D.B.M.S. College of Education
(Recognised by National Council for Teacher Education)
Affiliated to Kolhan University, Chaibasa & J. A. C., Ranchi, Jharkhand
Road No. 23, Farm Area, Kadma, Jamshedpur-831005 | Phone : 2309097
E-mail : dbms.edu23@gmail.com | Website : dbmscollege.in
NAAC ACCREDITED

I. Program Outcomes (PO)

Table 1: Pos of B.Ed. Course

At the end of the 2- year B.Ed. course, the student will be able to:

	B.Ed. Course
PO-1	To help students discover and appreciate their unique vocation in society.
PO-2	To create a learning environment which integrates theory and practice
PO-3	To nurture, in particular, the values of peace, justice, equality and fraternity
PO-4	To enable students to understand and cater to the needs of a diverse student population
PO-5	To encourage students to become catalysts of social transformation
PO-6	To revitalize education through collaboration with different organization and universities.
PO-7	To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook band holistic in perspective for the achievement
PO-8	To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.
PO-9	To draw out latent talents and creativity through varied co-curricular programmes

II. Course Outcomes (COs)

Mapping with Programme Outcomes (POs)

Table 1 CHILDHOOD AND GROWING UP

Subject: CHILDHOOD AND GROWING UP On the successful completion of the course, student will be able to	
CO 1	Identify the role of Heredity and Environment in teaching learning process
CO 2	Define the growth and development concepts
CO 3	Generalize the holistic development of adolescents
CO 4	Describe individual differences of learner
CO 5	Differentiate general and inclusive students' need of learning
CO 6	Define the diversity in the learning style
CO 7	Determine the impact of media on childhood and growing up students
CO 8	Explain the role of social dimension on childhood and growing up students

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1							√		
CO2						√			
CO3					√				
CO4				√					
CO5				√					
CO6								√	
CO7									√
CO8	√								

Table 2-**CONTEMPORARY INDIA AND EDUCATION**

Subject:	**CONTEMPORARY INDIA AND EDUCATION**
CO 1	Appreciate the role of education in handling the issues in contemporary India.
CO 2	Compare Liberalization, privatization, Globalization in context with modern India
CO 3	Identify the limitations of social changeand apply the principles of education in socialcontext.
CO 4	Identify the challenging gender inequalities in school and make attempt to establish positive attitude towards gender equality. Compare Liberalization,

	privatization,Globalization in context with modern India
CO 5	To understand the concept of Education Act 2009 and its feature the National policies
CO 6	Appreciate the contribution of great educationist

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	√								
CO2					√				
CO3		√							
CO4				√					
CO5		√							
CO6								√	

Table 3- LANGUAGE ACROSS THE CURRICULUM

Subject:	LANGUAGE ACROSS THE CURRICULUM
CO 1	To identify the language backgrounds of students and facilitate their movement from home / regional language to standard language
CO 2	To analyse the nature of classroom discourse and devise strategies to improve communication skills of students
CO 3	To develop the appropriate skills of reading and writing among the learners andfacilitate reading writing connection.
CO 4	To envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1						√			
CO2	√								
CO3		√							
CO4									√

Table 4- **UNDERSTANDING DISCIPLINES AND SUBJECTS**

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Subject:	***UNDERSTANDING DISCIPLINES AND SUBJECTS***
CO 1	To develop competencies and skills in classroom management of the student teacher.
CO 2	To understand the nature of motivation as relevant to classroom management
CO 3	To understand The Behaviourist and Humanistic view on motivation Inducingmotivation in classroom activities.
CO 4	To understand Classroom Management Personality and Leadership.
CO 5	To understand Concept of mental health - fostering mental health at home andschool.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1					√				
CO2							√		
CO3		√							
CO4								√	
CO5					√				

Table 5- **LEARNING AND TEACHING**

Subject:	**LEARNING AND TEACHING**
CO 1	Recognize the concept & types oflearning.
CO 2	Realize the connection between learningin school & outside the school.
CO 3	Apply the theories of learning inlearning process.
CO 4	Identify different theories of learning.
CO 5	Recognize & understand theory & type of constructivism.
CO 6	Appreciate the concept of mind map &concept map in learning process.
CO 7	Analyze the complex process ofteaching.
CO 8	Acquaint with different approaches oflearning that support learning.
CO 9	Value the relevance of reflections inthe teaching learning process.
CO 10	Acknowledge that teaching is a profession

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		√							

CO2						√			
CO3	√								
CO4								√	
CO5							√		
CO6									√
CO7		√							
CO8	√								
CO9		√							
CO10					√				

Table 6- **ASSESSMENT FOR LEARNING**

Subject:	**ASSESSMENT FOR LEARNING**
CO 1	State the nature, purpose and types of educational assessment and evaluation.
CO 2	Develop and use different types of tools and techniques for continuous andcomprehensive assessment of learning in the school situation.
CO 3	Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
CO 4	Analyse the trends and issues in learning and learner assessment.
CO 5	Analyse and interpret results of the assessment using rudimentary statisticalmethods.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1		√							
CO2					√				
CO3							√		
CO4	√								
CO5							√		

Table 5- **CREATING AN INCLUSIVE SCHOOL**

Subject:	**CREATING AN INCLUSIVE SCHOOL**
CO 1	Outline the concept and nature ofInclusive Education.

CO 2	Illustrate the difference between Main School, Special School, Integrated School andInclusive School.
CO 3	Explain the need for and importance of Inclusive Education.
CO 4	Examine the status of InclusiveEducation in India.
CO 5	Illustrate the National policies,programmes and Acts with respect to Inclusive Education in India.
CO 6	Identify different types of disabilities.
CO 7	Compare the nature and needs of different categories of disabled children.
CO 8	Recognize concept, need for and importance of social, economic and culturalinclusion.
CO 9	Apply inclusive instructionalstrategies at school level.
CO 10	Identify the infrastructural facilitiesnecessary for inclusive set up.
CO 11	Identify various issues and concerns related with creation of an inclusive culture inschool.
CO 12	Make use of various assistivetechnology for successful inclusion.
CO 13	Recommend different assessment andevaluation methods in an inclusive set up.
CO 14	Identify the role of teacher infacilitating Inclusive Education.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1			√						
CO2			√						
CO3				√					
CO4					√				
CO5								√	
CO6		√							
CO7				√					
CO8			√						
CO9					√				
CO10								√	
CO11	√								
CO12	√								
CO13						√			
CO14					√				

Table 6- **KNOWLEDGE & CURRICULUM (I & II)**

Subject:	**KNOWLEDGE & CURRICULUM (I & II)**

CO 1	Understand the sources and generation of knowledge
CO 2	Realize the inter-relationship betweenknowledge, information and skill in the present social context
CO 3	Understand the dimensions of curriculum development
CO 4	Understand the social basis of framingcurriculum
CO 5	Get acquainted in the views of Indian thinkers on the social basis for framingcurriculum
CO 6	Comprehend the concept and relevance ofmultilingualism in the Indian context
CO 7	Get acquainted with the activity-based learning approaches

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1			√						
CO2	√								
CO3									√
CO4					√				
CO5								√	
CO6									√
CO7					√				

Table 7- **PEDAGOGY OF THE SCHOOL SUBJECT - ENGLISH**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT - ENGLISH**
CO 1	Understand the nature, scope andimportance of the subject.
CO 2	State the objectives of the subject.
CO 3	Explain and use different approaches, methods and techniques of teaching learningsubject.
CO 4	Explain the concept and types ofcurriculum and syllabus.
CO 5	Explain the importance and use of coreelements, values and life skills.
CO 6	Analyse the textbook and content.
CO 7	Analyse the various resources in teachinglearning of the subject.
CO 8	Understand qualities of a good teacher.
CO 9	Explain and understand the structure ofsubject
CO 10	Analyse and evaluate the new trends ofcurrent issues in the subject.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2							√		
CO3						√			
CO4					√				
CO5			√						
CO6						√			
CO7		√							
CO8		√							
CO9		√							
CO10								√	

Table 8- **PEDAGOGY OFTHE SCHOOL SUBJECT – GEOGRAPHY**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – GEOGRAPHY**
CO 1	Recognizes the nature, scope andimportance of the subject.
CO 2	States the objectives of the subject.
CO 3	Recognizes and applies different approaches, methods and techniques ofteaching learning of subject.
CO 4	Recognize the structure of subject.
CO 5	Recognize importance of core elements life skills & values and applies core elementslife skills & values.
CO 6	Analyses the textbook & content.
CO 7	Recognize the concept and types of curriculum and syllabus.
CO 8	Analyses the various resources in teachinglearning of subject.
CO 9	Recognize qualities of good teacher.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2							√		
CO3						√			
CO4		√							
CO5			√						
CO6						√			

CO7					√				
CO8		√							
CO9		√							

Table 9- **PEDAGOGY OFTHE SCHOOL SUBJECT – MATHEMATICS**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – MATHEMATICS**
CO 1	Explain nature, scope & importance of mathematics at secondary & higher secondary level.
CO 2	Rephrase facts, terms, concepts, laws& principles in mathematics.
CO 3	Analyse the textbook & content of mathematics at secondary & higher secondary level.
CO 4	Illustrate and demonstrate methods &models of teaching learning of mathematics.
CO 5	Make use of the competencies of mathematics teacher

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2		√							
CO3						√			
CO4								√	
CO5					√				

Table 10-**PEDAGOGY OFTHE SCHOOL SUBJECT – ECONOMICS**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – ECONOMICS**
CO 1	Understand meaning nature scope and basicconcept of economics
CO 2	Understand major challenges before Indianeconomy
CO 3	Understand the concept and scope of microand macro economics
CO 4	Understand the basic concept of teaching ofeconomics
CO 5	Understand the implement pedagogical approaches and learning resources of economics
CO 6	Understand the quality of good economicsteacher

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2		√							

CO3					√				
CO4						√			
CO5			√						
CO6					√				

Table 10- **PEDAGOGY OFTHE SCHOOL SUBJECT – LIFE SCIENCE**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – LIFE SCIENCE**
CO 1	Explain facts, terms, concepts, laws &principles in biology.
CO 2	Illustrate nature, scope & importance of biology at secondary &higher secondary level. co-relation with other disciplines.
CO 3	Analyse the textbook& content of biologyat secondary &higher secondary level.
CO 4	Make use of methods& models of teachinglearning of biology.
CO 5	Demonstrate the competencies of biologyteacher

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2				√					
CO3						√			
CO4		√							
CO5					√				

Table 11- **PEDAGOGY OFTHE SCHOOL SUBJECT – PHYSICAL SCIENCES**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – PHYSICAL SCIENCES**
CO 1	State the nature and importance of physical science and its relevance in secondaryschool curriculum.
CO 2	Use various methods and approaches to teaching-learning Physical Science suitablefor the secondary school classes.
CO 3	Plan lessons in physical science for effective classroom transactions.
CO 4	Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2		√							
CO3					√				
CO4									√

Table 12- **PEDAGOGY OFTHE SCHOOL SUBJECT – HISTORY AND CIVICS**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – HISTORY AND CIVICS**
CO 1	State the meaning, scope and importance of History and Political Science
CO 2	Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons
CO 3	Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
CO 4	Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2					√				
CO3		√							
CO4							√		

Table 13- **PEDAGOGY OFTHE SCHOOL SUBJECT – HINDI**

Subject:	**PEDAGOGY OFTHE SCHOOL SUBJECT – HINDI**
CO 1	Analyse the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF – 2005
CO 2	Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
CO 3	Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	√								
CO2					√				
CO3				√					

Table 14- **CRITICAL UNDERSTANDING OF ICT-PRACTICAL**

(EPC 1)

Subject:	**CRITICAL UNDERSTANDING OFICT-PRACTICAL (EPC 1)**
CO 1	Demonstrate skills for preparing ICT Practical.
CO 2	Apply various applications software like Power point presentation, word publisher,and Word processing for practical preparation.
CO 3	Create folders for proper execution ofpractical.
CO 4	Plan unit plan template
CO 5	Compile the data (audio, visual images and clip arts etc.) for preparation of practical.
CO 6	Classify the information required for the practical

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1					√				
CO2							√		
CO3								√	
CO4							√		
CO5		√							
CO6	√								

Table 15- **DRAMA AND ART IN EDUCATION**

(EPC 2)

Subject:	**DRAMA AND ART IN EDUCATION (EPC 2)**
CO 1	Understanding basics of different Art forms – impact of Art forms on the human mind

CO 2	Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
CO 3	Enhance skills for integrating different Art forms across school curriculum at secondary level
CO 4	Enhance awareness of the rich cultural heritage, artists and artisans

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1					√				
CO2			√						
CO3									√
CO4									√

Table 16- **UNDERSTANDING THE SELF**

(EPC 3)

Subject:	**UNDERSTANDING THE SELF (EPC 3)**
CO 1	Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.
CO 2	Realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
CO 3	Perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
CO 4	Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1			√						
CO2									√
CO3									√
CO4									√

Table 17- **PHYSICAL EDUCATION AND YOGA**

(EPC 4)

Subject:	**PHYSICAL EDUCATION AND YOGA (EPC 4)**
CO 1	Recognizes the importance of physical exercises, games.
CO 2	Recognizes the importance of yoga andSurya namaskar, sports.
CO 3	Recognizes the importance of physicaland mental health.
CO 4	Applies yoga in day today life.
CO 5	Applies physical exercises in daily life.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	√								
CO2				√					
CO3				√					
CO4					√				
CO5					√				

Table 18- **GUIDANCE AND COUNSELLING**

Subject:	**GUIDANCE AND COUNSELLING (OPTIONAL/ ELECTIVE)**
CO 1	Define the concept and need ofguidance.
CO 2	Illustrate the principles and procedureof guidance.
CO 3	Explain the role of school in guidance.
CO 4	Recognize various areas in guidance.
CO 5	Explain the concept, need and meaningof counselling.
CO 6	Illustrate principles and process ofcounselling.
CO 7	Analyse the relationship betweenguidance and counselling.
CO 8	Demonstrate the qualities and role of aschool counsellor.
CO 9	Explain the tools and techniques inguidance and counselling.
CO 10	Relate the need of counselling children with special needs and for parents.

Mapping of Course Outcomes with Programme Outcomes (POs)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1								√	
CO2			√						
CO3	√								
CO4	√								
CO5	√								
CO6				√					
CO7					√				
CO8								√	
CO9							√		
CO10				√					

Table 19- **PRACTICE TEACHING &INTERNSHIP**.

Subject:	**PRACTICE TEACHING &INTERNSHIP**.
CO 1	Analyse the depth & breadth ofacademic learning.
CO 2	Apply different methodology to maketeaching learning effective.
CO 3	Apply ICT resources in teaching inmultiple ways.
CO 4	Integrate content & methodology as perthe course requirement.
CO 5	Realize & develops interest in teaching.
CO 6	Identify role & responsibilities as a teacher during & after the course.
CO 7	Develops communication skill.
CO 8	Communicate & collaborate effectively& appropriately with different students & coteachers during course.
CO 9	Exhibit professional ethics by displaying positive disposition duringinternship.
CO 10	Identify & write down the dailyactivities & experiences.
CO 11	Build Record of activities &experiences.
CO 12	Analyse & develop work habits & attitudes to be a good teacher

REGULATION FOR

BACHELOR OF EDUCATION (B.ED.) DEGREE

1. INTRODUCTION:

In these Regulations, unless the context otherwise requires:

- "University" means Kolhan University.
- "Bachelor of Education programmes" means Bachelor of Education degree courses in the Department of Education.
- "Student" means student admitted to B.Ed. programme under these Regulations.
- "Degree" means B.Ed. Degree
- "Board of Studies" means Board of Studies of the University in the discipline / subjects concerned.
- "Academic Council" means Academic Council of Kolhan University
- "Fee" means the fee under self finance scheme prescribed by the University for the programmes from time to time

2. ACADEMIC SESSION

i) The Bachelor of Degree programme shall be of a minimum duration of 2 academic years consisting of four semesters each of six month duration: Odd semester (July-December) and Even semester (Jan-June). The programme will include and intership of a minimum of 20 working weeks of which four working weeks shall be in the first year of study and 16 working weeks shall be in the second year of study.

ii) A Co-ordination Committee shall prepare the Academic Calendar at the beginning of each Academic Year which shall include schedule of academic activities for a Academic Year. The dates of Registration, Mid-Semester & End-Semester Examinations, Inter Semester Breaks etc., shall be laid down in the Academic Calendar for the Academic yerar. The Academic Calendar shall strive to provide for a total of about 110 Working Days in each Semester consisting of approximately six months.

3. INTAKE, ELIGIBILITY AND ADMISSION PROCEDURE

(a) Intake: There shall be a basic unit of 50 students with a maximimum of 2 units

(b) Eligibility:

i. Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree in Science, Social Science, Humanity, Commerce, Bachelor's in Engineering or Technology with specialisation in Science and Mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the programme.
ii. The reservation for SC/ST/OBC and other categories shall be as per the rules of the State Government.

(c) Admission:

i. Admission shall be made on merit based on marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCTE and State Government.
ii. Admission to B.Ed. Course will be made in the First Semester of each Session.
iii. All Students admitted to the Course shall be required to pay prescribed tuition & other fee at the time of admission & and at the beginning of each subsequent Semester. prevalent Tuition & other fees as prescribed by the Institute till they are on Roll.
iv. The Institution reserves the right to cancel the admission of any Student, & ask him/her to discontinue his/her Studies at any stage of his/her Career on grounds of unsatisfactory Academic performance, irregular Attendance in Classes or Indiscipline.

4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English and Hindi both.

5. ATTENDANCE:

i. The minimum attendance of students shall be 80% of all course work including practicum and 90% for school internship.
ii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.
iii. A student who does not satisfy the requirements of attendance shall not be permitted to take appear in the Semester end examinations.

6. CONDUCT & DISCIPLINE

i. Conduct of the students within & outside the Premises of their Institution must be

according to Rules laid down by the concerned Institution.

ii. Detailed Rules regarding Conduct & Discipline along with prospectus of the institution shall be made available to the Students.

7. REGISTRATION

i. Every Student of the B.Ed. Course is required to be enrol / Register in the beginning of the 1st semester of the 1st year of the corresponding academic session.

ii. A Student who does not register on the day announced for the purpose may be permitted, in consideration of any compelling reason. Late Registration is allowed within next Three Working Days on payment of a prevalent additional Late fine as prescribed by the University. Normally no Late Registration shall be permitted after the Third Working Day from the scheduled date.

iii.

a. To be promoted in the Second Year & continue his/her Study in the Institution at the end of the First Year a Student must obtain at least 27 credits, out of 36 credits.
b. Only those students will be allowed to appear in the second semester exam who have secured at least 11 credit out of 19 credit.
c. To obtain a Semester Grade Point Average (SGPA) of not lower than 4.0 calculated on the basis of some combination of the best Grades obtained by him/her to attain the minimum 27 Credits.
d. Before appearing in the final end semester examination a candidate must clear all the back semester paper and obtain 52 credits.
e. Final result will be declared on the basis of 72 credits (including credits of all four semester and CGPA

iv

a. A Grade will be awarded to the Student in a Subject based on his performance in Mid/End-Semester Examinations, Practical Examinations & Internal Assessment through Class Tests, Home Assignments. Marks will be awarded for each component. Grades will be assigned & associated point value will be as follows:

Percentage Marks Obtained	Performance	Letter Grade	Point Value Per Credit
>=90	Excellent	Ex	10
<90 & >=80	Very Good	A	9
<80 & >=70	Good	B	8
<70 & >=60	Fair	C	7
<60 & >=50	Average	D	6
<50 & >=40	Pass	P	5
<40	Fail	F	0

a. In order to pass a candidate shall required to obtain 40 % marks in theory and 50% marks in practical examination/ projects/records/internal assessment.

Provided that he had obtain at least 32/16 marks in each theory paper out of full marks of 80/40 respectively. Minimum pass marks must be obtained separately both in theory as well as internal/practical portion.

Failed in one or more Subjects:
If any candidate is failed to obtain required credit & SGPA then he /she will have to appear in all papers in insuing coming examination.

v. A Student who has been debarred from appearing at an Examination either (i) on account of unsatisfactory Attendance or (ii) by the University as a measure of disciplinary action or (iii) for adopting malpractice at an Examination, & consequently

awarded a Grade 'X'. may Re-register for the Subject(s) after the term of the debarment expires. Provided that other provisions of this Regulations do not prevent him.

Vi Enrollment /Registration in B.Ed course is valid only for five academic years. If any student is unable to pass within five years then he/she has to enrolled/ re-register for the course. Minimum three month classes including theory/practicum/teaching assessment / internal assessment etc required for such type of student.

8. CREDITS, GRADE LETTER GRADE POINTS, CREDIT POINTS

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to course in a semester.

Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course /paper. It is indicated by a Grade letter Ex, A, B, C, D, P, F. There is a range of marks for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper

Ex: Faculty of Education

$$\text{CGPA} = \frac{\text{Total CPts of Semester-I} + \text{Semester- II} + \text{Semester- III} + \text{Semester- IV}}{\text{Total Credits of Semester- I} + \text{Semester- II} + \text{Semester- III} + \text{Semester- IV}}$$

OR

$$\frac{[\text{SGPA of I Semester} \times \text{Total Credits of I Sem}] + [\text{SGPA of II Semester} \times \text{Total Credits of II Sem}] + [\text{SGPA of III Semester} \times \text{Total Credits of III Sem}] + [\text{SGPA of IV Semester} \times \text{Total Credits of IV Sem}]}{\text{Total Credits of I Semester} + \text{II Semester} + \text{III Semester} + \text{IV Semester}}$$

Note: The result of the successful candidates shall be classified as follows:

i.	First Division with Distinction: First	CGPA from 9.00 to 10.00
ii.	Division:	CGPA from 8.00 to 8.99
iii.	Second Division with 55%	CGPA 7.00
iii.	Second Division:	CGPA from 6.00 to 6.99
iv.	Pass Division	CGPA from 5.00 to 5.99
v	Fail	

Example: Semester – I

Subject Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper I	5	60	C	7	5 X 7=35
Paper II	5	50	D	6	5 X 6=30
Paper IV	3	70	B	8	3 X 8=24
Paper V	3	60	C	7	3X 7=21
Paper EPC I	3	70	B	8	3 X 8=24

Total Credit Points: 134

Total Credits : 19

SGPA = Total Credit Points in the Semester – I = 134/19 = 7.0

Total Credits in the Semester – I

SGPA for Semester – 1 = 7.0

Semester – II

Subject Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper III	5	60	C	7	5 X 7=35
Paper VII A	3	50	D	6	3 X 6=18
Paper VIII A	3	70	B	8	3 X 8=24
Paper EPC II	3	60	C	7	3X 7=21
Paper XII	3	70	B	8	3 X 8=24
	17				

Total Credit Points: 122

Total Credits : 17

SGPA = Total Credit Points in the Semester –I I = 122/17 = 7.1
Total Credits in the Semester – II

SGPA for Semester – II = 7.1

Semester – III

Paper Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper VII B	3	60	C	7	3 X 7=21
Paper IX	5	50	D	*6*	5 X 6=30
Paper EPC III	3	70	B	*8*	3 X 8=24
Paper XII	5	60	C	*7*	5X 7=35

Total Credit Points: 110

Total Credits : 16

SGPA = Total Credit Points in the Semester –III = 110/16 = 6.8
Total Credits in the Semester – III

SGPA for Semester – III = 6.8

Semester IV

Paper Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points

Paper VI	3	60	C	7	3 X 7=21
Paper VIII B	3	50	D	*6*	3X 6=18
Paper X	3	70	B	*8*	3 X 8=24
Paper XI	3	60	C	*7*	3X 7=21
Paper EPC IV	3	80	A	9	3X 9=27
Paper XII	5	70	B	8	5X 8=40

Total Credit Points: 151

Total Credits : 20

SGPA = Total Credit Points in the Semester – IV = 151/20 = 7.5
Total Credits in the Semester – IV

SGPA for Semester – IV = 7.5

$$CGPA = \frac{\text{Total CPts of Semester-I + Semester- II + Semester- III+ Semester- IV}}{\text{Total Credits of Semester- I+ Semester- II +Semester- III + Semester- IV}}$$

$$CGPA = \frac{134+122+110+151}{19+17+16+20} = 517/72 = 7.1$$

9. GRADING SYSTEM

i. As a measure of Students' Performance a 7 – Scale Grading System using the Letter Grades (vide Clause 7.6) & corresponding Grade Points per Credit, shall be followed.

ii. A Semester Grade Point Average (SGPA) will be computed for each Semester. The SGPA will be calculated as follows:

$$SGPA = \sum_{i=1}^{n} C_i g_i / \sum_{i=1}^{n} C_i$$

where 'n' is the Number of Subjects registered for the Semester, 'Ci' is the Number of Credits allotted to a particular Subject, & 'gi' is the Grade-Points carried by the Letter corresponding to the Grade awarded to the Student for the Subject. SGPA will be

rounded off to the Second Place of Decimal & recorded as such. The SGPA would indicate the performance of the Student in the Semester to which it refers.

iii. Starting from the Second Semester at the end of each Semester S, a Cumulative Grade Point Average (CGPA) will be computed for every Student as follows:

$$CGPA=\sum_{i=1}^{m} Cigi / \sum_{i=1}^{m} Ci$$

where 'm' is the Total Number of Subjects the Student has registered from the First Semester onwards up to & including the Semester S, 'Ci' is the Number of Credits allotted to a particular Subject's' & 'gi' is the Grade-Point carried by the Letter corresponding to the Grade awarded to the Student for the Subject's;. CGPA will be rounded off to the Second Place of Decimal & recorded as such.

The CGPA would indicate the cumulative Performance of the Student from the First Semester up to the end of the Semester to which it refers.

The CGPA, SGPA & the Grades obtained in all the Subjects in a Semester will be communicated to every Student at the end of every Semester.

For determining the Inter se Merit Ranking of a group of Students, only the rounded off values of the CGPAs will be used.

iv. When a Student gets the Grade 'F' in any Subject during a Semester, the SGPA & the CGPA from that Semester onwards will be tentatively calculated, taking only 'Zero Point' for each such 'F' Grade. After the 'F' Grade(s) has/have been substituted by Letter, Grades during a subsequent Semester, the SGPA & the CGPA of all the Semesters, starting from the earliest Semester in which the 'F' Grade has been updated, will be recomputed & recorded to take this Change of Grade into account.

10. ASSESSMENT OF PERFORMANCE

i. There will be continuous assessment of a Student's Performance throughout the Semester & Grades will be awarded by the Subject Teacher/Co-ordination Committee formed for this purpose.

ii.

a. For arriving at a Grade obtained by a Student for a particular subject, initially a Numeric Marks obtained by the Student out of 100 (Hundred) is to be determined. For Subjects where the Laboratory component (P-component) is non-zero, separate Marks,

each out of 100 (Hundred), in the Theory component (L-& T- components) & the

Laboratory component are to be ascertained first. Next the failure cases (viz., the cases of Student obtaining 'F' Grade) are to be determined as explained in Appendix V. A composite Mark for the Subject out of 100 is the to be computed by taking appropriate contribution of Theory component & the laboratory component as elucidated in Appendix VI.

b. Once the Numeric Mark is obtained, the same is to be converted to Letter Grade.

c. For assigning Marks in Teacher's Assessment (TA) performance in Home Assignments, Class Tests, Tutorials, Vive-Voce, Attendance etc., are to be considered. At least Two Class Tests are to be conducted for a Subject. The Weights of different Sub-components of TA are to be announced by the Teacher at the beginning of the Semester.

iii. The twenty -week school teaching practice undergone by the Students in the 2nd ,3rd and 4th Semester would be assessed within Five Weeks after the commencement of the fourth Semester. The Students are required to submit a Written Report on the Training received. The Students are also required to submit to the Head of the Department a Completion Certificate in the prescribed form from the Competent Authority of the organization where the Training was received, without which he/she would not be assessed.

iv Assessment of Project Work

a. Performance in the various activities involved in the Project would be assessed individually at the end of each Semester in which it is being carried out as per the Curriculum. The Student is required to submit a Written Report at the end of the Semester. The Director/Principal in consultation with the Chairman, Academic Affairs/Head of the Department would appoint a Project Evaluation Board for the purpose of assessment. The different Components of Evaluation & the Weights assigned to these Components are depicted below:

Sub-component	weight
Supervisor's Assessment	40%
Record of Teaching Practice (to be assessed by the board)	20%
Evaluation Board's Assessment	40%

Student is required to give a Seminar on the Project Work done. The Evaluation Board would conduct the Viva-Voce. Dates for conducting the Seminar & the Viva-Voce, to be held within Ten Days after the End-Semester Examination, would be announced in the Academic Calendar.

b. If a Student due to non-completion of the Project Work cannot submit the Final Record of Teaching Practice at the end of 2nd 3rd and 4th Semester for B.Ed. & does not appear before the Evaluation Board for the Viva-Voce on the date fixed by the

Department in conformity with the Academic Calendar, may be granted extension of time not exceeding Two Months on furnishing sufficiently reasonable ground to the satisfaction of Project Evaluation Committee.

iv. The Chairman, Academic Affairs/Head of the Department of Institution would constitute the Viva-Voce Board(s) for conducting the comprehensive Viva-Voce Examination as per the requirement of the Curriculum. The Board would decide the relative Weights of the different aspects of the Viva-Voce & decide the Grades to be awarded to the Students. The dates of the Viva-Voce, to be conducted within Ten Days after the previous End-Semester Examination, would be announced in the Academic Calendar. The Viva-Voce Board will include One Expert to be nominated by Dean, Faculty of Education.

11. EXAMINATIONS

i. The Examination Section of the University will centrally conduct the Odd & Even Semester Examinations in respect of the Theory component of the Subjects unless otherwise permitted.

ii.

(A) A Student will be issued an Admit Card for appearing in an Examination, only if he/she has:

a. Attendance Record to the satisfaction of the Co-ordination Committee in the Theory & Teaching Practice Classes & has completed the Assignment Works given.
b. Paid all dues of the Semester.
c. Has not been debarred from appearing in the examination as a result of Disciplinary proceedings.

(B) A Student may be debarred from appearing at the Mid-Semester or End-Semester Examination on the report of a Teacher/Head of Department, if his/her:

a. Attendance at Lecture/Tutorial/Laboratory Classes has not been satisfactory during the period, and/or,
b. Performance in the Assignment Works during the Semester has not been satisfactory.

iii. Class Tests, Mid-Semester Examinations, Assignments, Tutorials, Viva-Voce, Laboratory Assignments, etc., are the constituent components of continuous assessment process, & a Student must fulfill all these requirements as prescribed by the concerned

Teacher/Co-ordination Committee. If due to any compelling reason (such as his/her illness, calamity in the family, etc.) a Student fails to meet any of the requirements within/on the scheduled date & time, the Teacher/Co-ordination Committee in consultation with the concerned Head of the Department may take such steps (including conduction of Compensatory Tests/Examinations) as are deemed fit.

iv. Students will be permitted to appear in the Examinations in only those Subjects for which they have Registered at the beginning of the Semester & have not been debarred.

v. The Final Grades awarded to the Students in a internal assesment must be submitted by the Teacher, within Seven Days from the date of holding the Examination to the Programme Co-ordinator. The programme co-ordinator will submit the marking of

internal assessment within 2 days from receiving of the makrs from the concerned teachers.

vi The Evaluation of Performance in the General Proficiency (GP) will be done by the Authorities conducting these. The Grades will be communicated to the Course Co-coordinator.

vii Any change of Grade of a Student in a Subject, consequent upon detection of any genuine error of omission &/or commission on part of the concerned Teacher, must, by approved by & must be forwarded by the Course Co-ordination Committee, within 20 (Twenty) Days from the date of commencement of the next Semester.

viii. For the benefit of & as a process of learning by the Students, the Scripts after correction of all Class Tests, Mid-Semester Examinations, Assignments etc., would be shown to the Students within 4 Weeks from the date of Tests/Examinations.

NOTE: *Those portion which are not mentioned in this regulation will be guided by existing rule , regulation , statute and Jharkhand University Act (Amendment Up to date*

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Syllabus for Two-Year

Bachelor of Education (Secondary) Programme

(*As per NCTE Curriculum Framework: Two-Year B.Ed. Programme, 2014*)

Context

In pursuance of the NCTE Regulations 2014, norms and standards communicated vide their Notification No.F.51-1/2014-NCTE(N&S)dated 28.11.2014, Kolhan University Chaibasa decided to enhance the duration of the existing B.Ed. programme from one year to two years with effect from the academic session 2015-16 vide their Notification No. 11908 / SME dated 12.06.2015. The present syllabus for Two-year B.Ed. Programme is based on the following considerations:

- Stipulations of the National Council of Teacher Education to evolve a standard pattern of syllabus for Teacher Education for the whole country.
- Emerging scenario of school education in terms of quantity and quality warrants corresponding reforms in teacher education.

Apart from these two major considerations, there is a compelling reason for evolving a uniform syllabus for all the universities of the state since a common curriculum is being followed in all the secondary schools of the State thereby requiring similar training inputs for developing desired competencies among all the prospective teachers.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

- Curriculum Framework : Two-year B.Ed. Programme 2014, NCTE
- National Curriculum Framework- 2005,
- National Curriculum Framework for Teacher Education 2009,
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009 (2011).
- UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

The following principles have guided the development of this syllabus :

- Reducing the gap between theory and practice,
- Eliminating mismatch between teacher education curriculum and school realities,
- Updating of curricular areas of teacher education in terms of enrichment content knowledge and pedagogical competence of prospective teachers,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers.

Course Objectives

The Syllabus for the two-year B.Ed.(Secondary) Programme is designed to attain the following broad objectives.

On the completion of the course, the student-teacher shall:

- *understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.*
- *understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.*
- *plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors, and understand how students*

come to view, develop and make sense of subject matter contained in the learning experiences.

- *use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*
- *understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.*
- *develop self identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.*

Modes of Learning Engagement

With a view to move away from theoretical discourses and lectures, the student-teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student-teachers will be of the following kinds:

- Lecture-Discussion Session: The teacher educator provides the student-teachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- Focused Reading and Reflection: Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.
- Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.
- Projects:
- Group Presentations:
- Seminar: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

- Case Study: An in-depth and comprehensive study of a single or a few cases would be taken up as per the guidelines provided for preparation and submission of report.
- Reflective Journals: The student- teachers would make it a habit of reflecting on any curricular topic or current issue on education and develop reflective journals on those and share with colleagues and teachers.
- School-Based Practical: Learning experiences would be provided through several school-based practicums for development of certain professional qualities and competencies. The school based practical would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.

- Workshops: A series of learning experiences in a given performance area would be provided to student-teachers in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.

Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large

SEMESTER WISE DISTRIBUTION OF THE COURSES

Semester I				
Subject Code	Paper Title	Credits		Marks
Paper I	Childhood and Growing Up	5	100	80 +20 marks
Paper II	Contemporary India and Education	5	100	80 +20 marks
Paper IV	Language across the Curriculum	3	50	40+10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40+10 marks
Paper EPC I	Critical Understanding of ICT	3	50	50 marks

Total	19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I,II,IV &V			

Semester II				
Subject Code	Paper Title	Credits	Hours	Marks
Paper III	Learning and Teaching	5	100	80 +20 marks
Paper VII A	Pedagogy of a School Subject – Part-I	3	50	40+10 arks
Paper VIII A	Knowledge and Curriculum – Part-I	3	50	40+10 marks
Paper EPC II	Drama and Art in Education	3	50	50 marks
	School Internship (1 Month)	3	50	50 marks
	Total	17	300	300
Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A				

Semester III				
Paper Code	Subject Title	Credits		Marks
Paper VII B	Pedagogy of a School Subject – Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80 +20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		16		300 marks

Semester IV				
Paper Code	Subject Title	Credits	Marks	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum – Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	40+10 marks
Paper EPC IV	Physical Education and Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				

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Semester wise marks distribution of Core ,EPC and Optional Papers

(w.e.f. 2015- 17)

1st / 2nd /3rd/4th Semester Exam

Full Marks : 80
Time : 3 Hours

Instruction :

Question 1 is compulsory;

1. Objective multiple choice questions	10 X 1= 10
2. Short Answer type Question	4 x 5 = 20
3 Long Answer type Question	4 x 121/2 = 50

1st / 2nd /3rd/4th Semester Exam

Full Marks : 40
Time : 1 1/2 Hours

Instruction:

Question 1 is compulsory;

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1. Objective multiple choice questions 10 X 1 = 10
2. Short Answer type Question 2 x 5 = 10

3 Long Answer type Question 2 x 10 =20