletic meet, meaning, need and importance process to organize athletic meet at school level.

**Practicum - Any Two of the Following:**
1. Prepare a Project report on three types of sports ground.
2. Prepare a plan of activity for three days outdoor camp
3. Organize a sports meet at school level
4. Participate in any two games and sports activities of your choice in your institution.

**Suggested Reading:**
B.Ed. Syllabus Revised 2018

Course Code | Course Title | Semester
--- | --- | ---
BBED411EPP | Reading and Reflecting on Texts | IV

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<tr>
<td>Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations</td>
<td>Exam Duration : -</td>
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Essence of the Course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Objectives of the Course

1. To strengthen the ability to 'read', 'think', ‘discuss and communicate' as well as to 'write' in the language of instruction.
2. To develop abilities in reading and understanding meaning of different kinds of texts.
3. To engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
4. To become self-learners, reflective and expressive teachers, and collaborative professionals.

Course Outline

Unit 1: Engaging with Narrative and Descriptive Accounts

- 5 texts to be done, 4 periods for each text =20 periods
- Any 2 texts of English to be selected by the Teacher Educator from readers/ books of classes 9th, 10th, 11th and 12th (Any Board – CBSE, ICSE, IGCSE, Etc.) and 3 texts of Urdu to be selected from Readers of 11th, 12th or higher levels.
- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts or even well-produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one’s own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
B.Ed. Syllabus Revised 2018

- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

**Evaluation**

For each text the student has to write any one of the following:
- Summary of the text, Character sketches, Descriptions, Conversion to dialogue, etc.
- 3 marks for each text X 5 texts = **15 marks**

**Unit 2: Engaging with Popular Subject-based Expository Writing**

- 5 texts to be done, 4 periods for each text = 20 periods
- Any 1 text of English/Urdu to be selected by the Teacher Educator from Autobiographies of great Indian personalities, any 2 - 1 English and 1 Urdu from popular non-fiction writings and any 2 - 1 English and 1 Urdu from subject text books of classes 9th, 10th, 11th and 12th and texts of Urdu to be selected from subject text books of 11th, 12th or higher levels.
- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)
- For this Unit, the student-teachers should work in groups divided according to their subjects within which different texts could be read by different pairs of student-teachers.

**Suggested Activities**

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

**Evaluation**

For each text the student has to write any one of the following:
- Summary of the text, descriptions, reviews, flow charts, etc.
- 3 marks for each text X 5 texts = **15 marks**

**Unit 3: Engaging with Journalistic Writing**

- 5 articles to be done, 4 periods for each article = 20 periods
- Any 2 articles of English and 3 of Urdu to be selected by the Teacher Educator from current newspapers, magazines, Internet etc.
- The selection would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

**Suggested Activities**

- Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc. (guided working in pairs)
- Critical reading for identifying the 'frame' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).
Evaluation
For each text the student has to write any one of the following:
- Summary of the text, descriptions, reports, critical review, article, etc.
- 3 marks for each text X 5 texts = **15 marks**

Final Evaluation = 5 marks (4 Periods)
- The student will write a reflective report on his/her experiences of the activities conducted as part of the EPC Enhancing Professional Capabilities Course 1- Reading and Reflecting on Texts.
Course Code       | Course Title          | Semester
-----------------|-----------------------|---------
BBED412EPP        | Understanding the Self| IV      

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<td>End Semester : -</td>
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<tr>
<td>Instruction Mode : Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations</td>
<td>Exam Duration : -</td>
</tr>
</tbody>
</table>

Objectives:
1. To help student-teachers develop life skills to understand self
2. To enable student-teachers to recall and reflect on their own experiences and become conscious of factors that have shaped their aspirations and expectations
3. To develop sensitivity towards their life experiences
4. To develop the capacity to facilitate personal growth and social skills in their own students
5. To synthesize their experiences and learning over a period of time
6. To develop their capacity for reflection

Unit 1 - Introspecting self
1.1 Writing one’s experiences in the form of diary (daily, weekly, monthly, yearly )
1.2 Writing about one’s expectations in life
1.3 Writing about the problematic situations they have faced boldly in life.
1.4 Recording happy moments of their life
1.5 SWOT Analysis

Unit 2 - Understanding the self
2.1 Understanding own personality with reference to personality types.
2.2 Understanding own IQ and EQ
2.3 Understanding own Attitude and Aptitude
2.4 Analyzing Self Awareness and Self Esteem
2.5 Analyzing Physical and Mental health

Unit 3 – Developing the Self
3.1 Managing Time – Time Log and it analysis, Time wasters, day, month and year plan and Prioritizing tasks.
3.2 Managing Emotions – Stress, Anger and Fear/anxiety.
3.3 Developing Social Skills – Effective Communication, Body language, Resolving Conflict
3.4 Developing Cognitive skills – Creativity, Critical Thinking and Reasoning
3.5 Nurturing Physical Health – BMI, Diet plan and Exercise

Practicum
1. Reflective Journal
2. Portfolio
3. Poster making /chart making: time line, mind map, story, song, poetry, poster, digital story,
4. PPT with personal photos
5. Sharing experiences

References
APPENDIX 1: GENERAL EXAMINATION RULES w.e.f. 2016 -17 (MANUU)
[Duly Approved: Item 26.2.11 of 26th Meeting of Academic Council]
The General Examinations Rules are applicable to all regular mode programs of the Maulana Azad National Urdu University (MANUU) and are effective from academic session 2016-17. Unless explicitly stated by the specific regulations of the University, these rules shall apply to all regular mode programs viz. bridge course, certificate, diploma, under graduate and post graduate programs of MANUU.

1. EXAMINATION

1.1. Course Assessment: It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course.

1.1.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.

1.2. Continuous Internal Evaluation (CIE): Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus, a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester.

1.3. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

<table>
<thead>
<tr>
<th>Class Test</th>
<th>Theory</th>
<th>Practical</th>
<th>MOOCs</th>
<th>Co &amp; Extra Curricular</th>
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<tbody>
<tr>
<td>Assignments/Quiz/Seminar</td>
<td>Assignments</td>
<td>Presentation</td>
<td>Activity Report</td>
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<td>Total (CIE)</td>
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<td>MM=5</td>
<td>MM=2.5</td>
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1.3.1. The marks division for attendance as a component of CIE for all programs:

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<th>% Attendance</th>
<th>MM=5 [CIE=30]</th>
<th>MM=2.5 [CIE=15]</th>
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<tr>
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<td>≥ 85 to 89.99</td>
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<tr>
<td>4</td>
<td>≥ 80 to 84.99</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>≥ 75 to 79.99</td>
<td>1</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Less than 75</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
1.3.2. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature, the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.

1.3.3. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance.

1.4. In case, a student fail to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State / International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.

1.5. Semester End Examination (SEE): It shall be conducted at the Department/School level and cover the entire Course Syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.

1.5.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.

1.5.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.

1.5.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.

1.5.4. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

<table>
<thead>
<tr>
<th>Qualifying Marks for Semester End Examinations</th>
<th>Qualifying Marks for Continuous Internal Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Semester</td>
<td>Minimum Marks</td>
</tr>
<tr>
<td>Each Theory Subject</td>
<td>40%</td>
</tr>
<tr>
<td>Each Practical Subject</td>
<td>50%</td>
</tr>
</tbody>
</table>
1.5.5. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers) in the concerned odd/even semester.

2. ATTENDANCE

2.1. In order to appear in SSE, the student must have passed in all CIE/practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%. The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs, the minimum consolidated attendance requirement is that of 80%.

2.1.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.1.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.1.3. A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.1.4. Semester I students securing less than 40% attendance in the semester shall be detained and the candidate’s admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. RULES FOR PROMOTION

3.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.

3.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters in case of CBCS based programs or where in CBCS is applicable or must have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0 or clears the required number of courses/papers.
<table>
<thead>
<tr>
<th>No.</th>
<th>Promotion</th>
<th>Condition to be Fulfilled for Promotion</th>
</tr>
</thead>
</table>
| 1.  | Between odd and even Semesters of a Year | a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee.  
In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester. |
| 2.  | Between the Years                 | a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee.  
b) Should have the CGPA of 5.0 at the end of the even semesters in case of CBCS programs.  
c) Should have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs. |

3.3. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.

3.4. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided he/ she secure a minimum of 40% attendance.

3.5. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate’s admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.

3.6. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.

3.7. A student who fails in CIE/internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.

3.8. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.

3.9. **Program Span (PS):** The program’s maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.

3.10. Each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses/passing marks in the such courses.
4. IMPROVEMENT EXAM

4.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.

4.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.

4.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of ‘A+’ Grade as per his/her performance and with respect to his/her earlier Grade/Division. An ‘Outstanding’ Grade/ Distinction cannot be awarded to individuals in an improvement exam.

4.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.

4.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

5. TRANSITORY RULES

5.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.

5.2. By any reason if a student admitted into the course under old scheme of instructions/regulations is promoted/ readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.
6. GRADE/DIVISION ASSIGNMENT TABLE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Merit Remark</th>
<th>Grade Points</th>
<th>Range of Marks (%)</th>
<th>SGPA (CBCS Programs)</th>
<th>Division (Non CBCS Programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
<td>10</td>
<td>90.00 – 100.00</td>
<td>9.00 – 10.00</td>
<td>First Division with Distinction</td>
</tr>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>9</td>
<td>75.00 – 89.99</td>
<td>7.50 – 8.99</td>
<td>First Division</td>
</tr>
<tr>
<td>A</td>
<td>Very Good</td>
<td>8</td>
<td>60.00 – 74.99</td>
<td>6.00 – 7.49</td>
<td>Second Division</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>7</td>
<td>55.00 – 59.99</td>
<td>5.50 – 5.99</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>6</td>
<td>50.00 – 54.99</td>
<td>5.00 – 5.49</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>5</td>
<td>45.00 – 49.99</td>
<td>4.50 – 4.99</td>
<td>Pass</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>4</td>
<td>40.00 – 44.99</td>
<td>4.00 -4.49</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
<td>Below 40</td>
<td>&lt; 4.00</td>
<td></td>
</tr>
<tr>
<td>Ab</td>
<td>Absent</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Conversion formula: Percentage of Marks = (CGPA) X 10

7. ACADEMIC COORDINATOR

7.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.

7.2. Academic Coordinators shall ensure to be readily available for the counseling of students.

7.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.

7.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.

7.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.

7.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.

7.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.

7.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.

7.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.

7.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.
8. STUDENT REGISTRATION

8.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.

8.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.

8.3. A student who has been detained due to shortage of attendance shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students. Registration to be done within two weeks of the commencement of classes or as notified.

8.4. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.

8.5. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.

8.6. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.
Examination Regulations under Choice Based Credit System
(Effective from Academic Year 2016 – 17)

[Duly Approved: Item 26.2.10 of 26th Meeting of Academic Council]

**DEFINITION OF KEY**

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2. **EXAMINATION** ............................................................ 4

3. **EVALUATION** ............................................................... 8

   **RULES FOR**

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5. **GRADE** .......................................................... 12

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   **STUDENT**

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EXAMINATION REGULATIONS UNDER CBCS
(Effective from Academic Year 2016 – 17)

The Choice Based Credit System (CBCS) aims to facilitate student mobility, provide wider choice in subjects and promote quality education through innovation and improvements in curriculum, teaching-learning process, and also in examination and evaluation systems. The performance of each student enrolled in a program shall be assessed in each course at the end of each semester and awarded a cumulative grade at the end of the program. The Maulana Azad National Urdu University (MANUU) has adopted CBCS for regular mode undergraduate and post graduate programs.

These regulations are for regular mode under graduate and post graduate programs of MANUU and are effective from academic session 2016-17. The CBCS structure, credit system and regulations adopted in MANUU are based on UGC Guidelines on Adoption of Choice Based Credit System; UGC Template of Syllabi for UG Courses under CBCS as also the nomenclatures, terminologies and guidelines of statutory bodies like All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE) for the courses governed by the respective statutory bodies.

1. DEFINITION OF KEY CONCEPTS

1.1. Academic Year: The duration of two consecutive (one odd and one even) semesters constitute one academic year.

1.2. Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core courses, discipline specific electives, generic elective, ability enhancement compulsory courses, skill enhancement courses, mandatory non-CGPA courses etc). The 25th Meeting of Academic Council dated 10th November 2016 has approved the unique CBCS course codes and CBCS template structure for regular mode under graduate (UG) and post graduate (PG) programs of MANUU viz.

   Item 25.2.06: Provision of Unique and Uniform Roll No.’s, Program Codes and Course Codes from academic year 2016-17 offered by Departments/Schools

   Item 25.4.09: CBCS Template for UG Programs

   Item 25.4.10: CBCS Template for PG Programs

1.3. Program: An educational program leading to award of a degree, diploma or certificate.

1.4. Course: Usually referred to, as ‘paper’ is a component of a program. All courses need not carry the same weight. However, the courses of same nature would have uniform credit pattern for wider choice and mobility of students in opting the courses. Each course should define learning objectives and learning outcomes. A course may be designed to comprise lectures, tutorials, laboratory work, field work, outreach activities, project work, vocational training, viva, seminars, term papers, assignments, presentations, self-study etc. or a combination of some of these.

1.5. Credit Based Semester System (CBSS): Under the CBSS, the requirement for award of degree or diploma or certificate is prescribed in terms of number of credits to be completed by each student.

1.6. L-T-P: The prescribed hours/week during a semester for Lecture-Tutorial-Practical (L-T-P) to a particular course.

   Theory classes shall have a compulsory component of lectures and tutorials. The faculty members are to use a variety of pedagogical tools ranging from conventional lecture mode to more participatory and demonstration techniques.

   Practical work refers to lab work, project work, field/industry visit, teaching practice, internship, field practicum (concurrent field work, individual conference, group conference, seminar presentation and skill lab), media lab, block placement and like discipline specific components.

1.7. Credit(C): A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or
tutorial) or two hours of practical work/field work per week. For example a course with assigned weekly L-T-P: 3-0-2 or 3-1-0 shall be equivalent to 4 credits.

A 6 credits theory course requires a minimum duration of 90 hours of teaching in a semester (1credit/hour*6hours/week*15 weeks).

A 4 credits theory course requires a minimum duration of 60 hours of teaching in a semester (1credit/hour*4hours/week*15 weeks).

A 2 credits theory course requires a minimum duration of 30 hours of teaching in a semester (1credit/1hour*2hours/week*15 weeks).

A 2 credits practical course requires a minimum duration of 60 hours of practical work in a semester (1credit/2hours*2hours/week*15 weeks).

1.8. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. The Letter Grades, Grade Points and scale of UGC are adopted in MANUU. Grading is done using Letter Grades as qualitative measure of achievement in each Course like: O (Outstanding), A+ (Excellent), A (Very Good), B+ (Good), B (Above Average), C (Average), P (Pass), F (Fail) and Ab (Absent), based on the percentage (%) of marks scored in (CIE+SEE) of the Course and conversion to Grade.

1.9. **Grade Point (GP):** It is a numerical weight allotted to each letter grade on a 10-point UGC scale viz.

\[ O=10, \ A+=09, \ A=08, \ B+=07, \ B=06, \ C=05, \ P=04, \ F=00 \ \& \ Ab=00. \]

1.10. **Credit Point (CP):** The numerical value obtained by multiplying the grade point (GP) by the no. of credit(C) of the respective course i.e. CP= GP X C.

1.11. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

1.12. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points (CPs) secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

1.13. **Semester:** Each semester shall consist of 15-18 weeks of academic work equivalent to 90/100 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

1.14. **Transcript:** Based on the grades earned, a transcript shall be issued to all the registered students after every semester. The transcript shall display the course details (code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester at the end of each academic year. The students shall be issued transcript for each semester and a consolidated transcript indicating the performance in all the semesters at the completion of the program.

1.15. **Relative Grading:** The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile.

1.16. **Absolute Grading:** Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. MANUU adopts absolute grading method.

1.17. **Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE) are two key assessment methods. For all theory courses/papers, the ratio of CIE & SEE is 30:70. Thus a course of 100 Marks shall have 30CIE + 70SEE and of 50 Marks shall have 15CIE + 35SEE.

1.18. **Program Span (PS):** The program’s maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts for examinations for passing the course failing which the student has to quit the program.
2. EXAMINATION

2.1. The examinations conducted at various stages in the form of continuous internal evaluation (CIE) and semester end examinations (SEE) in a semester shall facilitate in assessing the performance of students in terms of knowledge, skills and aptitude. The CIE is an internal assessment mechanism and shall ensure continuous learning, assessment and timely feedback to students by the course teacher, and if needed by academic advisor and Head of the Department. SEE shall be scheduled after the last working day of the semester as per the academic calendar.

2.2. The University conducts regular odd/even semester examinations for the students undergoing regular course of study and who fulfill the eligibility conditions for appearing in examinations.

2.3. The assessment of the theoretical component towards the end of the semester shall be undertaken by examiners from the University or outside the University, who shall be appointed by the competent authority.

2.4. The question papers shall be set by the duly approved internal and external examiners. In case of at least 50% of core courses offered in different programs across the disciplines, the assessment of theoretical component, both question paper setting and evaluation towards end of the semester, should be undertaken by external examiners from outside the University or as approved by the Competent Authority.

2.5. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis, i.e. half of the examiners in the team should be invited from outside the University for conducting practical examination.

The Para 2.3 to Para 2.5 shall be executed through a duly approved process (confidential).

2.6. Course Assessment: It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course.

2.6.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.

2.6.2. Some courses of specific nature shall be based only on CIE.

2.6.3. In UG programs ideally the core/discipline specific/generic courses are 6 credit courses each of 100 marks and ability/skill/non CGPA courses are 2 credit courses each of 50 marks.

2.6.4. In PG programs ideally the 2 credit courses (ability/skill/non CGPA courses) are of 50 marks; 4 credit courses (core/discipline specific/generic) are of 100 marks and 6 credit courses (Project/Dissertation) shall have 150 marks or like.

2.6.5. The Dissertation Evaluation also follows Grade System of Evaluation based on the marks awarded at different stages of formative assessment and evaluation procedures (internal/external or both) as approved / stipulated by the specific departments for the individual / group performance during the course of final year study as a part of partial fulfillment for award of specific degree.

2.7. Continuous Internal Evaluation (CIE): To be normally conducted by the course teacher and include midterm/weekly/ fortnightly class tests, assignments, problem solving, group discussion, quiz, mini-project and seminar throughout the Semester, with weightage for the different components being fixed for UG/PG programs and nature of the course.

At the end of CIE the course teacher also needs to discuss CIE performance with students. The course teacher shall submit the CIE Award Lists of all students for the concerned courses to HoD/Principal. All course teachers must submit the Award List latest by the last day of teaching instructions. HoD/Principal shall present the Consolidated Award Lists of all courses to the Departmental Moderation Committee as prescribed by Exam Branch. The moderated Award Lists of all courses shall be displayed on the Notice Boards of the concerned department before the commencement of semester end examinations. The HoD shall ensure that the duly moderated and signed consolidated award lists of CIE should reach exam branch before the
commencement of semester end examinations. Both the hard and soft copies are required as per the format prescribed by exam branch.

Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester.

2.8. The Head/ Principal of the Department / College shall maintain in their office a complete record of the scores obtained by the students in the CIE and shall submit the hard and soft copies of the data in prescribed format to exam branch before the commencement of semester end examinations.

2.9. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical</th>
<th>MOOCs</th>
<th>Co &amp; Extra Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Test</td>
<td>15</td>
<td>7.5</td>
<td>Practical Test</td>
</tr>
<tr>
<td>Assignments/Quiz/Seminar</td>
<td>10</td>
<td>5</td>
<td>Comp. Evaluation</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
<td>2.5</td>
<td>Attendance</td>
</tr>
<tr>
<td>Total (CIE)</td>
<td>30</td>
<td>15</td>
<td>Total (CIE)</td>
</tr>
</tbody>
</table>

2.9.1. The marks division for attendance as a component of CIE for all programs:

<table>
<thead>
<tr>
<th>All Programs under education</th>
<th>CBCS except teacher education</th>
<th>Teacher education programs under CBCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥ 95</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>≥ 90 to 94.99</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>≥ 85 to 89.99</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>≥ 80 to 84.99</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>≥ 75 to 79.99</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Less than 75</td>
<td>0</td>
</tr>
</tbody>
</table>

2.9.2. This is an indicative illustration and has to be adjusted in term internal marks of concerned course. For example the course with CIE of 30 marks (SEE-70) and course with CIE of 15 marks (SEE-35).

2.9.3. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.

2.9.4. The Award Lists of CIE and Practical exams must be submitted to exam branch before the commencement of semester end exams.

2.10. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance.
However the MOOC’s and Co & Extra Curricular Activities in any of the semesters are evaluated only on the basis of CIE and the students shall have to score minimum number of Credits and Grade though it is not a part of CGPA computation.

2.11. In case, a student fail to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State / International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.

2.12. **Semester End Examination (SEE):** It shall be conducted at the Department/School level and cover the entire Course Syllabi. For this purpose, Syllabi should correspond to credit hour requirements. The questions to be comprehensive emphasizing analysis, synthesis, problem solving and numerical analysis in accordance with the prescribed syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.

2.12.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.

2.12.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.

2.12.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.

2.12.4. All the General Rules for Examination of MANUU shall be adhered to.

2.12.5. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

<table>
<thead>
<tr>
<th>Qualifying Marks for Semester End Examinations</th>
<th>Qualifying Marks for Continuous Internal Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Semester</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Minimum Marks</td>
<td>Minimum Marks</td>
</tr>
<tr>
<td>Each Theory Subject</td>
<td>40%</td>
</tr>
<tr>
<td>Each Practical Subject</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Each Theory Subject</td>
</tr>
<tr>
<td></td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Each Practical Subject</td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

2.12.6. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers ) in the concerned odd/even semester.

2.13. There shall be Mandatory Non-CGPA Courses in which credits are to be acquired as part of degree requirements and shall be awarded grades but shall not be part of either SGPA or CGPA.

2.14. The proposed system discards the conventional emphasis on a single final examination and numerical marks as the absolute indication of the quality of student’s performance.

2.15. **Attendance:** In order to appear in SSE, the student must have passed in all CIE /practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%.
The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs the minimum consolidated attendance requirement is that of 80%.

2.15.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.15.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.15.3. A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.15.4. Semester I students securing less than 40% attendance in the semester shall be detained and the candidate’s admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. EVALUATION

3.1. The UGC 10-point grading system is adopted for all UG and PG programs under CBCS in MANUU. The University adopts the absolute method of grading whereby marks are converted to grades based on pre-determined class intervals. The Table Below provides the details of Letter Grade, Grade Point, Pre-determined class intervals (Range of Marks %); SGPA range and the conventional equivalent in terms of divisions. All calculations of SGPA and CGPA shall be rounded off to two decimal places. In conventional equivalent, the First Division with Distinction is applicable only in case of single attempt else it shall be treated as First Division.

3.2. Grade Assignment Table: Table illustrating the details and pattern of grading and calculation of SGPA/CGPA. This Table shall be printed at the back of Consolidated Transcript.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Merit Remark</th>
<th>Grade Point</th>
<th>Range of Marks (%)</th>
<th>SGPA</th>
<th>Conventional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Outstanding</td>
<td>10</td>
<td>90.00 – 100.00</td>
<td>9.00</td>
<td>First Division with Distinction</td>
</tr>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>9</td>
<td>75.00 – 89.99</td>
<td>7.50</td>
<td>First Division</td>
</tr>
<tr>
<td>A</td>
<td>Very Good</td>
<td>8</td>
<td>60.00 – 74.99</td>
<td>6.00</td>
<td>Second Division</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>7</td>
<td>55.00 – 59.99</td>
<td>5.50</td>
<td>Pass</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>6</td>
<td>50.00 – 54.99</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>5</td>
<td>45.00 – 49.99</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>4</td>
<td>40.00 – 44.99</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
<td>Below 40</td>
<td>&lt; 4.00</td>
<td></td>
</tr>
<tr>
<td>Ab</td>
<td>Absent</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Conversion formula: Percentage of Marks = (CGPA) X 10

3.3. Transcript: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate shall display the course details.
(code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester. The students shall be issued transcript for each semester and a consolidated transcript indicating the performance in all the semesters.

The consolidated report does not reflect the actual percentage of marks scored by the student in a specific examination due to unequal credit values of the papers or the Grade / Grade Points which are assigned for a range marks secured in each paper / course based on ten point scale. However, to get percentage of marks, multiply the CGPA with 10.

\[
\text{Percentage of Marks} = (\text{CGPA}) \times 10
\]

3.4. The unique methods of evaluation have been evolved to take account of participation of student in co and extra-curricular activities based on certain traits which do not surface in classroom education like interdisciplinary approach, professional judgment, rational thinking, decision making, initiative, leadership, sense of responsibility etc.

3.5. The performance and participation of the students in University’s prestigious events/functions and outreach programs outside Department/Institution shall be awarded marks as devised in the respective programs of relevance treating them under Non-CGPA credits. The award of grades based on the performance of the student winners of various events like Open, State and National level Competitions and students who represent the University in the inter-university, zonal, State or National Teams shall also be considered under Co and Extra-curricular activities under Non-CGPA credit courses.

3.6. The evaluation of Co and Extra-curricular activities normally adhere to the non-standardized assessment tools, which may be depicted as follows:

3.6.1. **Co-curricular Activities**: The Co-curricular Activities include debates / seminars / symposia / conferences / workshops / industrial visits / field work / extension lectures organized by the Department / School / Institution.

   a) The award of credits for Seminars / Symposia / Conferences / Workshops enables active participation of students to enrich the knowledge in specified areas of subject.

   b) The Assignment evaluation is normally based on student-centered learning exercises among the enlisted / identified topics given during a course at pre-determined intervals and according to defined criteria in fulfillment of assessment requirements.

   c) Assessing the experiential learning acquired through extension activities

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Seminars/Symposia/ Conference/Workshops</th>
<th>Assignment</th>
<th>Industrial / Field Visits / Tours</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Background Note</td>
<td>Time Schedule</td>
<td>Tour Diary</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation Oral/Poster</td>
<td>Methodical Approach</td>
<td>Behavior &amp; Attendance</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Sharing Experience</td>
<td>Presentation</td>
<td>Sharing of Experience</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

3.6.2. **Extra-curricular Activities**: The students shall earn marks for all relevant activities, which include Sports and Games, NCC, NSS etc. Every student is expected to participate in the program for a minimum of 120 hours in a semester to become eligible for the credit. Every time the student participates / completes a task, the same is entered in the attendance register meant for the purpose and to be certified by the concerned Head and the Academic Coordinator, at the end of the semester,
the student shall be awarded marks for participation as devised for the respective program. The Winners of University/State/National Events shall be awarded additional credit weightage with relevant grades for Gold Medal (Outstanding – ‘O’), Silver Medal (Excellent - ‘A+’) and Bronze Medal (Very Good - ‘A’) under Non-CGPA credit courses.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Particulars</th>
<th>Max. Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attendance &amp; Routine Activities</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Participation in Tournaments/Camps</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Brief Report</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Sharing of Views at Department</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

### 4. RULES FOR PROMOTION

4.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.

4.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0.

<table>
<thead>
<tr>
<th>No.</th>
<th>Promotion</th>
<th>Condition to be Fulfilled for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Between odd and even Semesters of a Year</td>
<td>a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee. In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester.</td>
</tr>
</tbody>
</table>
| 2.    | Between the Years                  | a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee.  
|       |                                    | b) Should have the CGPA of 5.0 at the end of the even semesters.                                          |

4.3. No student shall be declared as completing the program of study without securing the minimum number of credits in the Mandatory Non CGPA courses.

4.4. A student shall have to re-appear in the semester end examinations of the courses having Fail grade or Absent (as per Grade Assignment Table), as and when the same course is offered during Regular Course of Study in the concerned odd/even semester. Such students shall retain their CIE marks.

4.5. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.

4.6. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he secures a minimum of 40% attendance.
4.7. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate’s admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.

4.8. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.

4.9. A student who fails in CIE/ internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.

4.10. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.

5. AWARD OF GRADE

5.1. The UGC recommended system for awarding the grades and CGPA under Choice Based Credit System (CBCS) has been adopted.

5.2. All assessments of a course shall be done on operative marks basis and conversion of these marks to letter grades based on absolute grading system. However, for the purpose of reporting the performance of a student, these letter grades each carrying certain points shall be awarded as per the range of total marks obtained by the student as grade point as per Grade Assignment Table (See 3.2).

5.3. Credit Points are derived for all papers / courses based on the product of credits allocated and grade points secured for each paper / course after evaluation.

5.4. At the end of a semester, based on the evaluation report, a student shall be awarded a letter grade in each course.

5.5. Passing of a course/paper shall be decided on the combined result of a Course/Paper i.e. on the combined result of CIE and SEE which means securing 40% each in CIE & SEE in case of theory and 50% each in CIE & SEE in case of practical.

5.6. Performance Measure Standards: Both SGPA & CGPA serving as useful performance measures in the Semester System.

5.6.1. The student shall be declared successful at the Semester-end only when getting SGPA >=4.00.

5.6.2. At the end of each year the student shall be declared successful only when getting CGPA >=5.00.

5.6.3. At the end of program, student shall be declared successful only when getting CGPA >=5.00 and having F/Ab Grade in none of the required courses in any of the semester and fulfills the mandatory requirement of Non CGPA courses.

5.7. Program Span (PS): The program’s maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.

5.8. Credits Required for Degree Award: Number of Credits to be earned by a student for the concerned degree program. The widely accepted value is 20/Semester and hence required credits range from 120 credits for UG; 80 credits for PG course and 100 credits for professional technical courses of two years duration.

Also, each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses.

The details of various programs of MANUU are in the CBCS Templates for UG and PG Programs.
6. GUIDELINES FOR THE AWARD OF GRADES

6.1. Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student’s performance. Thus, it becomes a bounded duty of a University to ensure that it is carried out in fair manner.

6.2. “A teacher is the best judge in awarding the grades”. However, he/she has to be impartial, logical and maintain complete transparency while awarding grades.

6.3. The following are the general guidelines for the award of grades:

6.3.1 All evaluations of different components of a course announced in the course plan shall be done in marks for each student.

6.3.2 The marks of various components shall be added to get total marks secured for theory courses and laboratory courses.

6.3.3. For any course, the statistical method (Table) shall be used for the award of grades with or without marginal adjustment for natural cut off.

6.3.4. The teacher shall ensure the coverage of all the contents of a course taught during the semester. The semester end examinations question papers shall be within the prescribed syllabus. At the end of the semester, a teacher shall submit a complete course file having following documents.

   a. Course Plan;
   b. Attendance Record ;
   c. Tutorial Sheets/Assignment sheets;
   d. Question Papers of Periodical Tests;
   e. Quiz details; and
   f. Complete Details of Marks

6.4. In case, a student repeats a particular course on account of failure in a particular subject / course along with his/her juniors, he/she shall be awarded only up to a maximum of ‘A’ Grade as per his/her performance and with respect to his/her earlier class. Such students shall not be considered for the award of rank/gold medal etc.

6.5. A student earning Grade F/Ab shall be considered failed and be required to reappear in the exam.

7. COMPUTATION OF SGPA AND CGPA

7.1. Adherence to the UGC recommendation for calculation of SGPA and CGPA

7.2. Grade Letter and Grade Points for each paper are allocated after evaluating 100% of all course components (All Papers of Theory and Practical including Co and Extra-curricular activities).

7.3. The SGPA is the ratio of sum of the product (credit point) of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undertaken by a student.

7.3.1. The SGPA is computed using the following formula i.e.

\[
SGPA \text{ (SI)} = \frac{\sum (Ci \times Gi)}{\sum Ci}
\]

Where Ci is the number of credits of the \( i^{th} \) course and Gi is the grade point scored by the student in the \( i^{th} \) course.

7.3.2. The CGPA is also calculated in the same manner taking into account all the courses undertaken by a student over all the semesters of a program i.e.
CGPA = \( \Sigma (Ci \times Si) / \Sigma Ci \)

Where Si is the SGPA of the i\textsuperscript{th} semester and Ci is the total number of credits in that semester.

7.3.3. The SGPA and CGPA shall be rounded off to 2 decimal places and reported in the transcripts.

7.3.4. Illustration of SGPA and CGPA. The CGPA grade shall be awarded only after successfully passing all the courses required for the award of degree.

**Illustration of SGPA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit X GP</th>
<th>Credit Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS101CCT</td>
<td>2</td>
<td>A</td>
<td>8</td>
<td>2X8</td>
<td>16</td>
</tr>
<tr>
<td>MAHS102CCT</td>
<td>2</td>
<td>B-</td>
<td>7</td>
<td>2X7</td>
<td>14</td>
</tr>
<tr>
<td>MAHS103CCT</td>
<td>4</td>
<td>B</td>
<td>6</td>
<td>4X6</td>
<td>24</td>
</tr>
<tr>
<td>MAHS101CCT</td>
<td>4</td>
<td>O</td>
<td>10</td>
<td>4X10</td>
<td>40</td>
</tr>
<tr>
<td>PGSW301GET</td>
<td>4</td>
<td>C</td>
<td>5</td>
<td>4X5</td>
<td>20</td>
</tr>
<tr>
<td>PGEN101AET</td>
<td>2</td>
<td>A-</td>
<td>9</td>
<td>2X9</td>
<td>18</td>
</tr>
<tr>
<td>PGCS201SET</td>
<td>2</td>
<td>A</td>
<td>8</td>
<td>2X8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>148</td>
<td></td>
</tr>
</tbody>
</table>

SGPA = 148/20 = 7.40  
Grade = A

**Illustration of CGPA**

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Credits</th>
<th>SGPA</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>20</td>
<td>7.41</td>
<td>8.15</td>
</tr>
<tr>
<td>II</td>
<td>20</td>
<td>7.80</td>
<td>8.32</td>
</tr>
<tr>
<td>III</td>
<td>20</td>
<td>7.58</td>
<td>8.22</td>
</tr>
<tr>
<td>IV</td>
<td>20</td>
<td>8.82</td>
<td>8.90</td>
</tr>
<tr>
<td>V</td>
<td>20</td>
<td>9.00</td>
<td>8.82</td>
</tr>
<tr>
<td>VI</td>
<td>20</td>
<td>8.32</td>
<td>8.15</td>
</tr>
</tbody>
</table>

Grade Point Average

\( \text{CGPA} = \frac{20 \times 7.40 + 20 \times 7.80 + 20 \times 7.58 + 20 \times 8.82 + 20 \times 9.00 + 20 \times 8.32}{120} \)

GRADE = A\textsuperscript{+}

7.4. In case, a student fails/absents in any course or secures grade F or Ab, she/he shall be assigned zero in grade point and accordingly her/his credit points shall be calculated. In the calculation of SGPA total credits of the concerned semester shall remain same. However, SGPA/CGPA Grade shall be marked Nil.

**Illustration of SGPA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit X GP</th>
<th>Credit Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAHS101CCT</td>
<td>2</td>
<td>A</td>
<td>8</td>
<td>2X8</td>
<td>16</td>
</tr>
<tr>
<td>MAHS102CCT</td>
<td>2</td>
<td>B-</td>
<td>7</td>
<td>2X7</td>
<td>14</td>
</tr>
<tr>
<td>MAHS103CCT</td>
<td>4</td>
<td>B</td>
<td>6</td>
<td>4X6</td>
<td>24</td>
</tr>
<tr>
<td>MAHS101CCT</td>
<td>4</td>
<td>O</td>
<td>10</td>
<td>4X10</td>
<td>40</td>
</tr>
<tr>
<td>PGSW301GET</td>
<td>4</td>
<td>C</td>
<td>5</td>
<td>4X5</td>
<td>20</td>
</tr>
<tr>
<td>PGEN101AET</td>
<td>2</td>
<td>A-</td>
<td>9</td>
<td>2X9</td>
<td>18</td>
</tr>
<tr>
<td>PGCS201SET</td>
<td>2</td>
<td>F</td>
<td>0</td>
<td>2X0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td>132</td>
<td></td>
</tr>
</tbody>
</table>

SGPA = 132/20 = 6.60  
Grade = Nil
8. TRANSCRIPT

8.1. Based on the above recommendations on Letter Grades, Grade Points and SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

8.2. The Grade Assignment Table as reflected in item 3.2 may be placed behind the Consolidated Transcript in order to facilitate conversion to calculate the percentage of marks secured by the student in the program of study.

9. IMPROVEMENT EXAM

9.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.

9.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.

9.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of ‘A+’ Grade as per his/her performance and with respect to his/her earlier Grade/Division. An ‘Outstanding’ Grade cannot be awarded to individuals in an improvement exam.

9.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.

9.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

10. TRANSITIONAL RULES

10.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.

10.2. By any reason if a student admitted into the course under old scheme of instructions/ regulations is promoted /readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.

11. ACADEMIC COORDINATOR

11.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.

11.2. Academic Coordinators shall ensure to be readily available for the counseling of students.

11.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.

11.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.
11.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.

11.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.

11.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.

11.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.

11.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.

11.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.

12. STUDENT REGISTRATION

12.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.

12.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.

12.3. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.

12.4. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.

12.5. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.