

24-B- NO.

61023



For College Exam Only

Q. P. Code No. SA-112

Students Sign. *Arunde*Jr. Supervisor's Sign. *Savik*

SHIVAJI UNIVERSITY, KOLHAPUR

Subject *Pedagogy of school subject one part English*

Paper No. 1

Seat No. 01716

Seat No. in words *Zero One Seven One Six*Name of College *College of ed (B.Ed) Peth Vadgaon*

Section -

For Office
Use only

Code No.

Information to be filled by Student

(विद्यार्थ्याने भरावयाचा रकाना)

Day and Date :- *Saturday 02/09/2023*Language of Answer :- *English*Examination :- *B.Ed Part I (Sem II) March 2023*Question Paper Code No. :- *SA-112*Subject :- *Pedagogy of school subject English (Part I)*Paper No. :- *1*Section :- *-*For Office
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Code No.

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सत्य उत्तरपत्रिका फक्त प्रथम वर्ष परिक्षेसाठी वापरणेच यावी

IMPORTANT

As per Maharashtra Act No. XXXI of 1982 (7 & 8) whoever is found in or near an examination hall by the invigilator or any other person appointed to supervise the conduct of the examination, copying answers to the question paper set at the examination, from any book, notes or answer papers of other candidates, of appearing at the examination for any other candidates or using any other unfair means, shall, on conviction, be punished with imprisonment for a term which may extend to six months, or with fine which may extend to five hundred rupees or with both.

Whoever abets any offence punishable under this Act shall be punishable with the punishment provided for the offence.

मूचना - विद्यापीठ नियमानुसार जो कोणी परीक्षा हॉलजवळ किंवा हॉलमध्ये पर्यवेक्षकांना किंवा परीक्षेसाठी नेमलेल्या कर्मचाऱ्यांना इतरांची पुस्तक नोट्स, किंवा अन्य विद्यार्थ्यांच्या उत्तरपत्रिकेतून नक्कल करताना आढळून येईल किंवा जवळ परीक्षा गैरव्यवहारासाठी वापरता येईल असे आक्षेपार्ह साहित्य बाळगून असेल तर संदर्भात बाब परीक्षा प्रमाद मानून संबंधित व्यक्ती शिक्षेस पात्र राहील.

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Q. No.

1 a] There are 3 kinds of stress in English.

b] In English there are 3 types of Intonation.

c] The first objective of teaching English is to develop listening & speaking skills.

d] Television is a Audio-Visual type of teaching aid.

e] The types of grammar are descriptive, prescriptive, comparative, generative, mental, performance, traditional, & transformational.



16

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Q. No.

write meanings ^o on their Notebook.

① Asking Questions :-

After teaching the teacher should make students answer by asking questions.

② Evaluation

Teacher should do evaluation like today we have seen this lesson by discussing with childrens.

③ Homework / Assignment

Lastly teacher should give homework & assignment to students on the basis of taught part.

These all are the steps of teaching prose & the objectives of prose.

शिक्षणशास्त्र महाविद्यालय, पेठ वडगांव

निबंधिका क्र. : पुरवणी क्र. :

विद्यार्थ्याचे नांव : Pooja Raghunath Kharkande

विषय : Knowledge & Curriculum
Part 10 रोल नं. : 22

पेपर क्र. : विभाग :

दिनांक : 9/8/2023

1. Fill in the blanks.

1. The aim of education is Mental development
2. Human beings develops cognitively, emotionally & skilled
3. Unity through diversity is required for this nationality.

2]

3] The need and nature of the Curriculum.

The knowledge which we get is from family, school & society. But when we learn in family we learn to follow our culture. In society by seeing or by observing people we learn to behave. But when the time comes for school there Curriculum is very much important.

Each child age, mental development is not same. So the school has to see the age group & depending on it they have to fix the Curriculum.

"Curriculum means the knowledge" is acquired by student depending on different age groups. The need or nature of Curriculum.

① The Curriculum is required because each child depending on age group cannot learn. So the ^{all} fixed age group depending on their mental ability the syllabus & textbook is fixed.

Q. 8. The interrelationship between Curriculum, Syllabus & textbook.

Curriculum, Syllabus & textbook these three components are a part of planning. Here we do planning in school. Depending on level.

Planning is most important. Where depending on students age group the knowledge is fixed.

① Curriculum :- Curriculum means the knowledge is fixed depending on different age groups.

② Syllabus :- Syllabus means depending on subject the yearly plan is done where the units are divided by different subject.

③ Textbook :- Up to the level or depending on students ability the textbook is fixed.

If we see the relationship between 3, then each one is dependent on each other. If we talk

① Curriculum

Curriculum is fixed by school where different subjects are fixed for students. They may be compulsory language or physical education or any other.

When the curriculum is fixed then only the next part will be continued in school. So planning is must.

② As the Curriculum planning is done then the work continues of syllabus planning up to every student mental ability level the subjects are fixed & then it is divided.

③ The subjects are divided in different ways. Year planning is done where units are fixed a year for every exam.

④ Then next comes the textbook. Where they think about child's ability & then divide the

Assignment.

प्र. 1) अभ्यासक्रम प्रक्रियेत निमित्तीच्या प्रक्रियेत राष्ट्र, राज्य व शिक्षकांची भूमिका स्पष्ट करा

→ राष्ट्रीय शिक्षण संशोधन आणि प्रशिक्षण परिषद (NCEERT)

- National Council of Education Research & Training.

ही भारत सरकारची सर्वोच्च शैक्षणिक संस्था आहे. याचे मुख्यालय श्री. भारविंद मार्ग, नवी दिल्ली येथे आहे. शालेय शैक्षणिक मुदतावर केंद्र सरकारच्या मदतीसाठी इ. स. 1963 मध्ये या परिषदेची स्थापना करण्यात आली.

उद्दिष्टे - भारतीय शिक्षणाची राष्ट्रीय परिषद व राष्ट्रीय शिक्षण संशोधन व प्रशिक्षण परिषद या दोन वेगवेगळ्या संस्था आहेत.

हनुमन्गारही ची काही प्रमुख उद्दिष्टे पुढीलप्रमाणे,

- 1) राष्ट्रीय शिक्षणाची सुपरेषा कार्यन्वित करणे.
- 2) प्राथमिक शिक्षणाचे सामाजिकीकरण (गुरी)
- 3) व्यवसायिक शिक्षण
- 4) विशेष गरज असलेल्या प्रमुखांचे शिक्षण
- 5) शिशु शिक्षण
- 6) माहिती तंत्रज्ञान सुधारणांसाठी परिक्षा व कठिणता
- 7) स्वाध्यात्मिक कठिणतेचे शिक्षण
- 8) कालिका शिक्षण
- 9) अभ्यास - अभ्यापन अनुभव तयार करणे.
- 10) अभ्यापन शिक्षणामध्ये सुधार.

सामाजिक स्वयंसेवक -

1) शालेय शिक्षणातील सर्व शाळांमध्ये संशोधन कार्याला प्रोत्साहन देणे.

2) विविध शासकीय, निमशासकीय व स्वयंसेवी संस्थांना शिक्षणविषयक कार्यंमध्ये विस्तार सेवा पुरविणे.

3) शिक्षणविषयक माहिती ज्ञान यांचा प्रसार करणे, शालेय शिक्षणाची कठिणता विकसित करणे, शिक्षणासंदर्भात, पुस्तके, नियतकालिके व माहिती व प्रकाशनची कार्ये करणे.

राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद (SCERT)

SCERT हे संक्षेप आहे. ज्याच्या द्वारे राज्य शैक्षणिक

संशोधन व प्रशिक्षण परिषद आहे. SCERT ही भारतातील

हळू स्वायत्त सरकारी संस्था आहे जी शालेय शिक्षण व

सामाजिकजीवनी पाठ्यपुस्तके तयार करणे शिक्षकांची हँडबुक

आणि शिक्षक प्रशिक्षण आसारख्या शैक्षणिकीय सेवांचित आहे.

१) अभ्यासक्रमात विषयनिहाय तासिकाने वाढपही सुचविलेले असते. शिक्षक या प्रत्यक्ष अभ्यासक्रम कार्यवाहीत आगोराव घटक असल्याने अभ्यासक्रमातील विषयाची व्याप्ती पाहता त्याची दिव्या वेवेळ्या अध्यापन तासिका पुरेशा आहेत का? या संबंधाची स्पष्ट मते शिक्षकाने संबंधित समितीला कळविले पाहिजेत.

२) अभ्यासक्रमात स्थानिक परिस्थितीनुसार सवचिकता ठेवलेले असते. विद्यार्थी विकासाच्या दृष्टीने कोणत्या उपक्रमाची आगोरी गरज आहे. कोणते उपक्रम राबविण्याच्या दृष्टीने अडथळी आहेत याबद्दल स्पष्ट अभिप्राय संबंधित समिती कळविल्यास अभ्यासक्रमची समृद्धता वाढविण्यास त्याच्या अधिकृत कायदा होऊ शकतो.

३) विद्यार्थ्यांचे व्यापक हित लक्षात घेऊन शिक्षकांनी अभ्यासक्रम विकसनासंदर्भातील आपली भूमिका पार पाडणे आवश्यक असते. यावर शिक्षकांच्या व विद्यार्थ्यांच्या दर्जा अवलंबून असतो हे शिक्षकाने विसरता कामा नये. जसाच्या परिवार आपले विद्यार्थी मागे पडणार नाहीत या दृष्टीने या कुमारीत त्याने मनापासून सहभागी व्हावे.

Seen

Student Name :- Miss Pooja Raghunath Kharkande
Principal :- IC Principal Mrs. Nirmale R.L.
Guide :- Prof. Mrs. Shirdode V.L.
Subject :- Knowledge & Curriculum Part I
Practical Name :- Assignment
College :- College of Education (B.Ed) Peth-Vadgaon.

1 Explain the role of the nation, state and Teacher in the process of Curriculum development.

5- Preface :-

Situation and objects are of unique-general importance in the learning process. In order to fulfill the process of education, curriculum is required. Without curriculum, the conditions of education cannot be fulfilled. Social, personal & national expectations are expected to be fulfilled through education. There are different objectives at different levels of education, if the curriculum is arranged according to that level, the expectations of the society & the nation can be fulfilled.

* Role of nation in the process of curriculum development state teachers :-

1] Education is objectives. The goals of education are aligned with life

2] While considering educational objectives they have to consider various subjects and principles such as sociology, history, psychology, geography, economic development to the country

3] In order to achieve the objectives, various aspects such as the subject to be taught, the scope of

the subject, the objectives to be achieved from the subject & the teaching methods & educational material to be used are also mentioned.

4) Regular curriculum & accordingly, textbooks, teaching methods & study methods to inculcate students.

5) In India, the work of curriculum development is generally done by experts in this field.

6) prepare the overall plan at the national & state level & it prepares the curriculum at different levels for each state with the help of some experts.

7) Generally the plan is presented to the public for consideration & votes are sought. The suggestions, opinions, criticisms, thought from the newspaper are collected & revised in the original syllabus. Textbooks are prepared accordingly.

8) Governance is related to education, therefore their participation in curriculum development is essential.

9) Curriculum can achieve upliftment, progress such a course needs to be restructured after a certain period of time.

10) The government is always working in this way in creating the curriculum.

Opinions expressed by various commissions regarding syllabus design :-

University Commissions / Radhakrishnan Commission (1948-49) :-

Emphasis on humanities, science & technical training in the university curriculum, medium of education, mother tongue & knowledge of three languages as essential. Opined that religious education should be included in the curriculum. Emphasis on engineering & technical education.

• Secondary Education Commissions [1952-53] [Mudliar Commission] :-

Emphasis was placed on character development of student through curriculum. Emphasis was placed on co-curricular activities & institutions were given to include physical education and health education in the curriculum. Suggested to change the format of assessment questions by increasing the numbers of objective type questions and consistent notes & recommended multipurpose schools.

• Kothari Commission (1946-66) President D.S. Kothari Chairman J.P. Naik :-

Development should be done by funding the school curriculum. For university education, mandal should take effort, Department, Training College, State, Punishment, Protection School Education. Mandals should try. The curriculum should be reformed from time to time, the primary level should not be burdened with size, the higher secondary level should have a variety of Hindi should be considered as the union state language.

mathematics curriculum should be modernized at all levels.

- National Review committee on higher Secondary Education (Adishesha's committee) 1978 :-

Dr P.C Chander NCERT President, Chairman - Madras University vice - chancellor
Dr .Malcolm S. under the chairmanship of Adic
this committee was appointed for the purpose
review & professionalization of the ~~curriculum~~ curriculum of +2 level higher secondary education with emphasis on cottage industry vocational education in the curriculum.

* Teachers Role in Curriculum Development :-

In curriculum development the personal role of the teachers is minimal. It has a representative role & but teachers can express their views when the curriculum is drafted. Associations of special teachers or teachers can understand the views of teachers & make suggestions as representative. All of them are considered & the syllabus is prepared. Even though curriculum development is not a teachers job it requires so experience, study reflection curriculum including experienced teachers, education experts to principal in the circle & it is also in the working group.

More than any other human factors the education process, teachers come into close contacts with students. Including study sequence design, curriculum development to be, in terms of increasing the quality of education as well as education. It is necessary & useful in terms of development.

Teachers can play following roles in curriculum development :-

General Role :-

The curriculum is designed keeping in mind the needs expectations, national goals & abilities of the students.

While developing the curriculum, working groups of various subjects are observed the structure of which is fully known to the teachers.

A rough draft of the syllabus is prepared by the teacher & sent to the teacher for feedback.

Teachers should take responsibilities for undertaking curriculum related research & communicating its findings to the concerned.

On some occasions while preparing the syllabus or before it the concerned schools teachers, experts in education are sent in question to try out their views on the syllabus.

Subject wise allocation of hours is also suggested in the syllabus.

The curriculum has flexibility to suit local conditions. which activities are more needed in terms of student development, which activities have difficulties in implementing them. Please feedback about this to the concerned committee can be more beneficial in enhancing the richness of curriculum.

I/C Principal

College of Education (B.Ed.)

॥ नहि ज्ञानेन सदृश्यं पवित्रमिह विद्यते ॥

श्री बाळासाहेब माने शिक्षण प्रसारक मंडळ, अंबप संचलित

कॉलेज ऑफ एज्युकेशन (बी. एड) अशोकराव माने
विद्यानगर, पेठ वडगाव

ता. हातकणंगले

जि. कोल्हापूर

बी. एड. सेमिस्टर भाग - **III**

प्रात्यक्षिकाचे नाव - **Tutorial**

विषय - **English**

प्रेरणा स्थान - **Principle - Normale R.L.**

छात्राध्यापकाचे नाव - **Mrs. Kumbhar Sujata Pramod**

मार्गदर्शकाचे नाव - **Prof. Savant A. P.**

रोल नंबर - **25**

शैक्षणिक वर्ष - 2022-2023

Savant

मार्गदर्शक स्वाक्षरी

[Signature]
प्राचार्य स्वाक्षरी

Tutorial.

Subject : - English

- Q1] What are the type of teaching Aids? Explain the importance of teaching Aids in teaching language?
- Q2] What are the qualities and qualifications good English teacher?
- Q3] What is the criteria of good textbook?

Q1] What are the types of teaching Aids?
Explain the importance of teaching Aids in teaching language?

Ans → The process of teaching English learning depends upon the different type of equipment available in the classroom. There are many aids available these days like audio, visual and audio-visual aids. They have very much importance in teaching learning process.

Types of teaching Aids

① Visual Aids



② Audio Visual Aids

② Audio aids

Visual Aids :-

The aids which use sense of vision are called visual aids, for example, actual objects, model, pictures, charts, map, flash cards, flannel boards, bulleting boards, chalkboards, overhead projector slides etc. Out of these black board and chalk are the commonest one.

② Audio - Aids :-

The aids that involves the sense hearing are called Audio aids
For example - Radio, Tape-recorder, gramophone etc.

③ Audio-Visual Aids :-

The aids which involve the vision as well as hearing are called Audio-Visual aids for example television film, Projectore, film strips etc.

Importance of teaching Aids :-

① Motivation :- Teaching aids motivate the students so that they can learn better.

② Discourage ment of cramming :-

Teaching aids can facilitate the proper understanding to the students. Which discourage the act of cramming.

③ clarification :- Through teaching aids + teacher clarify the subject matter more easily.

④ Saves time and money.

⑤ Teaching aids helps to increase the vocabulary of the students more effectively.

⑥ Teaching aids make the classroom lively and active.

⑦ Avoid dullness.

⑧ Teaching aids provide direct experience the students.

2] What are the qualities and qualification good English teacher?

ms → ① The ability to develop relationship with their students :-

The most frequent response is that a great teacher develops relationship with students. The research literature agrees with them. Teacher need to be able to build & using relationships with students to create a safe, positive and productive learning environments.

② Patient, caring and Kind personality :-

Personality characteristics related to being a compassionate person and having a sensitivity to student difference, particularly with learners, was the second most reported quality.

③ Knowledge of learners :-

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an a given developmental level.

4] Dedication to teaching :-

Dedication refers to a love of teaching or passion for the work, which includes commitment to students success. responses often referred to loving

93) What is the criteria of good textbooks?

→ 1] Vocabulary:-

Vocabulary should be well selected properly graded. There should be proper repetition of new word.

2] Structures:-

New structures should be introduced in known words. The max-
im of 'simple to complex' must be followed.

3] Subject matter:-

Chapters should be easy to difficult. New and interests of the parti-
cular age group must be taken consideration. There should be variety in the chapters like essays, letters, poems etc.

4] Exercises:-

Different types of exercises should be there.

5] Technical consideration:-

Printing should be free from errors. There should be good pictures. It must have good appearance.

Now we shall see the curriculum of standard VI to VIII. But as the Curriculum for std. I to VIII is combined

and the curriculum of std. VI to VIII is not separately given we shall write the complete for std. I to VIII. These general objectives for std. I to VIII.

These general objectives and other factors mentioned below given us the idea about the curriculum.

Major features of this syllabus -

1. Child centered and child friendly.
2. Activity oriented and skill based.
3. It recommends an eclectic approach.
4. A holistic approach.
5. Scope for self learning and learning to learn.
6. Need based and age appropriate.
7. Encourages innovation.

The Teaching of Grammar -

Grammar is not taught separately in lower primary classes. Teaching of technical terms, definitions and grammatical explanations are to be avoided.

Use of mother tongue.

Reasonable, essential translation but no mechanical translation. Translation activities can be linked with other subjects at the upper primary level.

Pronunciation:-

Not recommended a strictly British or American 'Educated Indian' Variety of spoken English.

External Expects of a Good textbook:-

- 1) Cover page
- 2) Back Cover page
- 3) Paper-
- 4) letter size
- 5) Book size.
- 6) price.

Internal Aspects of a Good Textbook:-

- 1) Curriculum and achievement or objectives.
- 2) Index - Should mention sub points and Page Numbers.
- 3) Organization of subject or topic in textbooks.
- 4) Subject area should be correct and accurate.
- 5) Psychological development and their interest should be taken into consideration.
- 6) Chapter should be written according to units.
- 7) Proper figures, pictures, formula etc.

Seen

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This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an a given developmental level.

④ Dedication to teaching :-

Dedication refers to a love of teaching or passion for the work, which includes commitment to students success. responses often referred to loving

② Audio - Aids :-

The aids that involves the sense hearing are called Audio aids
For example - Radio, Tape-recorder, gramophone etc.

③ Audio-Visual Aids :-

The aids which involve the vision as well as hearing are called Audio-Visual aids for example television film, Projectore, film strips etc.

Importance of teaching Aids :-

① Motivation :- Teaching aids motivate the students so that they can learn better.

② Discourage ment of cramming :-

Teaching aids can facilitate the proper understanding to the students. Which discourage the act of cramming.

③ clarification :- Through teaching aids + teacher clarify the subject matter more easily.

④ Saves time and money.

⑤ Teaching aids helps to increase the vocabulary of the students more effectively.

⑥ Teaching aids make the classroom lively and active.

⑦ Avoid dullness.

⑧ Teaching aids provide direct experience the students.

Q1] What are the types of teaching Aids?
Explain the importance of teaching Aids in teaching language?

Ans → The process of teaching English learning depends upon the different type of equipment available in the classroom. There are many aids available these days like audio, visual and audio-visual aids. They have very much importance in teaching learning process.

Types of teaching Aids

① Visual Aids



② Audio Visual Aids

② Audio aids

] Visual Aids :-

The aids which use sense of vision are called visual aids, for example, actual objects, model, pictures, charts, map, flash cards, flannel boards, bulleting boards, chalkboards, overhead projector slides etc. Out of these black board, overhead projector slides etc. Out of these black board and chalk are the commonest one.

Tutorial.

Subject : - English

- Q1] What are the type of teaching Aids? Explain the importance of teaching Aids in teaching language?
- Q2] What are the qualities and qualifications good English teacher?
- Q3] What is the criteria of good textbook?

4. STANDARD OF PASSING:

- For a pass in the B.Ed. examination, a candidate should secure a minimum of 50% marks in aggregate with a minimum of 40% in each Theory Course in the External Examination of the University and 50% marks for each practicum and each sessional work.
- In case a candidate gets minimum for all courses but fails to obtain aggregate 50 % marks in each, she/he has to reappear for all courses to secure a pass in that semester.
- In case the candidates fail in any of the course (Theory & practical) in any semester examination. They can appear for the reexamination in the subsequent semester.
- **RESULT:** The total aggregate result of B.Ed. Degree will be declared after completion of all the course activities of the four semesters of the course.

R. Ed. – 01: DURATION OF THE COURSE:

The B.Ed. Programme shall be of a duration of two Academic year, which can be completed in a maximum of Three years from the date of admission to the programme. These academic years are divided into four semesters. The semesters are referred to as Semester-I, Semester-II, Semester-III and Semester-IV. The terms and vacations of the course shall be as prescribed by the University from time to time. The external examination of each semester will be conducted by Shivaji University, Kolhapur as per the examination schedule.

Part – I Theory Courses – 900 marks (70 % Theory & 30 % Internal - Sessional work)

Part – II EPC-1,2,3 & 4 and Practicum – 1500 marks

EPC 1,2,3& 4 courses are practicum part. The assessment of these courses should be done internally.

The B.Ed. examination will be of 2400 marks (Four semesters)

• Medium of Instruction

Medium of instruction for the course is Marathi. However, candidates may write the papers in examination and practical work in English and Hindi language. The language pedagogy shall be written in the relevant language. The question papers will be set only in English & Marathi language except Pedagogical school subject.

R. Ed. – 02:

The marks of each semester examination for the B. Ed. Course (Theory and practicum) will be converted into grades.

1. GRADING SYSTEM:

After adding the internal marks (maximum 30%) to external marks (maximum 70%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below,

For Theory

% Marks Range	Letter Grade	Grade Point	Description	Class
90 and Above	A+	10	Outstanding	Distinction with First Class
80-89	A	9	Excellent	
70-79	B+	8	Very Good	First Class
60-69	B	7	Good	Higher Second Class
50-59	C+	6	Fair	Second Class
40-49	C	5	Average	Pass Class
Less than 40	F	0	Dropped or Fail	Dropped or fail

For Practicum

% Marks Range	Letter Grade	Grade Point	Description	Class
90 and Above	A+	10	Outstanding	Distinction with First Class
82-89	A	9	Excellent	
74-81	B+	8	Very Good	First Class
66-73	B	7	Good	Higher Second Class
58-65	C+	6	Fair	Second Class
50-57	C	5	Average	Pass Class
Less than 50	F	0	Dropped or Fail	Dropped or fail

2. CALCULATION OF SEMESTER GRADE POINT AVERAGE (SGPA)

1. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
2. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.
3. The formula for calculation of SGPA and CGPA is given below:

$$SGPA = \sum C_i G_i / \sum C_i$$

$$CGPA = (\sum \sum C_{ni} G_{ni}) / (\sum \sum C_{ni})$$

Where

C_i - number of credits for the i th course,

G_i - grade point obtained in the i th course,

C_{ni} - number of credits of the i th course of the n th semester,

M_{ni} - marks of the i th course of the n th semester,

G_{ni} - grade points of the i th course of the n th semester

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA} (S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \Sigma(C_i \times S_i) / \Sigma C_i$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point Average (CGPA) and declaration of class for U.G. B.Ed. Programme.

The credit grade points are to be calculated on the following basis :

Example - I

Marks obtained by Student in course 2 = 68/100

∴ Percentage of marks = 68 %

∴ Grade from the conversion table is = B

∴ Grade Point = 7

The Course Credits = 4

∴ Credits Grade Point = 7 x 4

Conversion Table for B.Ed. Course

Conversion Table of Marks, Grade point and Grade

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% Marks Range	Grade Point	CGPA From—to--	Letter Grade	Description	Classification Final Result
90 and Above	10	8.5 - 10	A+	Outstanding	First Class with distinction
80-89	9	7.0 - 8.49	A	Excellent	
70-79	8	6.0 - 6.99	B+	Very Good	First Class
60-69	7	5.5 - 5.99	B	Good	Higher second Class
50-59	6	4.8 - 5.49	C+	Fair	Second Class
40-49	5	3.6 - 4.79	C	Average	Pass Class
Less than 40	0	Bellow 3.6	F	Dropped or Fail	Dropped or Fail

- ii. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CGPA, the university may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

General Objectives:

General objectives of two year B.Ed. degree course are as bellow

Candidate under training to become a competent teacher at a stage of secondary education/higher secondary education after satisfactory completion of a programme should be empowered

The student teachers will be able to

1. to promote capabilities for including national values and goals as enshrined in the constitution of India
2. to prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.