



TAGORE GOVERNMENT COLLEGE OF EDUCATION

M.G. Road, Middle Point, Port Blair
Phone: 03192-232695, Email: tagore2481@gmail.com



PROSPECTUS

Two Years B.Ed. Degree Programme

2025 – 2026

PROSPECTUS

FOR

TWO YEAR

BACHELOR OF EDUCATION

DEGREE PROGRAMME

(SEMESTER SYSTEM)

(WITH EFFECT FROM 2024-2025)

I. INTRODUCTION

“All the wealth of the world cannot help one little Indian village if the People are not taught to help themselves. Our work should be mainly educational, both moral and intellectual.”

– Swami Vivekananda

The Andaman & Nicobar Islands floating in the Bay of Bengal in isolation is a paradise on earth. The rate of literacy in these islands is higher than many states in the Union of India. The Tagore Govt. College of Education plays a vital role in shaping the education of these islands by producing competent and skilled teachers.

The historical perspective of these islands shows that there has been a steady growth in the field of education from the pre-independence era. History says that the British had established a penal settlement in these islands after the first war of Indian independence in 1857 and brought the freedom fighters to these islands and kept them in captivity. The Census Reports and official documents of the British era states that Primary Schools were set up by the British in these islands in the early 19th century to provide education to the free people as well as to the convicts' children. Compulsory primary education was the rule of the Penal Settlement. Regular teachers, convict teachers and student teachers were appointed by the School Education Committee to cater the educational needs of the Penal Settlement. The non-availability of trained teachers was a constant problem of the settlement.

After Indian independence the Andaman administration faced the same problem of non availability of trained teachers to teach in the schools. To meet the pressing demand, a Teacher's Training Institute was set in the year 1958 to meet the requirement of the Primary School Teachers. However, the problem of Trained Graduate Teachers remained the same. Untrained Graduates and Post Graduates were being appointed by the Education Department to meet the demands of the

Middle and High Schools. Then, these untrained teachers were provided Summer Training in Teacher Education by the Department. To meet the requirement of Trained Graduate Teachers in these Islands, the Govt. B. Ed. College was set up in the same building with the Teacher's Training Institute in August 1981. It was affiliated to the Panjab University and had got its permanent recognition from the University Grants Commission (UGC).

II. TGCE AT A GLANCE

The TGCE has been growing ever since its inception in 1981. The college started providing a platform for the graduates and postgraduates passing out of JNRM, Port Blair and Mahatma Gandhi Govt. College, Mayabunder to seek a professional course and also to seek a job. There were 50 trainees in the first batch of the College and it's a matter of pride for this college that many of the officers and teachers in the Education Department and other departments of A&N Administration and Central Govt. Departments are its products. In 1987-88, the affiliation of this College was shifted to Pondicherry Central University. With the establishment of National Council for Teacher Education (NCTE) in 1993 as a statutory authority, the Govt. B.Ed. College got its recognition from the NCTE in 1997.

On the occasion of the Golden Jubilee of India's Independence in August 1998, the Govt. B.Ed. College was re-christened as Tagore Govt. College of Education (TGCE). In the same year, a 34 bedded 'Rani Lakshmi Hostel for Women Teacher Trainees' for the women trainees hailing from inter islands started functioning. The College got a new building in April 2004 with all facilities required for teacher training.

The 4 year integrated courses were introduced in TGCE in 2003-04 which was a feather in its cap with Computer Science and English. Later Mathematics was added to this programme. The Bachelor of Science Education (B.Sc. B.Ed. for Mathematics and Computer Science), the Bachelor of Arts Education (B.A. B.Ed.) are meant and designed as

integrated programmes of Teacher Education, aimed at preparing competent teachers for the secondary school level and incorporate appropriate components of General Education, Subject Specialization and Professional Education.

The TGCE that had been a tiny sapling in 1981 has grown up into a huge tree with its branches stretching out in various directions. The College is the Centre for conducting various Exams such as Sainik School and RIMC, SSC, Distance Education programmes of University of Madras, Alagappa University etc.

The National Council for Teacher Education (NCTE) has revised its Regulations in the year 2014 and two years B.Ed. degree programme has been introduced in the College as per the revised norms. It also offers four years integrated courses in B.Sc. B.Ed. Computer Science, B.Sc. B.Ed. Mathematics, B.A. B.Ed. English, B.A. B.Ed. Hindi, B.A. B.Ed. History with an intake of total 100 trainees in every year.

III. CAMPUS FACILITIES

1. **Library:** TGCE is proud of having a library with more than 12000 books. It remains open on all the working days of the College and books are issued during this period. It has a Reading Room, Reference Section and Journal Section for the benefit of the trainees and staff.
2. **Electronic Lab:** In order to meet the requirement of computer training a well-equipped electronic lab is functioning in the College.
3. **Psychology Lab:** To conduct experiments in psychology a well-equipped psychology lab is functioning in the College with all modern equipment apparatus, tests and experiments.
4. **Computer Lab:** There are two Computer Labs equipped with around 50 computers for training purpose.
5. **General Science Lab:** It has science equipment, models, charts required for imparting training up to secondary class.

6. **Mathematics Lab:** This lab is equipped with modern Mathematics teaching devices to develop interest in Mathematics.
7. **Language Lab:** The College has a Language Lab that focuses on computer aided multimedia instruction and language acquisition. The learner friendly mode enables the trainees to be self instructional. It acts as a platform for learning, practicing and producing language skill through interactive sessions and communicative mode of teaching.
8. **Multipurpose Lab:** It provides training to prepare Teaching Learning Materials from waste materials.
9. **Microteaching Lab:** The College has a separate Microteaching Lab cum-Smart Classroom where trainees are given training to develop various teaching skills individually.
10. **Smart Classroom:** The College has few smart classrooms where trainees are exposed to digital teaching.
11. **Internet Facility:** The College has separate internet room for the benefit of the trainees and staff with dedicated internet connection.
12. **Wi-Fi enabled Campus:** The College is fully Wi-Fi enabled to facilitate digital learning among its students and faculties.
13. **AV Hall:** The AV Hall of the College is equipped with all modern equipment required for training purpose. It can accommodate and give training to 50 participants at a time.
14. **Physical Education:** The department of Physical Education offers facilities for various games such as table tennis, gymnasium, volleyball court, badminton court, basketball court.
15. **Seminar Gallery and Conference Hall:** The College Seminar Gallery has a seating capacity of 200 trainees equipped with modern equipment. Similarly, the Conference Hall of the College can accommodate 40 participants at a time. It is also equipped with all modern equipment.
16. **Cooperative Society:** The Tagore College Staff & Trainees Welfare Cooperative Society is registered under the Cooperative Society's Registration Act and provides stationery and light refreshments at concessional rates to the trainees and staff.

17. **Teachers' Gallery & Museum:** It provides glimpse of the teachers who worked in the past in these islands and also collection of various photographs and educational material.
18. **Teaching Internship:** The Teaching Internship Programme for the B.Ed. / U.G.Ed. trainees is a regular feature in the annual academic activities that is held in two phases. During internship the trainees are sent to schools in and around Port Blair where they take part in all the activities of the school to enrich their school experience and participation under the supervision of the Head and the practicing teachers of the Institutions.
19. **Annual Camp:** The community living camp is yet another annual feature of the academic activities of TGCE. The first year B.Ed. and Third Year U.G.Ed. year trainees attend a five-day Annual Camp where they are provided exposure to First Aid, Yoga, Traffic rules and Safety, Scout and Guides, Environmental Education and Fire Fighting etc. Trainees are also taken to rural area and conduct house surveys and also create awareness among the masses on social evils such as alcoholism, illiteracy, child labour etc.
20. **Study Tours:** The Annual Study tours are yet another feature of TGCE in which the trainees are taken to various places of historical and environmental importance where they gain firsthand experience about the history of these Islands. They also visit rural schools and learn about the teaching learning process over there. Seminars, debates and Symposiums are regularly conducted at TGCE in which the trainees participate enthusiastically and get exposure to develop their various Teaching, Learning skills.
21. **Placement Cell:** A Placement Cell is functioning in the College to help the students to come into contact with prospective employers. Campus interviews are also arranged on the request of the recruiting institutions.
22. **Hostel facility:** the college provides hostel facility for both male and female teacher trainees from inter islands.

IV. AFFILIATION

With the establishment of Pondicherry Central University on 16th October 1985 by Act of Parliament 53 of 1985 for the Union Territories, the affiliation of the TGCE was shifted to Pondicherry University from Panjab University. It is a teaching cum affiliating central university and has a jurisdiction of UT of Pondicherry, A&N Islands and Lakshadweep Islands.

V. RECOGNITION

The College is recognized by National Council for Teacher Education. It is a statutory body established in December 1993 through Act No. 73 of 1993 of the Parliament and vested with statutory authority for “achieving planned and coordinated development of the Teacher Education system throughout the country, the regulation and proper maintenance of Norms and Standards in the Teacher Education system and for matters connected therewith.” It is mandatory for all the Colleges/ institutions imparting teacher training to get recognized by the NCTE.

The College is also recognized by University Grants Commission (UGC) under section 2(f) & 12(B) of the UGC Act 1956.

VI. RESERVATION

1. The seats are distributed in accordance with the instructions contained in Govt. of India, Ministry of Home Affairs, New Delhi Order No. U-14040/5/96-ANL dated 30th May 1996.
2. 5% percentage seats are reserved for differently abled candidates as per the instructions contained in Govt. of India, MHRD's letter No. 8-9/DSW/PF/2016/1006 dated 23rd March 2018.
3. One seat is reserved for Kashmiri migrants as per the instructions contained in Govt. of India, MHRD's letter No. F.10-1/2001-DESK (U) dated 13th July 2001 in B.Ed. and 2 seats for J&K nominee in B.A.B.Ed. and B.Sc.B.Ed.

4. 10% seats are reserved for EWS category, as per the instructions contained in the Govt. of India letter no F.No.12-4/2019U1 dated 17th January 2019 for implementing the 103rd Constitutional Amendment. This is in addition to the existing seats.

VII. COURSES OFFERED BY THE COLLEGE

1. B.Ed. – Two Years Degree Programme (4 Semesters)

| | |
|-----------------------------|---|
| History | 7 |
| Geography | 7 |
| Political Science | 7 |
| Economics | 7 |
| Botany/Plant Science | 7 |
| Zoology | 7 |
| Mathematics | 8 |
| Chemistry | 8 |
| Physics | 8 |
| Computer Science | 4 |
| Commerce | 5 |
| Home Science | 3 |
| English | 9 |
| Hindi | 7 |

VIII. REGULATIONS FOR TWO YEARS B.Ed. DEGREE (SEMESTER) PROGRAMME [WITH EFFECT FROM 2024-25]

The National Council for Teacher Education (NCTE), a statutory body set up by an Act of Parliament in 1993 has the mandate to ensure planned and coordinated development of Teacher Education in the country. It lays down norms and standards for various Teacher Education programmes.

At the instance of the Hon'ble Supreme Court of India, a Commission on Teacher Education under the chairmanship of Justice

J.S. Verma was appointed in 2011 to rejuvenate the system of Teacher Education in the country. The Commission recommended duration and curriculum of various Teacher Education programmes.

In order to implement the recommendations of the Commission, the NCTE revised the Regulations, Norms and Standards of existing Teacher Education programmes and published the revised regulations in 2014 vide Gazette Notification No. 346 dated 1/12/2014. These Regulations and Norms and Standards have come into force from the date of the publication in the Gazette of India.

Accordingly, the Pondicherry University to which Tagore Government College of Education, Port Blair is affiliated, has directed to implement these Regulations strictly from the academic year 2015- 16. According to the revised Regulations, the B.Ed. programme shall be of a duration of two years which can be completed in a maximum of four years from the date of admission to the programme with 200 working days in each year.

The provisional revised regulations of Pondicherry University for two years B.Ed. degree programme in pursuance to NCTE's above gazette notification to be implemented from the year 2024-25 is described below:

1. ELIGIBILITY FOR ADMISSION TO THE TWO YEARS B.ED. DEGREE PROGRAMME:

- a)** A candidate shall be eligible for the admission to two year Bachelor's Degree programme in Education (B.Ed.) provided that he/she should have passed the **three years Bachelor's Degree Course under 11+1+3 or 10+2+3 pattern of study or Five years Integrated Master's Degree Course under 10+2+5 pattern of study and majored in any one of the subjects related to a school subject offered at the Secondary / Senior or higher Secondary education level (OR)**

four years Bachelor's Degree programme in Engineering / Technology under 11+1+4 or 10+2+4 pattern of study [with Mathematics and Science in both higher secondary and Engineering /Technology degree programmes]

| S.No. | Subject majored at degree level | Relevant Pedagogical Subject |
|--------------|---|-------------------------------------|
| 1. | English, Functional English, English Literature & English for Career | English |
| 2. | Tamil, Functional Tamil | Tamil |
| 3. | Hindi | Hindi |
| 4. | Malayalam | Malayalam |
| 5. | Telugu | Telugu |
| 6. | French | French |
| 7. | Mathematics | Mathematics |
| 8. | Physics, Electronics, Chemistry, Bio chemistry | Physical Science |
| 9. | Botany/Plant Science, Zoology / Animal Science, Micro-biology, Applied Micro-biology, Marine Biology, Bio-Technology including Plant Bio-technology | Biological Science |
| 10. | History, Historical Studies, Geography, Political Science, Economics, Psychology, Sociology, Philosophy | Social Science |
| 11. | Computer Science, Computer Applications, Information Technology | Computer Science |
| 12. | Home Science | Home Science |

| | | |
|--|---|---|
| 13. | Commerce, Commerce – Vocational, Corporate Secretary-ship | Commerce |
| i) | For the pedagogical subjects – Commerce, Computer Science and Home Science, the candidates should have passed both Bachelor's and Master's Degree in the same subject. | |
| ii) | For the subjects - Psychology, Sociology and Philosophy, one should have passed both Bachelor's and Master's Degree in the same subject. | |
| Subjects studied at Engineering /Technology programme | | Relevant Pedagogical Subject |
| Science and Mathematics | | Physical Science / Biological Science / Mathematics |

- b) The candidates should have scored a minimum of 50% marks in Part-III (Main + Allied) of the Bachelor's degree programme. In case they have not scored this minimum they should have scored a minimum of 50% marks at the Master's degree level in the same subject majored. The candidates belonging to ST and PWD categories should have scored a minimum of 40% marks in the place of 50% (as per the Government Order, UT of Puducherry).
- c) Engineering or Technology candidates should have specialized in science and mathematics with 55% of marks or other qualification equivalent thereto. Such candidates belonging to SC, ST categories should have scored a minimum of 50% marks
- d) The major subject chosen at both Bachelor's Degree and Master's Degree should be the same, in case of students who are admitted based on Master's degree subject.
- e) The reservation for different categories should be as per the Government norms.

- f) The candidates who have taken more than one School subject as Main (Double or Triple Major) in the Bachelor's Degree will be eligible for admission to only one of the school subjects chosen.
- g) The candidates who have passed the Bachelor's degree examination in Open University System without qualifying in 10+2 or 11+1 pattern of school education examination shall not be considered for admission.
- h) There is no upper age limit for admission to two year B.Ed. programme.
- (i) The medium of instruction shall be English/Hindi.

2. INTAKE:

- a) There shall be a basic unit of 55 students with a maximum of two units, with the approval of NCTE.
- b) There shall not be more than 25 students per teacher for a pedagogical subject to facilitate participatory teaching and learning.

3. DURATION AND WORKING DAYS:

- a) The programme of study shall be for duration of two academic years.
- b) There shall be at least 100 working days each Semester exclusive of the period of examination and admission.
- c) The institution shall work for a minimum of thirty-six hours in a week (five or Six days) during which the physical presence in the institution of all teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

4. ELIGIBILITY FOR ADMISSION TO EXAMINATION:

There will be two University examinations for the B.Ed. degree programme - one at the end of the first year and the other at the end of second year. A student teacher shall be admitted to the year-end

examination only if (i) he / she have undergone the prescribed course of the study - both theory and practicum including school internship satisfactorily; and (ii) having put in not less than 80% of attendance for all course work and practicum and 90% of attendance for school internship in each year.

5. COURSE STRUCTURE:

SEMESTER WISE SYLLABUS- SEMESTER- I

| Title of the Course | Name of the Course | Credits | CCE | EE | Total |
|---|---|-----------|------------|------------|------------|
| THEORY : PERSPECTIVES IN EDUCATION | Childhood and Growing Up-I | 4 | 30 | 70 | 100 |
| | Gender, School and Society | 4 | 30 | 70 | 100 |
| THEORY: CURRICULUM AND PEDAGOGIC STUDIES | Assessment for Learning- I | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 1 (1/4) | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 2 (1/4) | 4 | 30 | 70 | 100 |
| | Optional Paper | 4 | 30 | 70 | 100 |
| PRACTICUM: ENGAGEMENT WITH THE FIELD | Task and Assignment related to theory courses* | - | - | - | - |
| | School Internship(1Week) ** | 1 | 25 | 0 | 25 |
| | Community Living Camp | 4 | 100 | 0 | 100 |
| | Courses on Enhancing Professional Capacities (EPC) EPC1: Critical Understanding of ICT | 2 | 50 | 0 | 50 |
| TOTAL | | 31 | 355 | 420 | 775 |

CCE: Continuous and Comprehensive Evaluation

EE: External Examination

SEMESTER WISE SYLLABUS- SEMESTER- II

| Title of the Course | Name of the Course | Credit | CCE | EE | Total |
|---|--|---------------|------------|------------|--------------|
| THEORY : PERSPECTIVES IN EDUCATION | Childhood and Growing Up-II | 4 | 30 | 70 | 100 |
| | Learning and Teaching | 4 | 30 | 70 | 100 |
| | Education in the Emerging Indian Society- I | 4 | 30 | 70 | 100 |
| | Creating an Inclusive School | 4 | 30 | 70 | 100 |
| THEORY: CURRICULUM AND PEDAGOGIC STUDIES | Assessment for Learning- II | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 1(2/4) | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 2(2/4) | 4 | 30 | 70 | 100 |
| PRACTICUM: ENGAGEMENT WITH THE FIELD | Task and Assignment related to theory courses* | - | - | - | - |
| | School Internship (3Weeks) *** | 1 | 25 | 0 | 25 |
| | Courses on Enhancing Professional Capacities (EPC) EPC2: Drama and Art in Education | 2 | 50 | 0 | 50 |
| TOTAL | | 31 | 285 | 490 | 775 |

CCE: Continuous and Comprehensive Evaluation

EE: External Examination

SEMESTER WISE SYLLABUS- SEMESTER- III

| Title of the Course | Name of the Course | Credit | CCE | EE | Total |
|---|--|---------------|------------|-----------|--------------|
| THEORY : PERSPECTIVES IN EDUCATION | Learning and Teaching-II | 4 | 30 | 70 | 100 |
| | Education in the Emerging Indian Society- II | 4 | 30 | 70 | 100 |
| | School Management-I | 4 | 30 | 70 | 100 |
| THEORY: CURRICULUM AND PEDAGOGIC STUDIES | Knowledge and Curriculum | 4 | 30 | 70 | 100 |
| | Language across the Curriculum | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 1(3/4) | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 2 (4/4) | 4 | 30 | 70 | 100 |

| | | | | | |
|---|---|-----------|------------|------------|------------|
| PRACTICUM: ENGAGEMENT WITH THE FIELD | Task and Assignment related to theory courses* | - | - | - | - |
| | Yoga, Health & Physical Education -I | 1 | 25 | 0 | 25 |
| | Courses on Enhancing Professional Capacities (EPC) EPC3: Reading and Reflecting on Texts | 2 | 50 | 0 | 50 |
| TOTAL | | 31 | 285 | 490 | 775 |

CCE: Continuous and Comprehensive Evaluation

EE: External Examination

SEMESTER WISE SYLLABUS- SEMESTER- IV

| Title of the Course | Name of the Course | Credit | CCE | EE | Total |
|---|--|---------------|------------|------------|--------------|
| THEORY : PERSPECTIVES IN EDUCATION | School Management- I | 4 | 30 | 70 | 100 |
| THEORY: CURRICULUM AND PEDAGOGIC STUDIES | Pedagogy of School Subject 1(4/4) | 4 | 30 | 70 | 100 |
| | Pedagogy of School Subject 2 (4/4) | 4 | 30 | 70 | 100 |
| PRACTICUM: ENGAGEMENT WITH THE FIELD | Task and Assignment Related to Theory Courses* | - | - | - | - |
| | Yoga, Health & Physical Education -II | 1 | 25 | 0 | 25 |
| | Courses on Enhancing Professional Capacities (EPC) EPC4:Understating Self | 2 | 50 | 0 | 50 |
| | Teaching Competency: Pedagogy of School Subject 1 | 8 | 100 | 100 | 200 |
| | Teaching Competency: Pedagogy of School Subject 2 | 8 | 100 | 100 | 200 |
| TOTAL | | 31 | 365 | 410 | 775 |

CCE: Continuous and Comprehensive Evaluation

EE: External Examination

* **Note 1:** Credits and Continuous and Comprehensive Evaluation (CCE) marks are as indicated against theory and practicum courses.

** **Note 2:** Continuous and Comprehensive Evaluation (CCE) will be done during School Internship of 16 Weeks of the student teachers at upper primary and secondary level or secondary and Senior Secondary Level (Refer 9 iii)

*** **Note 3:** Any one of the following Optional courses may be chosen by the Student Teacher i) Special Education

ii) Population Education

iii) Guidance and Counseling

iv) Environmental Education

v) Human Resource Development

vi) Value Education

vii) Non Formal Education

viii) Disaster Management

ix) Women Education

x) Human Rights Education

TASK AND ASSIGNMENT RELATED TO THEORY COURSES - The curricular areas of “**Perspectives in Education**” and “**Curriculum and Pedagogic Studies**” shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

SCHOOL INTERNSHIP (1 WEEK) - One week of School engagement among the 4 weeks of School Internship during first semester

SCHOOL INTERNSHIP (3 WEEKS) - three weeks of other engagements among the 4 weeks of School Internship during second semester

6. CHOICE OF PEDAGOGICAL SCHOOL SUBJECTS I & II:

| Sl. No. | Subject majored in the Bachelor's Degree Programme | Pedagogical subject I [Subject majored at degree level] | Pedagogical subject II |
|---------|---|--|--|
| 1. | Language/Functional Language (Except French) | Language I | Language II |
| 2. | French | French | English II |
| 3. | Mathematics | Mathematics | Language II or Physical Science |
| 4. | Physics, Electronics, Chemistry, Biochemistry | Physical Science | Language II or Mathematics or Biological Science |
| 5. | Botany/Plant Science, Zoology/Animal Science, Microbiology, Marine Biology, Bio-Technology | Biological Science | Language II or Physical Science |
| 6. | History, Historical Studies, Geography, Political Science, Economics, Psychology, Philosophy, Sociology | Social Science | Language II |
| 7. | Computer Science, Computer Applications, Information Technology | Computer Science | Language II or Mathematics or Physical Science |
| 8. | Home Science | Home Science | Language II or Biological Science |
| 9. | Commerce, Commerce-Vocational, Corporate Secretary-ship | Commerce I | Commerce II |

Note 1: For Pedagogical Subjects Commerce I & II, Computer Science and Home Science the Practice teaching should be done at the Higher Secondary Level.

Note 2: The candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.

| Subjects studied at Engineering/ Technology programme | Pedagogical subject I | Pedagogical subject II |
|--|--|--|
| Science and Mathematics | Mathematics/ Physical Science/ Biological Science | Physical Science/ Biological Science / Mathematics |
| Note: Pedagogical Subject- I and Pedagogical subject- II chosen by the candidate should not be the same. However, the candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years. | | |

7. CURRICULUM, PROGRAMME IMPLEMENTATION AND ASSESSMENT:

The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The transaction of the courses, apart from lecture cum discussion may comprise of variety of approaches, case studies, reading of original writings, discussion on reflective journals, observations of children, and interaction with the community in different socio-cultural environments.

8. TASK AND ASSIGNMENT RELATED TO THEORY COURSES:

The curricular areas of '**Perspectives in Education**' and '**Curriculum and Pedagogic Studies**' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

However, for each of the theory courses of the curricular area of '**Curriculum and Pedagogic Studies**', the practical activities **shall**

include practicing **at least three** teaching skills relevant to the pedagogical subject in **Micro-teaching context** during the first year. Similarly, for the course on “Assessment for Learning”, the practical activities shall include preparation, administration and interpretation of results of tests and different evaluation techniques.

9. SCHOOL INTERNSHIP

- (i) School internship would be a part of the broad curricular area of ‘engagement with the field’ and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.
- (ii) During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include (A) one week of school engagement by the student teacher making observation in the school and (B) Three weeks for visit to innovative centers of pedagogy and learning, educational resource centers and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to feature such as its philosophy and aims, organization, teacher’s role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.
- (iii) During the second year, out of 16 weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student teachers will devote 15 weeks for classroom teaching which may be in one block or in two blocks, (in one or two different schools). However, the classroom

teaching during internship shall be done at any two levels/stages of school. The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

- (iv) It was suggested to have the four months (16 weeks) internship which will be distributed in two spells during the academic year. Based on the availability of schools, the colleges will allot the spells in the academic calendar from Pondicherry regions and neighboring Tamil Nadu region schools. The schools may be of Secondary and Higher Secondary, UT and TN Boards. The CBSE schools also may be included in both the states. During the third and fourth semester, out of sixteen (8 weeks in third and 8 weeks in fourth semesters) weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student-teachers will devote fourteen (7 weeks in third and 7 weeks in fourth semesters) weeks for classroom teaching which may be in two blocks, (in one or two different schools). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student-teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

- (v) The internship should be in government recognized schools under Government or private managements, situated within the radius of 40 km of the College of Education concerned for supervision by the faculty members of the college. The schools under CBSE or State /UT patterns can be the schools for internship.
- (vi) The student teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each).
- (vii) The total 60 lessons of classroom teaching in 16 weeks may be divided as 30 at level one (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II) and 30 at level two (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II). At least one lesson in each level of each pedagogy may be ICT based depending on resources available in the practicing schools.
- (viii) During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

10. OTHER PRACTICAL ACTIVITIES RELATED TO COMMUNITY BASED ENGAGEMENT

At least one week shall be spent for Community Living Camp to foster social skills and values among student teachers.

11. PATTERN OF QUESTION PAPER FOR UNOIVERSITY EXAMINATION

Full Courses: 70 marks- 3 hours

- a.** 2 questions of 10 marks each= 20 (Answer 2 Questions out of 4 with internal choice)
- b.** 6 questions of 5 marks each= 30 (Answer 6 Questions out of 10)
- c.** 10 questions of 2 marks each= 20 (Answer 10 Questions out of 10)

12. DISTRIBUTION OF MARKS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

(i) For theory courses:

The CCE weightage for continuous internal assessment tests and task & assignment projects should be equal, i.e.10 marks for a periodical test and 5 marks for a project. **There should be at least two tests and two projects for a full course.**

(ii) For courses on Enhancing Professional Capacities (EPC):

The following specialized courses are offered to enhance the professional capacities of student teachers.

- **Course EPC 1: Critical Understanding of ICT**
- **Course EPC 2: Drama and Art in Education**
- **Course EPC 3: Reading and Reflecting on Texts**
- **Course EPC 4: Understanding the Self**

The evaluation of student teachers for these courses shall be totally internal. The total of 50 marks allotted to each of the courses is assigned as follows:

- Periodical tests based on the prescribed syllabus (at least two)- 10 Marks
- Assessment based on at least 4 of the task and assignment listed under the course outline- 10x4=40

Note: (1) Internship: During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year.

This will include (A) one week of school engagement and (B) three weeks of other engagements.

(A) One week of school engagement by the student teacher making observation in the school for both pedagogical papers. The student teacher is expected to observe at least two classes in each pedagogical subject and should be written in the observation record. (4 X 5 = 20 marks). Five marks are allotted for School visit cum Observation Record. This record includes the general activities of the school and its procedures.

(B) Three weeks of other engagements is made for visits to innovative centers of pedagogy and learning, educational resource centers and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers' role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base of the awarding CCE marks by the faculty.

Note: (2) Community Living Camp: Each college of education shall organize a camp of a minimum of 5 days and provide training on community life. Forst aid/ Scouts & Guides/ Social Service/ Health and Hygiene/ etc., the camp may preferably be held outside the college in a rural setting. The five days programme should include the participation of student teacher in community life, awareness creation on clean India, Environment, Disaster Management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people. A self-study report regarding the camp

from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation. Totally 100 marks with four credits is allotted for the attendance and records.

Note: (3) Yoga, Health & Physical Education: The evaluation of student teachers for the above course in both academic semesters shall be totally internal. The total of 25 marks allotted to each of the semester is assigned as follows.

- Periodical tests based on prescribed syllabus (at least two)- 10 Marks (2 X 10 = 20)
- Assessment based on at least 1 of the tasks and assignment listed under the course outline- 1 x 5 = 5

Note: (4) For teaching competency (During School Internship): The different aspects of practicum and weightage marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted during the fourth semester for each pedagogy.

| | |
|--|----------|
| Teaching Competency (Planning and Performance) | 50 Marks |
| Preparation of Teaching Resources, (Including ICT based) | 20 Marks |
| Lesson Observation record (Peer and Regular teacher) | 10 Marks |
| Evaluation, Diagnosis and Remedial programme (Record) | 20 Marks |

13. CONDUCTING OF PRATICAL EXAMINATION

- i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will assigned by the faculty of the concerned pedagogical subject. The consolidated CCE marks in the prescribed format will be sent to the university by the Principal of the college concerned before the commencement of the practical examination.

- ii. On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination for their by appointing the Board of Examiners.
- iii. Board of examiners for practical examination consisting of one Convener and three examiners for one unit (50 student teachers) and one Convener and seven examiners for two units (100 student teachers) will be chosen from among the faculty members of the Colleges of Education/ University Department of Education from within and outside university jurisdiction who possess a minimum of five years of teaching experience at B.Ed. /M.Ed. level. The Convener must be from among the Principals / Associate Professors of the Colleges of Education. The Principal of the respective College of Education will be the ex-officio member of the panel.
- iv. The practical examination will be conducted for two to three days after the completion of internship in the second year.
- v. The practical examination should be conducted by two examiners acting as a pair and to assess the student teachers on following aspects of both pedagogical subjects:

| Sl. No. | Aspects for Assessment | | Marks |
|---------|--|---|-------|
| A. | Assessment during practical examination: Teaching Competencies (Planning and Performance) | | 50 |
| B. | Assessment of record maintained during internship: | | |
| | i) | Preparation of Teaching Resources (Including ICT based) | 10 |
| | ii) | Lesson Observation Record (Peer and Regular teacher) | 10 |
| | iii) | Lesson plans | 10 |
| | iv) | Evaluation and Remediation Record | 10 |
| C. | Viva – Voce | | 10 |
| Total | | | 100 |

- i. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.
- ii. The practical examination marks awarded by the individual examiners and the consolidated marks list should be submitted to the Controller of Examinations, Pondicherry University on the final day of the practical examination itself with the signatures of all the members.
- iii. The faculty observer of the Pondicherry University shall be present during the practical examination.

15. PASSING MINIMUM

- i. Every student teacher should register for all the courses in the theory examination and practical examination in the first attempt.
- ii. A student teacher shall be declared to have passed in the B.Ed. Degree examination only if he/ she have passed both the theory and practical examination.
- iii. A student teacher shall be declared to have passed in the theory examination if he/ she obtains a minimum of 45% marks both in External Examination (32 out of 70) and CCE (14 out of 30) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course.
- iv. A student teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in the pedagogical subject and in each of other aspects of practical examination mentioned above and 50% marks by combining all the aspects taken together.
- v. A student teacher who fails in one or more courses in the theory examination shall reappear in those course(s). But the one who fails in any one of the aspects of the practical examination shall reappear for all aspects

- vi. The B.Ed. degree programme should be completed by the student teachers in not more than 4 years from the date of admission to the programme.

16. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

All successful student teachers shall be classified as follows.

| Examination (out of 3100 marks) | Class to be awarded |
|--|--|
| 1860 and above | FIRST CLASS (≥ 60% of Grand Total) |
| 1550 to 1859 | SECOND CLASS (≥ 50% to < 60% of Grand Total) |

FINAL REVISED SYLLABUS
TWO YEAR BACHELOR OF EDUCATION
(AFTER 2024-2025 BATCH)

| Sno | SEMESTER | TITLE OF THE COURSE | NAME OF THE COURSE | CREDITS | CCE | EE | TOTAL |
|-----|----------|---------------------|--------------------|---------|------|------|-------|
| 1 | 1 | TH:PE | CGU-1 | 4 | 30 | 70 | 100 |
| 2 | 1 | TH:C&PS | AFL-1 | 4 | 30 | 70 | 100 |
| 3 | 1 | TH:C&PS | PS1(PT-1-1/4) | 4 | 30 | 70 | 100 |
| 4 | 1 | TH:C&PS | PS2(PT-1-1/4) | 4 | 30 | 70 | 100 |
| 5 | 1 | PR:EF-EPC-1 | CUICT(1/2) | 2 | 50 | 0 | 50 |
| 6 | 1 | PR:EF | COM.CAMP | 4 | 100 | 0 | 100 |
| 7 | 1 | TH:PE | GSS | 4 | 30 | 70 | 100 |
| 8 | 1 | PR:EF | SC. INT(1WK) | 1 | 25 | 0 | 25 |
| 9 | 1 | TH:C&PS | OPT | 4 | 30 | 70 | 100 |
| 10 | 2 | PR:EF-EPC-2 | DR&ART(1/2) | 2 | 50 | 0 | 50 |
| 11 | 2 | TH:PE | L&T-1 | 4 | 30 | 70 | 100 |
| 12 | 2 | TH:C&PS | PS1(PT-1-2/4) | 4 | 30 | 70 | 100 |
| 13 | 2 | TH:C&PS | PS2(PT-1-2/4) | 4 | 30 | 70 | 100 |
| 14 | 2 | PR:EF | FEP(3WKS) | 1 | 25 | 0 | 25 |
| 15 | 2 | TH:PE | CIE-1 | 4 | 30 | 70 | 100 |
| 16 | 2 | TH:PE | CGU-2 | 4 | 30 | 70 | 100 |
| 17 | 2 | TH:C&PS | AFL-2 | 4 | 30 | 70 | 100 |
| 18 | 2 | TH:PE | CIS | 4 | 30 | 70 | 100 |
| 19 | 3 | PR:EF-EPC-3 | RRT(1/2) | 2 | 50 | 0 | 50 |
| 20 | 3 | PR:EF | YHE-1 | 1 | 25 | 0 | 25 |
| 21 | 3 | TH:PE | SM-1 | 4 | 30 | 70 | 100 |
| 22 | 3 | TH:C&PS | K&C | 4 | 30 | 70 | 100 |
| 23 | 3 | TH:C&PS | LAC | 4 | 30 | 70 | 100 |
| 24 | 3 | TH:PE | L&T-2 | 4 | 30 | 70 | 100 |
| 25 | 3 | TH:PE | CIE-2 | 4 | 30 | 70 | 100 |
| 26 | 3 | TH:C&PS | PS1(PT-2-3/4) | 4 | 30 | 70 | 100 |
| 27 | 3 | TH:C&PS | PS2(PT-2-3/4) | 4 | 30 | 70 | 100 |
| 28 | 4 | PR:EF-EPC-4 | US(1/2) | 2 | 50 | 0 | 50 |
| 29 | 4 | PR:EF | YHE-2 | 1 | 25 | 0 | 25 |
| 30 | 4 | TH:PE | SM-2 | 4 | 30 | 70 | 100 |
| 31 | 4 | TH:C&PS | PS1(PT-2-4/4) | 4 | 30 | 70 | 100 |
| 32 | 4 | TH:C&PS | PS2(PT-2-4/4) | 4 | 30 | 70 | 100 |
| 33 | 4 | PR:TC | PS1 | 8 | 100 | 100 | 200 |
| 34 | 4 | PR:TC | PS2 | 8 | 100 | 100 | 200 |
| | | | Total | 124 | 1290 | 1810 | 3100 |
| | | | | | | | |

CERTIFICATES TO BE FURNISHED

CERTIFICATE -I

**Certificate for candidates under Category II & V
(Central Govt. Employees Ward and General Category)**

Certified that Shri/SmtS/o/D/o
.....R/o.....
.....has studied last 2 years i.e.
from.....to.....and passed the qualifying examination
from..... in A&N Islands.

Dated:

**Principal
Name of the College / School
(Affix seal also)**

CERTIFICATE – II

**Certificate to be produced by the candidates of the
Central Govt. Employees/ Deputationists
(Category-II) from the Head of the Department/Offices**

Certified that Shri/Smt.....F/o/M/o
Shri/Smtis a Central Govt.
Employee/Deputationist and is working at present/was working when his/her
son/daughter appeared in the qualifying examination from a college / school in
the island i.e..... (name of the
institute) in the capacity of.....with transfer liability to
serve outside the Union Territory of A&N Islands.

Dated:

**Head of the Department/Office
Name of the Office
(Affix seal also)**

COME TO LEARN

GO TO SERVE