

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 convict 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 impressing demand, a Teacher’s Training Institute was set in the year 1958 to meet the requirement of the Primary School Teachers. 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 working 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 with 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 has 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 Maths 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. Maths, 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/Smart Classroom:** The College has a separate Microteaching Lab cum-Smart Classroom where trainees are given training to develop various teaching skills individually. It is also used as a Smart Classroom where trainees are exposed to digital teaching.
10. **Internet:** The College has separate internet room for the benefit of the trainees and staff with leased line connection.
11. **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.

12. **Physical Education:** The department of Physical Education offers facilities for various games such as table tennis, gymnasium, volleyball court, badminton court, basketball court.
13. **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.
14. **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.
15. **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 materials.
16. **Teaching Internship:** The Teaching Internship Programme for the B.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.
17. **Annual Camp:** The Annual Training Camp is yet another annual feature of the academic activities of TGCE. Final year trainees attend a five-day Annual Camp and 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.
18. **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 first hand 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.
19. **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.

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 recognised by University Grants Commission (UGC) under section 2(f) & 12(B) of the UGC Act 1956.

VI. RESERVATION

1. 5% percentage seats are reserved for disabled candidates as per the instructions contained in Govt. of India, MHRD's letter No. 8-9/DSW/PF/2016/1006 dated 23rd March 2018.
2. 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.
3. The remaining 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.

VII. COURSES OFFERED BY THE COLLEGE

1. B.Ed. – Two Years Degree Programme
2. Four Year Degree Programme (8 Semesters) in the following subjects.
 - i) B.Sc.B.Ed. Computer Science
 - ii) B.Sc.B.Ed. Maths
 - iii) B.A.B.Ed. English
 - iv) B.A.B.Ed. Hindi
 - v) B.A.B.Ed. History

VIII. REGULATIONS FOR TWO YEARS B.Ed. DEGREE PROGRAMME [WITH EFFECT FROM 2015-16]

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 three 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 2015-16 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
<p>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.</p> <p>ii) For the subjects - Psychology, Sociology and Philosophy, one should have passed both Bachelor's and Master's Degree in the same subject.</p>		
<u>Subject to availability of Pedagogical Subject in the College</u>		
Subjects studied at Engineering / Technology programme		Relevant Pedagogical Subject
Science and Mathematics		Physical Science / Biological Science / Mathematics

Under Arts Stream seats are reserved in History-7, Geography-7, Political Science-7, Economics-7, and under Science Stream seats are reserved in Botany/Plant Science-7, Zoology-7, Mathematics-8, Chemistry-8, Physics-8, Computer Science-4 apart from Commerce-5, Home Science-3 English-9 and Hindi-7

- (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 in a minimum of 50% marks at the Master's degree level in the same subjects 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 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 50 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 & Working Days:

- (a) The programme of study shall be for a duration of two academic years.
- (b) There shall be at least 200 working days each year 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 has 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:

FIRST YEAR

	Title of the Course	Credit	CCE	EE	Total	
THEORY	Perspectives in Education					
	Childhood and Growing Up	4	20	80	100	
	Contemporary India and Education	4	20	80	100	
	Learning and Teaching	4	20	80	100	
	Gender, School and Society (½)	2	10	40	50	
	Curriculum and Pedagogic Studies					
	Language across the Curriculum (½)	2	10	40	50	
	Knowledge and Curriculum (½)	2	10	40	50	
	Pedagogy of School Subject-I (Part 1)	4	20	80	100	
	Pedagogy of School Subject-II (Part 1)	4	20	80	100	
	Total		26	130	520	650

PRACTICUM	Engagement with the Field				
	(a) Task and Assignment related to theory courses*	-	-	-	-
	(b) School Internship**(4 Weeks)	4	100	-	100
	(c) Community Living Camp	2	50		50
	(d) Yoga, Health & Physical Education	2	50		50
	(e) Courses on Enhancing Professional Capacities (EPC)				
	EPC1: Reading and Reflecting on Texts (½)	2	50	-	50
	EPC2: Drama and Art in Education (½)	2	50	-	50
	EPC3: Critical Understanding of ICT (½)	2	50	-	50
	Total	14	350	-	350
Grand Total		40	480	520	1000
<p>* Note 1: Credits and Continuous and Comprehensive Evaluation(CCE) marks are as indicated against theory and practicum courses</p> <p>** Note 2: The CCE marks for School Internship in the first year will be based on the engagement of student teachers in the school activity and they are required to submit suitable records.(Refer 9 ii)</p>					

SECOND YEAR

	Title of the Course	Credit	CCE	EE	Total
THEORY	Perspectives in Education				
	School Management	4	20	80	100
	Creating an Inclusive School (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Assessment for Learning	4	20	80	100
	Pedagogy of School Subject -I (Part 2)	4	20	80	100
	Pedagogy of School Subject-II (Part 2)	4	20	80	100
	Optional Course***	2	10	40	50
Total	20	100	400	500	
PRACTICUM	Engagement with the Field				
	(a) Task and Assignment related to theory courses*	-	-	-	-
	(b) Teaching Competency				
	Pedagogy of School Subject -I	8	100**	100	200
	Pedagogy of School Subject –II (16 Weeks of School Internship)	8	100**	100	200
	(c) Yoga, Health & Physical Education	2	50		50
	(d) Courses on Enhancing Professional Capacities (EPC)				
	EPC4: Understanding the Self (½)	2	50	-	50
Total	20	300	200	500	
Grand Total		40	400	600	1000

* **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 Counselling
- iv) Environmental Education
- v) Human Resource Development
- vi) Value Education
- vii) Non Formal Education
- viii) Disaster Management
- ix) Women Education
- x) Human Rights Education

6. Choice of Pedagogical School Subjects I & II:

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
<p>Note 1: For Pedagogical Subjects Commerce I & II, Computer Science and Home Science the Practice teaching should be done at the Higher Secondary Level.</p> <p>Note 2: The candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.</p>			

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 one week of school engagement making observation in the school and three weeks of other engagements as explained in the syllabus. 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) 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.
- v) 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).
- vi) The total 60 lessons of classroom teaching in 15 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). A few lessons may be ICT based depending on resources available in the practicing schools.
- vii) 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. Scheme of Examination:

FIRST YEAR

	Title of the Course	Duration (hours)	CCE	EE	Total
THEORY	Perspectives in Education				
	Childhood and Growing Up	3	20	80	100
	Contemporary India and Education	3	20	80	100
	Learning and Teaching	3	20	80	100
	Gender, School and Society (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Language across the Curriculum (½)	2	10	40	50
	Knowledge and Curriculum (½)	2	10	40	50
	Pedagogy of School Subject-I (Part 1)	3	20	80	100
	Pedagogy of School Subject-II (Part 1)	3	20	80	100
	Total			130	520
PRACTICUM	Engagement with the Field				
	(a) School Internship (4 Weeks)		100	-	100
	(b) Community Living Camp		50	-	50
	(c) Yoga, Health & Physical Education		50	-	50
	(d) Courses on Enhancing Professional Capacities (EPC) (½ each)				
EPC1: Reading and Reflecting on Tests		50	-	50	

	EPC2: Drama and Art in Education		50	-	50
	EPC3: Critical Understanding of ICT		50	-	50
	Total		350	-	350
	Grand Total		480	520	1000

SECOND YEAR

	Title of the Course	Duration (hours)	CCE	EE	Total	
THEORY	Perspectives in Education					
	School Management	3	20	80	100	
	Creating an Inclusive School (½)	2	10	40	50	
	Curriculum and Pedagogic Studies					
	Assessment for Learning	3	20	80	100	
	Pedagogy of School Subject -I (Part 2)	3	20	80	100	
	Pedagogy of School Subject-II (Part 2)	3	20	80	100	
	Optional Course(½)	2	10	40	50	
	Total			100	400	500
PRACTICUM	Engagement with the Field					
	(a) Teaching Competency					
	Pedagogy of School Subject -I		100**	100	200	
	Pedagogy of School Subject –II (16 Weeks of School Internship)		100**	100	200	
	(b) Yoga, Health & Physical Education		50	-	50	
	(c) Courses on Enhancing Professional Capacities (EPC)					
	EPC4: Understanding the Self (½)		50	-	50	
	Total			300	200	500
Grand Total				400	600	1000
<i>CCE – Continuous and Comprehensive Evaluation. EE – External Examination</i>						
* Note: Includes CCE done by the faculty of the concerned Pedagogical subject on different aspects of teaching competency as indicated in 13(iii) carried out during the 16 weeks' internship.						

12. Pattern of Question Paper for University Examination:

Full Courses: 80 marks – 3 hours

- (a) 2 questions of 10 marks each =20 (Answer 2 Questions out of 4 with internal choice)
- (b) 8 questions of 5 marks each = 40 (Answer 8 Questions out of 12)
- (c) 10 questions of 2 marks each = 20 (Answer 10 Questions out of 10)

Half Courses: 40 marks – 2 hours

- (a) 1 question of 10 marks = 10 (Answer 1 Question out of 2)
- (b) 5 questions of 4 marks each = 20 (Answer 5 Questions out of 8)
- (c) 5 questions of 2 marks each = 10 (Answer 5 Questions out of 5)

13. 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. 5 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 and one test and one project for a half 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: Reading and Reflecting on Texts

Course EPC 2: Drama and Art in Education

Course EPC 3: Critical Understanding of ICT

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 tasks and assignments listed under the course outline – 10 x4 = 40.

iii) Yoga, Health & Physical Education:

The evaluation of student teachers for the above course in both academic years shall be totally internal. The total of 50 marks allotted to each of the academic year is assigned as follows.

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

iv) 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 academic year

- 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

14. Conducting of Practical Examination:

- i) Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be 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:

S.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	
	Total	100

- vi) The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.
- vii) 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.
- viii) The faculty observer of the Pondicherry University shall be present during the practical examination.
- ix) The practical examination for all student teachers shall be conducted in a recognised high / higher / senior secondary school and the verification of records in the concerned college.

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 has 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 (36 out of 80) and CCE (9 out of 20) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course. In the case of half course, a minimum of 45% marks both in External Examination (18 out of 40) and CCE (5 out of 10) and a total of 25 marks by combining both external (EE) and internal (CCE) examination
- 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 2000 marks)	Class to be awarded
1200 and above	FIRST CLASS (≥ 60% of Grand Total)
1000 to 1199	SECOND CLASS (≥ 50% to < 60% of Grand Total)

IX. FOUR YEAR INTEGRATED PROGRAMME LEADING TO B.Sc., B.Ed. / B.A., B.Ed. DEGREE REGULATIONS (2018 – 19 ONWARDS)

PREAMBLE:

The Four year integrated programme in Education – B.Sc., B.Ed. and B.A., B.Ed. aims at integrating the general studies comprising three year Liberal Science - B.Sc. and Liberal Arts - B.A. on the one hand and the Professional Studies B.Ed. comprising foundation of education, pedagogy of school subjects and practicum related to tasks and functions of a school teacher on other hand. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. During the programme, the student-teacher shall be prepared for teaching up to class ten only but they shall automatically become eligible for teaching at senior/ higher secondary stage after they acquire post-graduation degree in a relevant subject. The Students who pass this programme will be eligible to pursue Masters' Degree in the respective subject in Pondicherry University and in any other University recognised by UGC.

Duration and Working Days:**1 Duration**

The B.Sc., B.Ed. and B.A., B.Ed. programmes shall be of four years (Eight Semesters) including school Based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

1.2 Working Days

There shall be at least two hundred and fifty (250) working days per year (120 – 130 days in each semester) excluding the period of admission and examination.

A working day will be of a minimum of 6 hours and 6 days in a week and adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring-providing group of individual guidance.

The minimum attendance of student teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

Intake, Eligibility and Admission Procedures**1 Intake**

There shall be a basic unit of (50) students. Initially two units (one unit each in B.Sc., B.Ed. and B.A., B.Ed. or Two units each either in B.Sc., B.Ed. or B.A., B.Ed.) may be permitted. The university may prescribe the distribution of students for different subjects based on the facilities available from the subjects listed below as per NCTE Regulations 2014

Course	Subject of specialization (Major / Main)
B.Sc., B.Ed.	Mathematics, Physics, Chemistry, Botany, Zoology, Computer Science
B.A., B.Ed.	English, Indian Language, History, Geography

(only Mathematics, Computer Science under B.Sc.B.Ed. and Hindi, English and History are offered under B.A.B.Ed. in Tagore Government College of Education, Port Blair from the academic year 2018-19)

2.2 Eligibility

- a) The candidates with at least 50% marks in the +2 or its equivalent are eligible for admission
- b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government / UT of Puducherry/UT of Andaman & Nicobar Islands.
- c) The choice of subject is based on the eligibility conditions as prescribed for the UG courses of the respective subject of specialization by this university.

Subject

Eligibility Criteria

Maths

Candidates for admission to this subject under B.Sc.B.Ed. (Mathematics) should have passed 10+2 system examination or equivalent examination recognised by Pondicherry University with Mathematics (not Business Mathematics) as one of the subject of study.

Computer Science

Candidates for admission to this subject under B.Sc.B.Ed. (Computer Science) should have passed 10+2 system examination or equivalent examination recognised by Pondicherry University with Mathematics/Business Mathematics/ Computer Science/Computer Applications as one of the subject of study.

English

Candidates for admission to this subject under B.A.B.Ed. (English) should have passed senior secondary examination under (10+2 system) with English one of the subjects conducted by SSC/CBSE/any State Govt. Board or equivalent recognised by Pondicherry University.

Hindi

Candidates for admission to this subject under B.A.B.Ed. (Hindi) should have passed senior secondary examination under (10+2 system) conducted by SSC/CBSE/any State Govt. Board or equivalent recognised by Pondicherry University.

History

Candidates for admission to this subject under B.A.B.Ed. (History) should have passed senior secondary examination under (10+2 system) conducted by SSC/CBSE/any State Govt. Board or equivalent recognised by Pondicherry University.

2.3 Admission Procedure

- a) Admission will be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of respective Government.
- b) At the time of admission to the programme, the students will need to indicate their selection of the subject to be pursued for the discipline options and accompanying pedagogic specialization for which they are applying and these may be assigned on the basis of order of merit and availability

3. Eligibility for Admission to Examination

The university examination for the B.Sc., B.Ed. and B.A., B.Ed. programmes shall be of eight semesters (a minimum of 120 days to a maximum of 130 days per semester) including school based experiences and internship in teaching. A student teacher shall be admitted to the examination only if (i) he/she has undergone the prescribed course of 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.

4. Course Structure

The four year integrated programme aims at integrating the general studies comprising B.Sc. in Mathematics, Physics, Chemistry, Botany, Zoology, Computer Science and B.A. in English, Indian Language, History, Geography disciplines on one hand and the Professional Studies B.Ed., comprising foundation of education, pedagogy of school subjects and practicum on the other hand relating to the task and functions of a school teacher. Hence the students shall have to study the content of the graduation level of their choice. In the professional segment, students shall study basics of education, different educational specializations having a direct bearing on teacher tasks, pedagogy of school subjects, undertake school experience, and conduct other practical activities.

The curriculum of the programme has been organized under the following four components:

1	Part I	Modern Indian Languages / French	Liberal Options (LO)
	Part II	English	
	Part III	Main + Supportive	
2	Part IV	Theory	Educational Studies (ES)
			Pedagogical Studies (PS)
		Practical	Practicum (PR)
3	AECC	Courses approved by UGC and MHRD	

As stated earlier, the curriculum of the programme has been organized under two broad components, namely the professional component and the liberal component. The professional component is further divided into three categories, namely educational studies, pedagogical studies and practicum. The semester-wise detailed scheme of studies along with weightage for different courses are given below:

SEMESTER WISE COURSE STRUCTURE

FIRST YEAR - SEMESTER I

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part I	Lang I-1	Tamil/French/Malayalam/Telugu/Hindi	4	30	70	100
Part II	Lang II-1	English	4	30	70	100
Part III	Core 1	Core: B.Sc/B.A.....	4	30	70	100
	Core 2	Core: B.Sc/B.A	4	30	70	100
	Core 3	Core: B.Sc/B.A	4	30	70	100
	Core 4 _(Supportive 1)	Supportive: B.Sc/B.A	4	30	70	100
Part IV	Edn: EPC 1	Yoga, Health and Physical Edn I	2	50	-	50
AECC	A 1	Environmental Studies	4	30	70	100
Total						750

FIRST YEAR - SEMESTER II

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part I	Lang I-2	Tamil/French/Malayalam/Telugu/Hindi	4	30	70	100
Part II	Lang II-2	English	4	30	70	100
Part III	Core 5	Core: B.Sc/B.A	4	30	70	100
	Core 6	Core: B.Sc/B.A	4	30	70	100
	Core 7	Core: B.Sc/B.A	4	30	70	100
	Core 8 _(Supportive 2)	Supportive: B.Sc/B.A	4	30	70	100
Part IV	Edn 1: C&PS	Language across the Curriculum	4	30	70	100
	Edn: EPC 2	Reading and Reflecting on Texts	2	50	-	50
Total						750

SECOND YEAR - SEMESTER III

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part I	Lang I-3	Tamil/French/Malayalam/Telugu/Hindi	4	30	70	100
Part II	Lang II-3	English	4	30	70	100
Part III	Core 9	Core: B.Sc/B.A	4	30	70	100
	Core 10	Core: B.Sc/B.A	4	30	70	100
	Core 11	Core: B.Sc/B.A	4	30	70	100
	Core 12 _(Supportive 3)	Supportive: B.Sc/B.A	4	30	70	100
Part IV	Edn 2: PE	Childhood and Growing up – I	4	30	70	100
	Edn 3: C&PS	Knowledge and Curriculum	4	30	70	100
	Edn: EPC 3	Drama and Art in Education	2	50	-	50
Total						850

SECOND YEAR - SEMESTER IV

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part I	Lang I-4	Tamil/French/Malayalam/Telugu/Hindi	4	30	70	100
Part II	Lang II-4	English	4	30	70	100
Part III	Core 13	Core: B.Sc/B.A	4	30	70	100
	Core 14	Core: B.Sc/B.A	4	30	70	100
	Core 15	Core: B.Sc/B.A	4	30	70	100
	Core 16 _(Supportive 4)	Supportive: B.Sc/B.A	4	30	70	100
Part IV	Edn 4: PE	Childhood and Growing up – II	4	30	70	100
	Edn 5: PE	Gender School and Society	4	30	70	100
	Edn: EPC 4	Critical Understanding of ICT	2	50	-	50
Total						850

THIRD YEAR - SEMESTER V

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part III	Core 17	Core: B.Sc/B.A	4	30	70	100
	Core 18	Core: B.Sc/B.A	4	30	70	100
Part IV	Edn 6: PE	Contemporary India and Education -I	4	30	70	100
	Edn 7: PE	Learning and Teaching-I	4	30	70	100
	Edn 8: C&PS	Pedagogy of School Subject I	4	30	70	100
	Edn 9: C&PS	Pedagogy of School Subject II	4	30	70	100
	Edn : Int 1	School Internship	4	100	-	100
	Edn : Int 2	Community Living Camp	2	50	-	50
	Edn: EPC 5	Soft Skill	2	50	-	50
		Total				800

THIRD YEAR - SEMESTER VI

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part III	Core 19	Core: B.Sc/B.A	4	30	70	100
	Core 20	Core: B.Sc/B.A	4	30	70	100
Part IV	Edn 10: PE	Learning and Teaching – II	4	30	70	100
	Edn 11: PE	Contemporary India and Education -II	4	30	70	100
	Edn 12: PE	School Management – I	4	30	70	100
	Edn 13: C&PS	Pedagogy of School Subject I	4	30	70	100
	Edn 14: C&PS	Pedagogy of School Subject II	4	30	70	100
		Total				700

FOURTH YEAR - SEMESTER VII

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part III	Core 21	Core: B.Sc/B.A	4	30	70	100
Part IV	Edn 15: PE	Creating an Inclusive School	4	30	70	100
	Edn 16: C&PS	Assessment for learning – I	4	30	70	100
	Edn 17: PE	School Management – II	4	30	70	100
	Edn 18: C&PS	Pedagogy of School Subject I	4	30	70	100
	Edn 19: C&PS	Pedagogy of School Subject II	4	30	70	100
	Edn: EPC 6	Yoga, Health and Physical Edn II	2	50	-	50
	Edn: EPC 7	Understanding Self	2	50	-	50
		Total				700

FOURTH YEAR - SEMESTER VIII

Title of the Course		Name of the course	Credits	CCE*	UE**	Total
Part III	Core 22	Core: B.Sc/B.A	4	30	70	100
Part IV	Edn 20: C&PS	Pedagogy of School Subject I	4	30	70	100
	Edn 21: C&PS	Pedagogy of School Subject II	4	30	70	100
	Edn 22: C&PS	Assessment for learning – II	4	30	70	100
	Practicum: Teaching Competency	Pedagogy of School Subject I	8	100	100	200
		Pedagogy of School Subject II	8	100	100	200
AECC	A2	Introduction to Public Administration	4	30	70	100
		Total				900

5. Choice of Pedagogical School Subjects I & II

B.Sc., B.Ed.

No.	Subject Majored	Pedagogical Subject I	Pedagogical Subject II
1	Mathematics	Mathematics	Physical Science or Computer Science or Language II
2	Physics	Physical Science	Mathematics or Biological Science or Computer Science or Language II
3	Chemistry		
4	Botany	Biological Science	Physical Science or Language II
5	Zoology		
6	Computer Science	Computer Science	Mathematics or Physical Science or Language II

B.A., B.Ed.

No.	Subject Majored	Pedagogical Subject I	Pedagogical Subject II
1	English	English I	English II
2	History	Social Science	Language II
3	Geography		
4	Any Indian Language	Language I	Language II

6. Curriculum, Programme Implementation and Assessment

The programme comprises two broad curricular areas: **general studies** comprising science stream (B.Sc.) / social sciences or humanities (B.A.) and **professional studies** comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. 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.

7. a. Task and Assignment related to theory courses in general studies (Courses in Liberal options)

Distribution of Marks for Liberal Courses

i. THEORY

Total: 100 Marks, Duration : 3 hours

University Examination (UE) : 70 marks

Continuous Comprehensive Evaluation (CCE) : 30 marks

Continuous Comprehensive Evaluation Structure:

Test - 15 marks (3 tests – 3x5)

Assignment - 10 marks

Attendance - 5 marks

Passing minimum for Continuous comprehensive evaluation - 12 marks (40%)

Passing minimum for University Examination - 28 marks (40 %)

The following weightage shall be given to attendance:

95% - 100% (5 marks)

90% - 94% (4 marks)

85% - 89% (3 marks)

80% - 84% (2 marks)

75% - 79% (1 mark)

ii. PRACTICALS

(Choose at least 5 experiment for each semester given in the LIST OF EXPERIMENTS in respective syllabus without overlap)

Practical main 50 marks and Ancillary practical 25

marks University Examination (UE) – 60 %

Continuous Comprehensive Evaluation (CCE) – 40 %

(Record notebook, Test, Regularity in record submission, Practical attendance)

b. Task and Assignment related to theory courses in professional studies

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 5th or 6th semester. 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 in the 8th semester.

8. 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.

During internship in the **fifth semester**, student teacher shall spend 4 weeks, spread over several days throughout 5th Semester. This will include one week of school engagement making observation in the school and three weeks of other engagements as explained in the syllabus. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

During the **sixth and seventh semester**, 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 must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) 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.

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.

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).

The total 60 lessons of classroom teaching in 15 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). A few lessons may be ICT based depending on resources available in the practicing schools.

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.

9. Other practical activities related to community based engagement

A minimum of 5 days shall be spent for Community Living Camp to foster social skills and values among student teachers during the 5th semester.

10. Scheme of examination

FIRST YEAR - SEMESTER I

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part I	Lang I-1	Tamil/French/Malayalam/Telugu/Hindi	3	30	70	100
Part II	Lang II-1	English	3	30	70	100
Part III	Core 1	Core: B.Sc/B.A.....	3	30	70	100
	Core 2	Core: B.Sc/B.A	3	30	70	100
	Core 3	Core: B.Sc/B.A	3	30	70	100
	Core 4 _(Supportive 1)	Supportive: B.Sc/B.A	3	30	70	100
Part IV	Edn: EPC 1	Yoga, Health and Physical Edn I	-	50	-	50
AECC	A 1	Environmental Studies	3	30	70	100
Total						750

FIRST YEAR - SEMESTER II

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part I	Lang I-2	Tamil/French/Malayalam/Telugu/Hindi	3	30	70	100
Part II	Lang II-2	English	3	30	70	100
Part III	Core 5	Core: B.Sc/B.A	3	30	70	100
	Core 6	Core: B.Sc/B.A	3	30	70	100
	Core 7	Core: B.Sc/B.A	3	30	70	100
	Core 8 _(Supportive 2)	Supportive: B.Sc/B.A	3	30	70	100
Part IV	Edn 1: C&PS	Language across the Curriculum	3	30	70	100
	Edn: EPC 2	Reading and Reflecting on Texts	-	50	-	50
Total						750

SECOND YEAR - SEMESTER III

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part I	Lang I-3	Tamil/French/Malayalam/Telugu/Hindi	3	30	70	100
Part II	Lang II-3	English	3	30	70	100
Part III	Core 9	Core: B.Sc/B.A	3	30	70	100
	Core 10	Core: B.Sc/B.A	3	30	70	100
	Core 11	Core: B.Sc/B.A	3	30	70	100
	Core 12 _(Supportive 3)	Supportive: B.Sc/B.A	3	30	70	100
Part IV	Edn 2: PE	Childhood and Growing up – I	3	30	70	100
	Edn 3: C&PS	Knowledge and Curriculum	3	30	70	100

	Edn: EPC 3	Drama and Art in Education	-	50	-	50
		Total				850

SECOND YEAR - SEMESTER IV

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part I	Lang I-4	Tamil/French/Malayalam/Telugu/Hindi	3	30	70	100
Part II	Lang II-4	English	3	30	70	100
Part III	Core 13	Core: B.Sc/B.A	3	30	70	100
	Core 14	Core: B.Sc/B.A	3	30	70	100
	Core 15	Core: B.Sc/B.A	3	30	70	100
	Core 16 (Supportive 4)	Supportive: B.Sc/B.A	3	30	70	100
Part IV	Edn 4: PE	Childhood and Growing up – II	3	30	70	100
	Edn 5: PE	Gender School and Society	3	30	70	100
	Edn: EPC 4	Critical Understanding of ICT	-	50	-	50
Total						850

THIRD YEAR - SEMESTER V

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part III	Core 17	Core: B.Sc/B.A	3	30	70	100
	Core 18	Core: B.Sc/B.A	3	30	70	100
Part IV	Edn 6: PE	Contemporary India and Education -I	3	30	70	100
	Edn 7: PE	Learning and Teaching-1	3	30	70	100
	Edn 8: C&PS	Pedagogy of School Subject I	3	30	70	100
	Edn 9: C&PS	Pedagogy of School Subject II	3	30	70	100
	Edn : Int 1	School Internship	-	100	-	100
	Edn : Int 2	Community Living Camp	-	50	-	50
	Edn: EPC 5	Soft Skill	-	50	-	50
Total						800

THIRD YEAR - SEMESTER VI

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part III	Core 19	Core: B.Sc/B.A	3	30	70	100
	Core 20	Core: B.Sc/B.A	3	30	70	100
Part IV	Edn 10: PE	Learning and Teaching – II	3	30	70	100
	Edn 11: PE	Contemporary India and Education -II	3	30	70	100
	Edn 12: PE	School Management – I	3	30	70	100
	Edn 13: C&PS	Pedagogy of School Subject I	3	30	70	100
	Edn 14: C&PS	Pedagogy of School Subject II	3	30	70	100
Total						700

FOURTH YEAR - SEMESTER VII

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part III	Core 21	Core: B.Sc/B.A	3	30	70	100
Part IV	Edn 15: PE	Creating an Inclusive School	3	30	70	100
	Edn 16: C&PS	Assessment for learning – I	3	30	70	100
	Edn 17: PE	School Management – II	3	30	70	100
	Edn 18: C&PS	Pedagogy of School Subject I	3	30	70	100
	Edn 19: C&PS	Pedagogy of School Subject II	3	30	70	100
	Edn: EPC 6	Yoga, Health and Physical Edn II	-	50	-	50
	Edn: EPC 7	Understanding Self	-	50	-	50
Total						700

FOURTH YEAR - SEMESTER VIII

Title of the Course		Name of the course	Hours	CCE*	UE**	Total
Part III	Core 22	Core:B.Sc/B.A	3	30	70	100
Part IV	Edn 20: C&PS	Pedagogy of School Subject I	3	30	70	100
	Edn 21: C&PS	Pedagogy of School Subject II	3	30	70	100
	Edn 22: C&PS	Assessment for learning – II	3	30	70	100
	Practicum: Teaching Competency	Pedagogy of School Subject I	-	100	100	200
		Pedagogy of School Subject II	-	100	100	200
AECC	A2	Introduction to Public Administration	3	30	70	100
Total						900

11. Pattern of question paper for University Examination

Maximum Marks in the University Examination and duration: 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)
10 questions of 2 marks each = 20 (Answer 10 Questions out of 10)

Distribution of marks for Continuous and Comprehensive Evaluation (CCE) for both general and professional studies.

(i) For theory courses:

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

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

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

- Course EPC 1: Yoga, Health & Physical Education**
- Course EPC 2: Reading and Reflecting on Texts**
- Course EPC 3: Drama and Art in Education**
- Course EPC 4: Critical Understanding of ICT**
- Course EPC 5: Understanding the Self**
- Course EPC 6: Yoga, Health & Physical Education**
- Course EPC 7: Soft skill**

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 tasks and assignments listed under the course outline – 10 x4 = 40.

(iii): 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 is as follows

- 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 a. Conducting of practical examination for general studies in science (B.Sc.)

As stated in 7.a.

13 b. Conducting of practical examination for professional studies

i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be 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.

On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination by appointing the Board of Examiners.

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.

The practical examination will be conducted for two to three days after the completion of internship in the 8th semester.

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

The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.

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.

The faculty observer of the Pondicherry University shall be present during the practical examination.

The practical examination for all student teachers shall be conducted in a recognized high / higher / senior secondary school and the verification of records in the concerned college.

14. Passing Minimum in general studies and professional studies

i. Every student teacher should register for all the courses in the theory examination and practical examination in the first attempt.

A student teacher shall be declared to have passed in the B.Sc.,B.Ed./B.A.,B.Ed Degree examination only if he/ she has passed both the theory and practical examination.

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 (UE) and internal (CCE) examination in each course

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.

A student teacher who fails in one or more courses in the theory examination in general studies and professional studies 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.

The integrated B.Sc.,B.Ed./B.A.,B.Ed. degree programme should be completed by the student teachers in not more than 6 years from the date of admission to the programme.

15. Classification of successful candidates

The successful student teachers shall be classified in Part I, Part II, Part III and Part IV separately as follows.

Examination	FIRST CLASS	SECOND CLASS	THIRD CLASS
Part I – Any Indian Language / French	60% and above	50% and above but less than 60%	Pass but less than 50%
Part II – English			
Part III – Main + Supportive subjects			
Part IV – Education Component			NA

1. **Fees:**

- (i) University fees
 - (a) Registration fees Rs. 40/-
 - (b) Sports fee Rs. 25/-
 - (c) University development fee Rs. 50/-
 - (d) Recognition fee Rs. 180/-
 - (e) Matriculation fee Rs. 18/-
- (ii) College fees including tuition fees, hostel security, library security etc are to be deposited at the time of admission.
- (iii) University Examination Fees*
 - 1. Examination fee for each written paper Rs. 75/-
 - 2. Examination fee for each practical Rs. 100/-
 - 3. Fee for statement of marks Rs. 50/-
 - 4. Convocation fee in absentia – for final year students Rs. 500/-
 - 5. Provisional certificate – for final year students (**Subject to Change*)Rs. 150/-

2. **Mode of Selection:** The selection shall be made strictly in accordance with the merit in the qualifying examination as prescribed by the affiliating University and as per the guidelines issued by the A&N Administration from time to time. It is also governed by the instructions and norms laid down by the NCTE and Pondicherry University. Admission will be based on merit, subject to the policy of reservation that may be effected from time to time by the Pondicherry University and A&N Administration.

The reservation for ST and physically challenged candidates shall be as per the rules issued by Govt. of India and as per the instructions of the A&N Administration.

X. **GENERAL RULES FOR THE TRAINEES**

- 1. Exchange of greetings with the members of the staff in the College and hostel by saying “Namaskar” or “Good Morning” is encouraged.
- 2. Trainees are not allowed to wear costly and fancy type of ornaments. The College shall not be responsible for theft or misplacement of such ornaments.
- 3. Students should maintain good progress and conduct which are prerequisites for appearing for the University Examination.
- 4. The students should avail of leave only with previous sanction of the College authorities.
- 5. **Use of mobile phones is strictly prohibited in the College Campus. If any trainee is found using mobile phones or possessing mobile phone in silent or switched off mode, appropriate action shall be initiated against them.**
- 6. **Smoking or chewing of pan or tobacco is strictly banned in the College Campus.**
- 7. A trainee is supposed to be present in the College during working hours failing which he/she shall be seriously dealt with. He/she will not leave the College campus during working hours without permission of the College authorities.
- 8. Trainees proceeding outside Port Blair will have to obtain written permission from the Principal, failing which his/her admission will be cancelled.

9. For professional growth, every trainee is expected to read as many as books they can especially on their subjects. This will be a credit towards the award of internal assessment of the concerned subject and sessional work in general.
10. A trainee has to compulsorily attend the camp, seminars, College functions and other institutional activities from time to time.
11. All trainees should attend the College in the uniform prescribed by the College and should be in possession of valid identity card issued by the College.
12. If the trainee is absent either in the morning assembly or in lecture session or in a function or comes without uniform will be marked absent for the whole day and he/she will not be allowed to attend the remaining routine of the day.
13. Applications for sick leave for one day should be recommended by the warden of the hostel or by the parent as the case may be. Applications for sick leave for more than 1 day should be supported by a Medical certificate from the Registered Medical Practitioner.
14. Absence without permission will be considered a breach of discipline and will be dealt seriously.
15. The following would be considered the breach of discipline and will be seriously dealt with:
 - (i) Smoking, Pan chewing, tobacco consuming inside the College premises.
 - (ii) Absence from the class in any period without permission of the teacher concerned.
 - (iii) Loitering on the veranda or gossiping in the common room during period of work.
 - (iv) Absence from the community function such as celebration of Independence Day, Republic Day, Cultural function, Debates, Seminars, Symposiums etc.
 - (v) Tampering with electrical or sanitary installation and other fittings.
 - (vi) Disfiguring the College or the hostel walls, throwing spittle on the veranda etc.
 - (vii) Singing, shouting, quarrelling or using impolite and vulgar expressions towards each other inside the College.
 - (viii) Discourteous behaviours towards the lady students of the College.
 - (ix) **Throwing waste paper/garbage in the class and campus.**

IMPORTANT

Ragging is strictly prohibited in the College. If any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain and if his explanation is not found satisfactory, the authority would expel him from the institution.