



VIGNAN'S

FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH

(Deemed to be University) - Estd. u/s 3 of UGC Act 1956

R26

Academic Regulations

ITEP B.Sc. B.Ed.

w.e.f. batch 2026-30



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In Compliance with NEP 2020

PREFACE – R26

The future belongs to those who can learn continuously, innovate confidently, and adapt to rapidly evolving technologies. As higher education responds to the transformative impact of digitalization, and global challenges, universities must equip students with not only knowledge but also the skills and mindset required to excel in an increasingly dynamic world.

*With this vision, VFSTR introduces the **R26 Regulations**, a progressive curriculum framework aligned with the objectives of the **National Education Policy (NEP) 2020** and the principles of **Outcome-Based Education (OBE)**. The R26 curriculum has been designed to ensure that learning is meaningful, measurable, application-oriented, and focused on the attainment of clearly defined graduate outcomes.*

*The curriculum places strong emphasis on **project-based, research-centric, and experiential learning**, encouraging students to move beyond passive acquisition of knowledge toward inquiry, creativity, design thinking, and problem-solving. Through interdisciplinary projects, industry engagement, research activities, internships, and innovation-driven learning experiences, students will develop the competencies needed for higher studies, entrepreneurship, and professional success.*

*R26 also promotes flexibility, multidisciplinary learning, sustainability, ethical responsibility, and the values embedded in **Indian Knowledge Systems (IKS)**. By fostering critical thinking, collaboration, communication, and lifelong learning, the curriculum seeks to nurture graduates who are not only technically competent but also socially responsible and globally competitive.*

I am confident that the R26 Regulations will further strengthen VFSTR's commitment to academic excellence and provide a transformative educational experience that prepares our students to lead, innovate, and excel in the decades ahead.

I extend my best wishes to all students, faculty members, alumni, and stakeholders for the successful implementation of the R26 curriculum and for shaping a future defined by knowledge, innovation, and impact.

Prof. K. V. Krishna Kishore
In-Charge Vice-Chancellor
VFSTR

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Academic Regulations, Curriculum and Course Contents

EXECUTIVE ABSTRACT

The Academic Regulations - R26, Curriculum, and Course Structure of VFSTR Deemed-to-be University are designed in alignment with NEP-2020, emphasizing continuous learning, continuous assessment, and competency-based education. These regulations build upon the evolving academic framework of the University, responding to the changing landscape of higher education, emerging professional demands, and the diverse learning needs of students, while further strengthening the integration of NEP-2020 principles into curriculum, pedagogy, assessment, and academic progression.

The course structure incorporates a two-module system, where Module-1 focuses on strengthening foundational knowledge and conceptual clarity, while Module-2 fosters higher-order thinking, problem-solving, and innovation. The curriculum adopts the **T-shaped learning philosophy**, balancing breadth (horizontal line) and depth (vertical line) in knowledge acquisition. The vertical line represents deep expertise in core disciplinary and pedagogical domains, while the horizontal line encourages interdisciplinary learning and adaptability, equipping students with both rich disciplinary foundations and diverse competencies for teaching, research, educational practice, and innovation.

Furthermore, the program ensures an integrated and rigorous learning experience across Foundations of Education, Disciplinary/ Interdisciplinary Courses, Ability Enhancement and Value-Added Courses, Stage-Specific Content - Cum – Pedagogy, School Experience, Community Engagement and Service domains. Rather than offering superficial exposure, the curriculum is designed to provide in-depth engagement in these areas. It offers students the flexibility to choose electives not randomly from other fields but from domains related to and enhancing the scope of their cognitive field, ensuring meaningful multidisciplinary learning. This fosters a truly multidisciplinary and holistic education that bridges theoretical knowledge with practical application. In alignment with this vision, relevant concepts from the **Indian Knowledge System (IKS)** have been woven into a few courses, enriching modern scientific approaches with India's rich intellectual traditions. Additionally, all courses in the curriculum are mapped with relevant **Sustainable Development Goals (SDGs)**, reaffirming VFSTR's commitment to fulfilling the SDGs through education.

The assessment framework is designed as an integral component of the learning process, with students being assessed progressively across all levels of the revised Bloom's Taxonomy. While foundational levels of learning are assessed to ensure conceptual understanding, greater weightage is accorded to application and analysis, promoting deeper learning, problem-solving, and the meaningful use of knowledge. Project-based learning and other higher-order learning experiences further provide opportunities for students to demonstrate capabilities at the level of creation, thereby making assessment a comprehensive measure of learning progression and competency development.

The four-year ITEP B.Sc. B.Ed. program follows a flexible and student-centric approach, incorporating **Multiple Entry and Exit, and Re-entry options**. Students completing the required credits after three years (six semesters) may earn Bachelor's Degree in the chosen Major area of study upon securing a minimum of 136 credits and satisfying the minimum credit requirements of 64 credits for the Major, facilitating early career opportunities while retaining the option to return and upgrade their qualifications. Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.Sc. B.Ed. upon securing a minimum of 176 credits, including 80 credits for the first major (i.e. in education), 64 credits for the second major and 16 credits for the minor (i.e. in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education). However, the primary focus remains on ensuring students acquire a full B.Sc. B.Ed. degree. Additionally, for students who wish to progress at a slower pace, a spillover period of up to three additional years is available for degree completion, ensuring academic flexibility without compromising learning outcomes. By integrating **multidisciplinary learning, competency development, experiential and skill-based education, academic flexibility, and holistic assessment**, VFSTR reaffirms its commitment to developing well-rounded, adaptable, innovative, and future-ready professionals in accordance with the transformative vision of NEP-2020.

SALIENT FEATURES OF R26 REGULATIONS

- Multidisciplinary learning
- Continuous learning
- Continuous assessment

VALUE ADDITION

- Multiple Entry and Exit, and Re-entry options
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry
- Credit earning through credit transfer

1 INTRODUCTION

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text / reference books recommended, course outcomes, skills expected to be acquired and the projects / assignments that are to be performed for each course for the conduct of 4-year ITEP B.Sc. B.Ed. degree programmes. The various ITEP B.Sc. B.Ed. degree programmes under Department of Education in VFSTR are as listed below.

- B.Sc. B.Ed. Botany
- B.Sc. B.Ed. Zoology
- B.Sc. B.Ed. Mathematics
- B.Sc. B.Ed. Chemistry
- B.Sc. B.Ed. Physics

1.1 Definition

For the purpose of R26 regulation, definitions as follows shall apply:

- **“Degree”** shall refer to the B.Sc. B.Ed. Degree Program.
- **“Course”** shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. Project is also treated as a Course.
- **“Academic activities”** shall refer to the activities like Lecture-L (Physical Lecture Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc. activities that make the student absorb & assimilate, the delivered contents effectively) and Practical / Practice Sessions-P (includes Hands on Experience / Lab experiments / Field Studies / Case Studies etc. activities that enable the student to acquire the requisite skill).
- **“Credit”** refers to a unit of measurement assigned to courses based on the weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T) / practices (P) sessions per week.
- **“Continuous Assessment”** shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course.
- **“Semester”** shall refer to a period covering the two assessment periods viz Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- **“Course Drop”** shall refer to a student having to undertake a ‘Repeat (R)’ of the Course(s) not being able to complete the Credit requirements of the Course(s), under the conditions stipulated in the regulation.
- **“Supplementary Examinations”** shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / Incomplete (I) Semester - End summative assessment component.
- **“Blank Semester”** shall refer to a Semester in which a student either does not register for any course at the beginning of the Semester OR chooses to DROP all courses OR is so compelled to DROP all the courses, as the case may be.
- **“Semester Drop”** shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as **semester sabbatical**.
- **“Spill Over Semester”** shall refer to the additional semester(s) beyond the completion of prescribed normal semesters.
- **“AAA Section”** shall refer to the Academics, Assessment and Award Section of the Institute.
- **“Attendance”** refers to the physical personal presence in an academic activity session.
- **“Summer Semester”** refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (*i.e.* Summer Vacation period).
- **“Themes”** refer to the courses offered in a particular stream other than offered by the regular departments, for example NCC, Entrepreneurship, Fitness and Living, *etc.*

- **“School”** refers to a division of institute dealing with two or more specific areas of discipline / study comprising of the departments related with exclusive emphasis on trans-disciplinary research.
- **“Department”** refers to a division of institute dealing with a specific area of discipline / study.
- **“HoD”** refers to the Head of the respective Department, where the student is enrolled for his / her Branch of Study.
- **“Center”** refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- **“Grade Point”** refers to the quantification of the performance of a candidate in a particular course as defined herein.
- **“SGPA”** refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.
- **“CGPA”** refers to the Cumulative Grade Point Average and is calculated as detailed in the regulations subsequently.
- **“Division”** refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.
- **“Internship”** refers to onsite Practical Training offered by reputed companies / Institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Project”** refers to a course executed by a candidate on a specific research problem / product or process development at VFSTR / any organization of repute. To be undertaken with (or seeking) prior approval of the respective HoD.
- **“Credit equivalence and credit transfer committee”** refers to the committee designated to look into for credit equivalence and credit transfer.
- **“Honorable Exit Option”** refers to the Exit Options available to students, when they are unable to complete the prescribed four-year ITEP B.Sc. B.Ed. Degree program in seven successive years or would like to voluntarily exit.

1.2 Academic Administration

The academic programmes of VFSTR are governed by the rules and regulations approved by the Academic Council and subsequently Executive Council from time to time. The various academic activities are conducted following a fixed time schedule duly approved by the Academic Council in line with the NCTE / UGC regulations. The academic activities of VFSTR are followed meticulously as specified in the academic calendar as approved by the Academic Council. This academic calendar is shared with all the stakeholders well before the beginning of the respective academic year. The curriculum and the course contents of all the programmes are discussed by the respective Board of Studies (BoS), analyzed and recommended for implementation. The Academic Council, being the highest statutory body for academic affairs, chaired by the Vice-Chancellor, meets four times a year and discusses, suggests and approves all the important academic matters related to curriculum and course contents in particular including the recommendations of BoS. The intended revision in

regulations (R26) was accepted and recommended by the Academic Council in its 45th meeting on 11-04-2026.

1.3 Program Duration

For the branch disciplines listed in section (1), the regular courses including theory and practical are offered over a period of four years in eight semesters. The normal duration to complete the ITEP B.Sc. B.Ed. program is four years. However, in alignment with NEP-2020 and NCTE Regulations, students can benefit from the Extended Degree Program, availing a spill over period for 3 years, allowing a maximum duration of seven years to complete the ITEP B.Sc. B.Ed. programme at a slower pace if he / she desires. This flexibility caters to diverse learner needs and career aspirations, supporting both accelerated and extended degree pathways. Candidates failing to complete the requirements within this period will be considered for an honourable exit, as applicable. Honourable exit can also be exercised by a candidate voluntarily.

1.4 Courses and Credits

The term course is used in a broader sense to refer to so called papers such as ‘theory subject’, ‘laboratory’, ‘Internship’, ‘School based research Project’ etc. A course can be of theoretical and/ or of practical nature, and certain number of credits are allotted to it depending on the number of hours of instruction per semester. For a course offered in a semester, one hour of lecture (L) instructions carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit respectively. Depending on the course two hours of tutorial (T) sessions may be considered equivalent to one credit. A student earns these credits when he/she successfully completes the course.

1.4.1 Content Delivery of a Course

Content delivery of a Course in the ITEP B.Sc. B.Ed. Degree Program shall be through, either or all, of the following Methods:

- i. **Lecture** - refers to Lecture Session(s) through classroom contact session wherein students will learn by listening. Denoted by “L”.
- ii. **Tutorial** - refers to transaction(s) consisting of Participatory discussion / Self-study / Desk work / Brief presentations by students along with such other novel methods that enable a student to efficiently & effectively absorb and assimilate the contents delivered in the lecture sessions. Denoted by “T”.
- iii. **Practice** - refers to Practice / Practical sessions and it consists of Hands-on-Experience / Pre-internship practice / School Observation (Field practice) / Case Studies / Internship that equip the students to acquire the much-required skill component. Denoted by “P”.

1.5 ITEP B.Sc. B.Ed. Degree

All students formally and conventionally enroll for ITEP B.Sc. B.Ed. degree programme. They have to earn 176 credits for the award of degree as specified in the Curriculum, wherein 176 credits shall be referred as ‘Graduating credits’ and assigned towards courses in the curriculum components such as Foundations of Education, Disciplinary/ Interdisciplinary Courses, Ability Enhancement and Value-Added Courses, Stage-Specific Content - Cum – Pedagogy, School Experience, Electives and Community Engagement and Service.

1.6 Composition of an Academic Year

The Stage-Specific ITEP will be organised on the semester pattern with **Odd semester**, **Even semester** and **Summer semester** in an academic year. The regular semester that begins in July / August is known as odd / first semester and the one that begins in December / January is known as even / second semester (Figure 1). Each semester will consist of 15 -16 weeks of teaching-learning activities, excluding end-semester examinations. The instructional days for a regular semester shall be a minimum of 100 (96-125) working days exclusive of days earmarked for summative assessment. Each working week will have a minimum of 40 hours of instructional/contact time.

YEAR OF 12 MONTHS											
1	2	3	4	5	6	7	8	9	10	11	12
July/ Aug.	Aug./ Sept.	Sept./ Oct.	Oct./ Nov.	Nov./ Dec.	Dec./ Jan.	Jan./ Feb.	Feb./ Mar.	Mar./ Apr.	Apr./ May	May/ June	June/ July
ODD SEM/ FIRST SEM					EVEN SEM/ SECOND SEM					SUMMER SEM	

Figure 1: Distribution of semesters during an Academic Year.

1.6.1 Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses he / she intended to register, valid for that respective Odd / Even semester. The maximum number of credits per semester will be 25 credits inclusive add-on credits. The intended semester wise coverage will be as presented in the curriculum.

1.6.2 Summer semester is a short duration semester program that will be generally conducted during the semester break between even semester and odd semester. The students having ‘R’ (Repeat grade) courses may register for the course work during this semester to get a chance for successfully completing the ‘R’ courses. In general, supplementary assessments are conducted in the later part of the summer semester. However, the courses offered in summer semester and the number of courses a student can register are subjected to academic and

administrative convenience. A student may register up to a max. of 16 credits in a summer semester.

1.7 Semester-wise Provisions

A student may register for a max of 25 credits per semester as prescribed or otherwise he/ she may include the Repeat courses in the event of having not successfully completed a course or courses in the earlier semester. However, a student may also opt to go in a slower pace to earn the credits less than the prescribed max of 25, including even ‘Dropping’ a semester for special reasons.

It should be clearly underscored that a candidate should on priority register for Repeat (R) credits if any, during a regular semester, within the said scope of 25 credits; in case he / she cannot be sure of completing the ‘R’ credits in Summer semester.

1.7.1 During the first four years from the date of admission to ITEP B.Sc. B.Ed., a candidate has to pay the semester / annual fees as prescribed irrespective of the smaller number of credits / semesters that he / she would register or even opt to Drop a semester.

1.7.2 If a candidate gets into spill over semester beyond four years up to a maximum of seven years he / she has to pay semester fee proportional to the credits that he/ she registered in that spill over semester as prescribed from time to time.

1.7.3 A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester as prescribed from time to time.

2. CURRICULUM

Department of Education, VFSTR offers ITEP B.Sc. B.Ed. degree programmes and the departments concerned prescribes semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P-SL structure. The theory courses comprise of L (and / or T & P hours) whereas the practical courses include instructions (T) and practical sessions (P). Amalgamation of theory courses with practical sessions is predominantly seen in this curriculum. The ‘SL’ represents the expected self-learning hours (to be carried out by each student) in a particular course.

During the first year, some of the courses may be offered in a swap mode, that is the same course is offered in both the semesters of I-year to accommodate the academic and administrative requirements.

2.1 Distribution of credits

The overall distribution of credits for various categories of courses in the curriculum of ITEP B.Sc. B.Ed. programmes is represented in Table 1.

Table 1: Credits distribution for various categories of courses.

Category of Courses	Number of Credits	Percentage of Credits	ITEP Recommendation (%)
Foundations of Education (including Elective)	30	17.04	17.04
Disciplinary/ Interdisciplinary Courses	80	45.45	45.45
Stage-Specific Content - Cum - Pedagogy Courses	16	9.09	9.09
Ability Enhancement and Value-Added Courses	28	15.90	15.90
School Experience, including Internship in Teaching	20	11.36	11.36
Community Engagement and Service	2	1.13	1.13
Total	176	100%	100%

2.2 Organization of Course Contents

Courses offered in the program are composed of two modules, covering all the course contents required for a candidate to obtain knowledge and skill. Module-1 is divided into two units, focusing on the ‘Fundamentals and Broad Perspective’ of the course while also introducing basic applications to establish a practical context. In contrast, Module-2 is divided into three units, which encompass the extension and advanced topics of Module-1. Both modules will include a separate list of suggested transactions or practices tailored to its content. These transactions / practices are essential for validating and applying the knowledge gained during Lecture sessions.

Module-1 may be completed within 5 to 6 weeks, while Module-2 may require 9 to 10 weeks. By the end of each module a candidate must be in a position to translate his/ her L-based knowledge into P-based skill as prescribed in the curriculum. Individual formative assessment shall be in place for each module and a single semester-end summative assessment for the course composed of both the modules.

The course contents are mapped with relevant Sustainable Development Goals (SDGs), ensuring alignment with global sustainability objectives. Additionally, where authenticated information is available, Indian Knowledge System (IKS) topics are incorporated into the curriculum.

Each course must have 4 to 6 course outcomes (COs) mapped to relevant program outcomes (POs), aligning with the revised Bloom's Taxonomy levels 3, 4, 5, and 6 ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books to provide students with credible and in-depth learning resources.

2.3 Prerequisite Knowledge

Wherever prerequisite knowledge is specified, students must have exposure to the prescribed prerequisite content before registering for the higher-level course. Completion of the prerequisite course, earning credits, or successful completion of assessments in the prerequisite course is not mandatory, unless explicitly specified for a particular course.

3. NATIONAL CREDIT FRAMEWORK / CHOICE BASED CREDIT SYSTEM

Each branch discipline of the ITEP B.Sc. B.Ed. programme comprises of a set of courses in the curricular components - Foundations of Education, Disciplinary/Interdisciplinary Courses, Stage-Specific Content - Cum - Pedagogy Courses, Ability Enhancement and Value-Added Courses, School Experience, including Internship in Teaching, Community Engagement and Service courses. VFSTR offers flexibility for students to choose courses of their choice and obtain the credits satisfying the minimum credits criterion in each category as given in Table (1).

3.1 Foundations of Education

	Semester	Course	Credits
Foundations of Education	I.	Evolution of Indian Education	4
	II.	Philosophical and Sociological Perspectives of Education-1	4
	III.	Child Development and Educational Psychology	4
	IV.	Philosophical and Sociological Perspectives of Education-1	4
	V.	Assessment and Evaluation	2
	VI.	-----	0
	VII.	Curriculum Planning & Development (textbooks, material Development)	2
		Perspectives on School Leadership and Management	2
	VIII.	Inclusive Education	2
		Educational Policy Analysis	2
		Any One Elective: Emerging Technologies in Education Gender Education Guidance and Counselling Peace Education	4
		Total	30

Courses relating to foundations of education are critical to the professional preparation of teachers. These courses draw upon the disciplines of philosophy, sociology, psychology, history, economics, political science, and education policy studies. A deep engagement with these areas of study is a necessary condition for a teacher to have the ability to make good educational judgements. The courses seek to provide an orientation on the main factors which influence the structure and organization of various aspects of education and teacher education such as the objectives of education, expected competencies and learning outcomes, curricular structure and components, pedagogical practices, and methodologies and procedures relating to learning assessment and evaluation of overall student performance etc. These courses also seek to enable student-teachers to develop an understanding of the different perspectives on education, the profession of teaching, and human knowledge and learning. These courses enable prospective teachers to develop an understanding of the theoretical, conceptual, and policy-related underpinnings of the educational enterprise and its various curricular and instructional approaches.

3.2 Disciplinary/Interdisciplinary Courses

Student-teachers will choose their Discipline specialisation at the time of application to the ITEP. They are also required to choose their major and minor areas of study at the time of application to the programme. In view of the facilities, feasibility and Practicality, the ITEP Science stream students are offered the following Major and Minor combinations.

Table: Discipline Specific Specialisation with Major and Minor Combination

Major	Credits	Minor	Credits
Mathematics	64	Physics	16
Mathematics	64	Chemistry	16
Physics	64	Mathematics	16
Chemistry	64	Mathematics	16
Chemistry	64	Botany	16
Chemistry	64	Zoology	16
Botany	64	Chemistry	16
Botany	64	Physics	16
Zoology	64	Chemistry	16
Zoology	64	Physics	16

3.3 Stage-Specific Content - Cum - Pedagogy Courses

Teachers' pedagogical expertise and subject matter expertise are both critical to successful teaching and student understanding. Pedagogy of a school subject can be referred to as a teacher's understanding of how the students learn. Pedagogy demands a variety of quality classroom interactions between the teacher and students which motivates students to learn.

Pedagogical approaches at the Secondary Stage include more self-study and exploration, with a focus on using appropriate methods of inquiry specific to the subject of study. Students will

be encouraged to become independent learners Classroom interactions will include direct instruction from the Teacher, seminars for discussion and exploration, and opportunities for students to promoting conceptual understanding, collaboration, and creativity both in teacher education classrooms and school.

Table: Pedagogy Combinations for B.Sc. B.Ed.

	Semester	Course	Credits
Stage Specific Content cum Pedagogy	III	General Pedagogy	4
	IV (Any two)	Content cum Pedagogy of Mathematics-I	2+2
		Content cum Pedagogy of Physical Sciences-I	
		Content cum Pedagogy of Biological Sciences-I	
	V (Any two)	Content cum Pedagogy of Mathematics-II	2+2
		Content cum Pedagogy of Physical Sciences-II	
		Content cum Pedagogy of Biological Sciences-II	
	VI (Any two)	Content cum Pedagogy of Mathematics-III	2+2
		Content cum Pedagogy of Physical Sciences-III	
		Content cum Pedagogy of Biological Sciences-III	
		Total	16

3.4 Ability Enhancement and Value-Added Courses

The Ability Enhancement and Value-Added courses include the following:

	Sem.	Course	Credits
Ability Enhancement and Value-Added Courses	I.	Communicative Telugu/Odia/Hindi /Punjabi-I	4
		Art (Performing and Visual) & Creative Expression	2
		Understanding India (Indian Ethos and Knowledge System)	2
	II.	Communicative English-I	4
		ICT in Education	2
		Teacher and Society	2
	VII.	Mathematical and Quantitative Reasoning	2
		Sports, Nutrition and Fitness	2
	VIII.	Yoga and Understanding Self	2
		Communicative Telugu/Odia/Punjabi-II	2
		Communicative English-II	2
		Citizenship Education, Sustainability and Environment Education	2
		Total	28

These courses are common to all student-teachers across Stage Specialisations. They help student-teachers gain knowledge and capacities in areas that are essential to a holistic education and are both useful to life as well as to a career in education. The courses will help student-teachers develop sensitivity, critical and analytical capacities, reflection, sensibilities for dialogue and cooperative learning, aesthetic appreciation, and values for a sustainable world.

They help student-teachers broaden their horizons and explore possibilities in different areas of that are directly or indirectly connected to education. All courses have a practical orientation in that they emphasise real-world application of ideas with special focus on applications in the practice of education. Pedagogy across courses emphasise 'practice' and 'doing'. All courses emphasise capacities and values that are important for teachers.

3.5 School Experience

The ITEP considers school experience, including internship in teaching, as an integral part of the education and training package and stresses the need for integrating different subjects by way of developing inter-disciplinary units to make teaching more meaningful. The school experience component in the ITEP aims to build teaching capacities in a graded manner. This component involves the following:

	Semester	Course	Credits
School Experience	IV	School Observation (Field Practice)	2
	V	Creating Teaching Learning Material/ Work Experience	2
	VI	Pre-internship Practice (Demo Lessons, Peer Teaching)	2
	VII	Internship in Teaching	10
		Post Internship (Review and Analysis)	2
	VIII.	School based research Project	2
		Total	20

3.6 Community Engagement and Service

The curricular component of 'community engagement and service' seeks to expose student-teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems.

Table: Curricular Components for Community Engagement and Service

	Semester	Course	Credits
Community Engagement and Service	VIII	Community Engagement and Service: • National Service Scheme (NSS) • New India Literacy Programme • Student mentoring initiatives, etc.	2
		Total	2

This course is designed to develop insights into the functions of the community, enhance the ability of student-teachers to enlist community support for school-related activities, make the community aware of the importance of education, issues associated with schooling, health & wellness of children, sensitise and mobilise the community members to address the social,

cultural and educational problems, develop social leadership skills through community service.

This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.

4. ATTENDANCE

It is mandatory for the student to attend the course work in each semester as per the academic schedule of that semester. VFSTR expects 100% attendance. However, the attendance in each course shall not be less than 75 % of the aggregate of all L, T, P sessions conducted in that course. In order to encourage the students attending the L, T, and P sessions, a provision of earning maximum of 2 or 5 marks (depending on the courses) is given in the assessment framework and the students can earn these marks based on their attendance percentage in each course.

- a) The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents / guardian. The final status of attendance will be reported at end of 14th week granting the advantage of the attendance for the 15th week for the purpose of attendance shortage calculations.
- b) The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participating / representing in sports/cultural events, placement activities etc.
- c) Documentary evidence like medical reports and certificates issued by concerned bodies is to be produced on time as support for the attendance shortage due to ill-health. These cases are subjected to the scrutiny of a committee constituted for this purpose by the Dean – AAA. The decision of the committee shall be final.
- d) Prior approval has to be taken from the HoDs for the other types of leaves.
- e) The courses where the student shortage of attendance was not condoned shall be considered as ‘Repeat’ category courses and will be under ‘R’ grade in the student’s semester transcript. Student should re-register for these courses during the summer semester or whenever the course is offered next time during regular semesters. These re-registrations are subjected to the regulations at the time of re-registration. In case of core courses, the same core course has got to be re-registered. However, in case of an elective a candidate may exercise a choice of choosing different elective in place of ‘R’ graded elective.

The students who are put into ‘R’ grade will not be allowed to take up the summative assessment in that semester. In case due to lack and/or delay in information, if he/she appears for the summative assessment in that course, the Office of Dean - AAA is empowered to cancel the attended assessments. The scores obtained either in formative or summative assessment will not be considered for grading.

5. ASSESSMENT

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role to enable the student to get synchronized with the teaching-learning process. Assessment mechanism adopted in the institute is aimed at testing the learning outcomes in tune with the outcome-based model of education. The focus is thus on assessing whether the outcomes are realized by the end of the course.

The performance of a student in each course is assessed on a continuous basis during the semester through various in-semester and end-semester assessment models. The marks awarded through continuous assessment are referred to as Formative assessment marks. The marks awarded through end-semester tests are referred to as Summative assessment marks (Figure 2). Both the formative and summative assessment marks are considered for awarding the final marks and the grade point in a particular course.

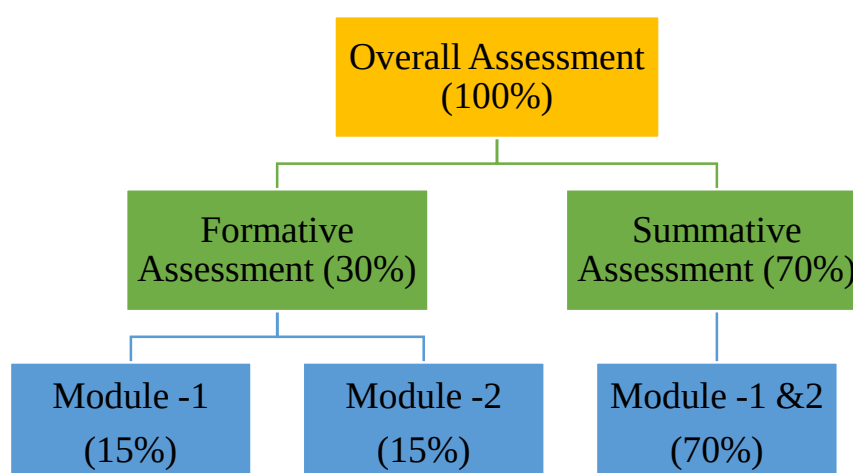


Figure 2: Categories of assessments in place for R26.

5.1 Marks Distribution

For each course, the maximum sum of formative and summative assessment marks put together is 100, in the ratio of 30:70, respectively. Furthermore, the 70 marks allocated for the summative assessment shall be further divided between L-based and P-based assessments in a ratio of 50:20 marks respectively and for each 2-credit course, the maximum sum of formative and summative assessment marks put together is 50.

5.2 Qualifying Criteria

To be declared successful in a course, the students must satisfy the following hierarchy of qualifying criteria:

- i. Attendance compliance should be 75% or within condonable range; else the candidate is put into 'R' grade.

- ii. In formative assessment, a candidate should secure a minimum of 50% *i.e.* 15 marks out of 30; else the candidate is put into 'R' grade.
- iii. In summative assessment, a candidate should secure a minimum of 40% *i.e.* 28 marks out of 70; else the candidate is put into 'I' (Incomplete) grade.

The candidates with 'R' grade should re-register for 'R' courses either in Summer semester or in a regular semester as and when the courses are offered. The candidates in 'I' grade are allowed to appear for supplementary summative assessment whenever the semester-end assessments are conducted.

To assess courses / special projects, not fitting into the categories described here, a suitable assessment procedure will be evolved in consultation with experts of that area and adjudicated by the committee constituted for that purpose. The decision given by the committee will be final. The appended assessment scheme shall be announced by the course coordinator during the commencement of course.

5.3 4 Credits courses integrated with P/T (L+P/ L+T/ L+T+P)

5.3.1 Formative Assessment

The scheme of formative assessment is designed to promote continuous learning and continuous engagement throughout the semester. The formative assessment framework comprises scheduled Formative Assessments (FA) and Continuous Learning Assessments (CLA), distributed across the two-module course structure. The assessments are designed to monitor students' progressive attainment of course learning outcomes through periodic evaluation, continuous academic engagement, practical activities, assignments, and experiential learning.

The formative assessment framework extends across the 16-week instructional period, with Module-1 covering Weeks 1–8 and Module-2 covering Weeks 9–16. The four scheduled Formative Assessments are conducted at appropriate stages of the semester, while Continuous Learning Assessments are carried out progressively during the respective periods of instruction. The assessment modalities shall be communicated to students by the respective course instructor at the beginning of the course.

The suggestive modality of formative assessment is given below:

- a) **FA-1:** As outlined in Section 2.2, Module-1 is conducted over a shorter duration, emphasizing the fundamentals and broad perspectives of the course. In tune with this, the assessment shall be based on Revised Bloom's Taxonomy Levels 1, 2, and 3, with an emphasis on remembering, understanding, and applying. FA-1 shall assess the learning outcomes associated with Unit-1 and shall be a paper-based, proctored test conducted for 30 minutes and evaluated for a maximum of 10 marks. The question paper shall consist of two 5-mark questions and shall be conducted at the end of fourth week after commencement of the course.

- b) **FA-2:** FA-2 shall be conducted on completion of Module-1 and shall assess the learning outcomes associated with Unit-1 and Unit-2, covering the breadth of the Module-1 content. The assessment shall provide opportunities for students to demonstrate learning across the relevant levels of the Revised Bloom's Taxonomy, with greater emphasis on application and analysis. FA-2 shall be a paper-based, proctored test conducted for 60 minutes and evaluated for a maximum of 20 marks. The question paper shall consist of four 5-mark questions and shall be conducted at the end of the eighth week after commencement of the course.
- c) **FA-3:** As outlined in Section 2.2, FA-3 shall assess the learning outcomes of the first part of Module-2, covering Unit-3, using appropriate levels of the Revised Bloom's Taxonomy, as determined by the nature and intended learning outcomes of the unit. FA-3 shall be a paper-based, proctored test conducted for 30 minutes and evaluated for a maximum of 10 marks. The question paper shall consist of two 5-mark questions and shall be conducted by the end of the twelfth week after commencement of the course.
- d) **FA-4:** FA-4 shall assess the remaining content of Module-2, shall assess the learning outcomes associated with Unit-3 and Unit-4, with greater emphasis on application, analysis, and evaluation in accordance with the Revised Bloom's Taxonomy. FA-4 shall be a paper-based, proctored test conducted for 60 minutes and evaluated for a maximum of 20 marks. The question paper shall consist of four 5-mark questions and shall be conducted by the end of the Sixteenth week after commencement of the course.
- e) There shall be no internal choice of questions in FA-1, FA-2, FA-3, or FA-4. FA-1 and FA-3 may be scheduled along with up to three courses on a day, whereas FA-2 and FA-4 may be scheduled along with up to two courses on a day.
- f) **Continuous Learning Assessment (CLA):** CLA-1 to CLA-4 shall be conducted progressively throughout the semester to assess students' continuous learning and academic engagement.
 - i. Each CLA shall carry a maximum of 10 marks.
 - ii. For P-based courses, each CLA shall comprise two laboratory experiments, each carrying 10 marks, with the combined score of 20 marks being scaled to 10 marks for the respective CLA.
 - iii. For L/T-based courses, each CLA shall comprise an appropriate assignment and/or class assessment aligned with the learning outcomes of the corresponding instructional period. The assessments shall provide continuous opportunities for students to demonstrate their learning and receive feedback on their progress.
- g) **Module-1 CLA:** CLA-1 and CLA-2 shall be conducted during Weeks 1–4 and 5–8, respectively, covering the corresponding learning experiences of Module-1.
- h) **Module-2 CLA:** CLA-3 and CLA-4 shall be conducted during Weeks 9–12 and 13–16, respectively, covering the corresponding learning experiences of Module-2.
- i) **CLA-5 – Experiential Learning:** CLA-5 shall provide students with opportunities to apply their knowledge and skills through experiential and application-oriented learning activities during Weeks 13–16.
 - i. It shall carry a maximum of 10 marks, comprising 10 marks for the experiential learning activity scaled down to 8 Marks and 2 marks for attendance.

- ii. For P-based courses, the experiential learning component shall comprise an internal laboratory assessment based on the experiments covered or a mini project, as prescribed for the course.
- iii. For L/T-based courses, it may comprise a seminar, mini project, case study, or real-time example, as appropriate to the course content and learning outcomes.
- iv. MCQ-based activities and SDG-related activities may also be incorporated where relevant to the course content and learning outcomes, with appropriate documentation.
- j) **Attendance:** The 2 marks allocated for attendance under CLA-5 shall be awarded as follows: 2 marks for attendance of 90 to 100% and 1 mark for attendance of 80 to <90%.
- k) The scores of each formative assessment shall normally be announced within three working days of completion of the assessment, and the performance of students shall be discussed in the class to facilitate timely feedback and improvement.
- l) The total formative assessment marks for Module-1 shall be 50, comprising FA-1 (10), FA-2 (20), CLA-1 (10), and CLA-2 (10).
- m) The total formative assessment marks for Module-2 shall be 50, comprising FA-3 (10), FA-4 (20), CLA-3 (10), CLA-4 (10).
- n) The total formative assessment marks for CLA-5 shall be 10. These marks shall be scaled to 8 marks and 2 marks for attendance.
- o) The consolidated formative assessment score shall be finalized and submitted before commencement of the L-based summative assessment to facilitate the declaration of the formative 'R' grade.
- p) A candidate placed under 'R' shall not be permitted to take up the L-based summative assessment.

5.3.2 Summative Assessment

Summative assessment activities including timetables, question paper model, duration of the examinations will be informed to the students well before the commencement of the examinations in the form of circulars from Dean-AAA's office.

- a. Unless specified otherwise one of the following formats may be used for summative assessment for L-based courses integrated with T/P.
 - i. 50 (L) + 20 (P) marks format (L+P or L+T+P courses).
 - ii. 70 marks format (L+T courses).
- b. **If summative assessment is in two parts formats:**
 - i. **P-based assessment** shall comprise the exploratory review assessment of all lab practice assignments or a community or case study project pre-assigned during the module-2 period, for a maximum of 40 marks.
 - ii. **L-based assessment** shall comprise a written examination for a maximum of 80 marks. This assessment shall be conducted by the Institute for a duration of 180 min. The contents for summative

assessment shall cover the breadth and depth of the complete syllabus prescribed across the two modules of the course.

- iii. The question paper for L-based summative assessment shall consist of two parts as given in Table 2.

Table 2: L-based Summative Assessment Question Paper Pattern.

Part No.	No. of Questions	Marks per Question	Choice	Marks
A	6	10	Answer any 5	50
B	3	15	Answer any 2	30
Total Marks				80

- iv. Each question shall comprise three sub-questions, with the distribution of marks among the sub-questions designed appropriately to assess the intended learning outcomes and relevant levels of the Revised Bloom's Taxonomy.
- c. A candidate should attend both the parts of summative assessments; else he will be put into I grade.
- d. The marks obtained in the P-based summative assessment, out of a maximum of 40 marks, shall be scaled to a maximum of 20 marks, while the marks obtained in the L-based summative assessment, out of a maximum of 80 marks, shall be scaled to a maximum of 50 marks.
- e. Total marks of summative assessment will be for a max. of 70 irrespective of format of evaluation.
- f. The award of 'I' grade is solely based on marks scored in summative assessment out of 70, if he/she does not score a min. 28 out of 70 (40%).

5.4 2 Credit courses integrated with P/T (L+P/ L+T/ L+T+P)

The detailed information consisting of experiments, batch formation, experiment schedules, etc., shall be displayed/informed to the students in the first week of the semester so that they come prepared for the laboratory sessions. Copies of the laboratory manual shall be made available to the students along with the schedule. The laboratory manual shall consist of the list of equipment, detailed procedures for conducting the experiments, format for record writing, expected learning outcomes for each experiment, and relevant short questions to facilitate conceptual understanding and critical thinking.

5.4.1 Formative Assessment

The scheme of formative assessment for 2-Credit courses is designed to promote continuous learning, practical engagement, and experiential learning throughout the semester. Unlike 4 Credit courses integrated with P/T, 2-Credit courses shall not have separate Formative Assessments (FA-1 to FA-4). The formative assessment shall comprise Continuous Learning

Assessments (CLA-1 to CLA-5) conducted progressively across the two-module structure and through experiential learning activities.

The suggestive modality of formative assessment is given below:

- a. **Continuous Learning Assessment (CLA):** CLA-1 to CLA-4 shall be conducted progressively during the respective instructional periods to assess students' continuous learning and practical engagement. CLA-1 to CLA-4 shall carry a maximum of 10 marks.
- b. Each CLA shall comprise two laboratory experiments/practice sessions, each carrying 10 marks, with the combined score of 20 marks being scaled to a maximum of 10 marks for the respective CLA.
- c. The assessment of laboratory experiments/practice sessions may include appropriate components as mentioned in table 3 such as planning lessons, developing unit plans, viva-voce, experimentation and data collection, analysis and interpretation of results, and submission of the laboratory record/report, as appropriate to the nature of the course.

Table 3: Suggested parameters for Lab Practice Assessment (CLA)

S. No	Component	Marks
1	Experimentation and data collection/ School Observation	2
2	Analysis of experimental data/ Observations and interpretation	2
3	Viva and interaction to evaluate understanding of concepts	2
4	Laboratory record/ report	4
Total		10

- d. **Module-1 CLA:** CLA-1 and CLA-2 shall be conducted progressively during Weeks 1–4 and 5–8, respectively, covering the corresponding learning experiences of Module-1.
- e. **Module-2 CLA:** CLA-3 and CLA-4 shall be conducted progressively during Weeks 9–12 and 13–16, respectively, covering the corresponding learning experiences of Module-2.
- f. **CLA-5 – Experiential Learning:** CLA-5 shall provide opportunities for students to apply their practical knowledge and skills through experiential and application-oriented learning activities. It shall carry a maximum of 20 marks, scaled down to 15 marks for experiential learning assessment and 5 marks for attendance.
 - i. The 15-mark experiential learning assessment shall be based on appropriate practical or experiential activities, such as an internal laboratory assessment, mini project, or other course-specific activity, as prescribed for the course.
 - ii. The 5 marks for attendance shall be awarded as follows:

Table 4: Marks distribution for Attendance

Attendance	95–100%	90–<95%	85–<90%	80–<85%	75–<80%	<75%
Marks	5	4	3	2	1	0

- g. The total formative assessment for 2-Credit courses shall therefore carry a maximum of 60 marks, comprising 20 marks from Module-1, 20 marks from Module-2, and 20 marks from CLA-5 and Total 60 marks will be scaled down to 15 Marks.

5.4.2 Summative Assessment

The end-semester summative assessment for each P/T-based course shall be conducted for a maximum of 40 marks. The assessment shall be designed to evaluate the student's ability to perform practical activities, demonstrate conceptual understanding, analyse experimental observations, interpret results, and respond to relevant questions. The detailed scheme of assessment may vary depending on the nature and requirements of the laboratory/course and shall be communicated to the students by the laboratory in-charge before the commencement of the summative assessment.

The end-semester examination for each practical course shall be conducted jointly by two examiners. The internal examiner shall be the faculty member who has conducted the practical sessions and associated activities throughout the semester. The external examiner shall be nominated from within the department and shall be familiar with the practical components of the course but shall not have been directly involved in its delivery. The general scheme of assessment is given in Table 5.

Table 5: Suggested End-Semester Summative Assessment Pattern for P-based Courses

Component	Examiner 1	Examiner 2	Total
Objective and procedure write-up, including outcomes	4	4	8
Experimentation and data collection/ School Observation	4	4	8
Computation of results	4	4	8
Analysis of results and interpretation	4	4	8
Viva-voce	—	8	8
Total Marks	16	24	40

The assessment components may be suitably modified according to the nature of the laboratory/course, while ensuring that the summative assessment comprehensively evaluates the intended practical learning outcomes.

The total marks obtained in the summative assessment shall be for a maximum of 40 marks and will be scaled down to 35 Marks.

5.5 Assessment and Grading of MOOCs-based Elective

Whenever a candidate opts for a course through MOOCs offered via Swayam platform, he / she has to learn and undergo assessment as per norms set by VFSTR for such MOOCs Courses. Upon the declaration of the result, that the candidate has successfully completed the course, the candidate is said to have earned the credits under credit equivalence and credit transfer.

5.6 Internship / Project / School based Research Project

Internship work is undertaken by a student in a school, under the joint supervision of the school mentor and internal faculty member. Seventy percentage of the marks of Internship are allotted through continuous evaluation as formative assessment (Table 8) and the remaining 30% are based on end semester assessment.

5.6.1 Formative Assessment

The internal supervisor will interact with the school mentor allotted at internship offering school based on the schedule given to conduct the reviews. Scheduled reviews can be conducted by IRC in school during the internship. The 20 marks obtained by students for each review will be scaled to allotted marks as given in Table 8.

Table 8: Assessment scheme for Internship reviews.

Module	Review	Schedule	Formative assessment marks
Module -1	First review	4 th week	20
Module – 2	Second review	8 th week	20
	Third review	12 th week	20
Total			60

- The progress of internship work is reviewed in every module by the “Internship Review Committee” and marks for formative assessment are awarded based on these reviews.
- The Internship Review Committee (IRC) consists of Head of Department or his/her nominee (Chairperson), the internal and external (school) supervisors.
- The IRC may not be the same for all students; however, the same IRC should exist for entire duration of the internship program of any single student.
- The schedule and the scheme of evaluation are to be announced with internship notification. The internship reviews may take place at the place of internship or at the university, as decided by the interning organization or may be conducted in the blended mode.

- **For Internal Reviews at the Place of internship**

- a) Students should submit the unit plans, lesson plans, observation records and reflective diaries showing the progress of their work and transact lessons in the classroom before the supervisors.
- b) The students should also must participate in the regular school activities like PTM, SMC meetings, organisation of the assembly and these must be observed by the school mentor.
- c) The evaluation will be based on a & b above and also based on regularity and discipline maintained in the internship venue (Table 9).

Table 9: Suggested scheme of assessment for every review.

Component	Total
Unit Planning	4
Lesson Planning and Transaction	10
Assessment planning and execution	3
Participation in school activities	1
Reflective diary	1
Regularity and Discipline	1
Total marks	20

5.6.2 Summative Assessment

At the end of the semester, the student shall submit a comprehensive report of internship covering the work done and make a final presentation in two phases as follows:

Phase-I (during 5th - 6th week): A committee of two members comprising of internal supervisor and HoD's nominee will assess the overall internship participation by the candidate and his final report through presentation made by the student teacher. The internship report (6 marks), presentation (7 marks) and overall impression (7 marks) during the internship will be evaluated respectively.

Phase-II (during 11th - 12th week): A final presentation and defense assessment for a max. of 20 marks will be carried out by one-man committee composed of an external expert who is chosen by the Dean AAA from a panel of examiners suggested by the HoD. The format for evaluation will involve going through the project report's quality (6 marks), presentation (6 marks) and interaction and defense (8 marks).

The qualifying marks will be finalized considering the marks scored in both the phases (I & II) of summative assessment.

In case the candidate is placed in 'I' grade, he / she has to appear for both Phase-I and Phase-II assessments, which will be held within the 15 days after declaration of results. In the

consecutive assessment also if the candidate fails to secure min. required score, then he/ she will be placed in 'R' grade.

6. SEMESTER-END ASSESSMENT ACTIVITIES

- a) Setting of semester-end summative assessment question papers will be coordinated by the lead instructor assigned for a particular course. Two sets of question papers will be submitted latest by 12th week of the semester.
- b) There shall be 'Summative Assessment Question Paper Scrutiny Committee' which would be constituted with external experts. Experts are empowered to modify / rephrase the questions to maintain a high standard of the semester-end assessment. The review should be completed by the 14th week of the semester. The review process will be coordinated by a committee of School Dean, HoDs and external experts.
- c) The question wise marks scored in the summative assessment out of a total of 70 will be made available online within two weeks from the last date of examination and would be kept active for 24 hours. Latest by the end of 48 hours from the instant of notification any candidate can submit an appeal online providing question wise claim.
- d) Claims for re-assessment on P-based courses are not allowed.
- e) The appeals will be attended within next three working days. Fees for appeal, as decided from time to time, has to be remitted online along with the appeal.
- f) Final results and grades will be computed as explained in the next section.
- g) Final results and grades shall be announced within four weeks of completion of the last examination of the summative assessment (within two weeks from the last date of appeal). Grades are published on the University website, and also informed to the parents and students through SMS.

7. COMPUTATION OF GRADING

- i. Candidates who have successfully completed the prescribed formative and summative assessment requirements shall be considered for grading. Candidates awarded an 'R' grade in formative assessment or an 'I' grade in summative assessment, as applicable, shall not be considered for the award of the regular course grade.
- ii. The total marks obtained by a candidate in a course shall be computed as the sum of the marks secured in the formative and summative assessments, as prescribed for the respective course category. The total marks shall be considered out of 100.

- iii. The Letter Grade and corresponding Grade Point shall be assigned based on the absolute marks secured by the candidate, as prescribed in Table 14. The grade awarded shall be independent of the performance of other students in the course.

Table 14: Grading Information.

Percentage of Marks	Category	Grade	Grade Points
90 and above	Outstanding	O	10
80 and above but <90	Excellent	A+	9
70 and above but <80	Very good	A	8
60 and above but < 70	Good	B+	7
50 and above but < 60	Above Average	B	6
44 and above but $\leq$ 49	Average	C	5
= 43	Pass	P	4
Less than 43	Incomplete	I	-
Transitional Grade	Repeat	R	-

8. SUPPLEMENTARY EXAMINATIONS

- a) The supplementary examinations shall be conducted once in summer semester. Notifications will be released by the examination section informing the students about registration procedures, details of fee and timetables. Apart from these examinations the students who have courses with 'I'-grade can also write the supplementary examinations along with regular semester-end examinations of that academic (Odd / Even) semester.
- b) Whenever a candidate clears courses with 'I' grade in a supplementary examination that are conducted during a regular semester, the Threshold value for computing his / her grade will be obtained from the same batch in which he / she had completed his/her formative assessment.
- c) Whenever a candidate clears courses with 'R' / 'I' grade in a summer semester, the Threshold value for computing his / her grade will be carry forwarded from the preceding Odd / Even semester for the respective courses.
- d) Whenever a candidate clears courses with a 'R' grade in a regular semester along with his/ her junior batch then for this candidate the Threshold value will be corresponding to his/her junior batch for computing grade.
- e) The results of summative assessment of Project / Internship will be announced only if the candidate successfully earns all the credits in courses registered during the program.

If the candidate is with 'R' / 'I' graded courses the results will be kept under '**Announced Later (L)**' status and will be announced only after candidate clears these courses.

9. GRADE POINT AVERAGE

The Academic Performance of a student in every semester is indicated by the Semester Grade Point Average (SGPA) and finally by Cumulative Grade Point Average (CGPA).

9.1 SGPA

The Semester Grade Point Average (SGPA) shall be computed using the formula given below:

$$SGPA = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

Where

n = number of courses a student successfully completed in the semester under consideration

P_i = Grade points secured for the ith course registered in the semester under consideration.

C_i = the number of credits assigned to ith course registered in the semester under consideration

9.2 CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programme. The CGPA shall be expressed in different flavours to reflect ITEP B.Sc. B.Ed. of 176 credits.

Accordingly, the computations will be as below:

$$CGPA = \frac{\sum_{j=1}^m C_j P_j}{\sum_{j=1}^m C_j}$$

Where

m = total number of courses prescribed for the completion of the programme

P_j = grade points secured for the jth course.

C_j = the number of credits assigned to jth course

9.3 GRADE POINT PERCENTAGE EQUIVALENCE

Where Grade Point-based percentage equivalence is required, the percentage shall be calculated as:

$$\text{Percentage equivalence} = \text{Grade Point} \times 9.5$$

10. AWARD OF CLASS

The students who have become eligible for award of degree shall be classified based on their CGPA secured, as per the Table 15:

Table 15: Class/ Division information.

Sl. No.	CGPA	Class / Division
1	8.0 and above	First Class with Distinction
2	6.5 and above but less than 8.0	First Class
3	6.0 and above but less than 6.5	Second Class
4	4.0 and above but less than 6.0	Pass class

- For the purpose of rewarding the accomplisners with ranks and awards, toppers in each branch discipline are identified, based on their academic performance (CGPA).
- In addition, the ‘Chairman’s Gold Medal’ and other ‘Endowment Awards’ are awarded to the ‘outstanding students’ based on the overall performance which includes academic, co-curricular and extra-curricular activities, campus placements and competitive examinations. A committee appointed by the Vice-Chancellor will recommend the eligible student for the award, selected from the nominations received from the departments. In addition, the institution may recognize exceptional performance such as music, dance, sports etc. and display of exceptional bravery from time to time.
- Only such candidates who complete 176 credits in the first 8 successive semesters shall be eligible to receive awards/ ranks.
- The candidates availing spill over semesters will not be eligible for the award of merit scholarships.

11. AWARD OF DEGREE

On successful completion of prescribed requirements of the programme, the degree shall be conferred during the convocation of the VFSTR.

For the conferment of degree, the student has to fulfill the following requirements:

- a bonafide student and undergone the course work of not less than four academic years and not more than seven academic years from the date of joining.
- successfully completed all the courses as prescribed in the respective curriculum.

- c) acquired a minimum eligible credit i.e. 176 credits for the award of ITEP B.Sc. B.Ed. degree.
- d) obtained no due certificates as prescribed by VFSTR.
- e) no in-disciplinary proceedings pending against him / her.

Consequent upon being convinced, following an enquiry, the Academic council may resolve to withdraw the degree / diploma / any other certification provided by the institute. The aggrieved may however prefer for a review of such decision by the Academic Council, citing cogent reasons for review or go in for an appeal to the, Executive Council of the institute.

12. MULTIPLE ENTRY AND EXIT, RE-ENTRY OPTIONS

12.1 Inter- Institutional Credit Transfer

Students pursuing an undergraduate programme in other recognized Higher Education Institute (HEI) could be admitted into VFSTR without appearing for the entrance exam to continue their studies, subject to the approval by a committee constituted by Vice-Chancellor. In this case, the student shall furnish the transcripts or grade cards, syllabus copies, educational certificates, and other relevant documents while applying for admission. The committee constituted by Vice-Chancellor, will establish the equivalency based on the marks / credits obtained in the courses in the previous institute by following the Inter- Institutional Credit Transfer policy.

12.2 Honourable exit with B.Sc. or Diploma or Certificate

Student-teachers who wish to exit after completion of one year (two semesters) of study will be given a Certificate indicating the credits accrued for the courses pursued.

Student-teachers who wish to exit after completion of two years (four semesters) will be given a Diploma indicating the credits accrued for the courses completed.

Student-teachers who wish to exit after successful completion of three years (six semesters) will be awarded a Bachelor's Degree in the chosen Major area of study upon securing a minimum of 136 credits and satisfying the minimum credit requirements of 64 credits for the Major.

Student-teachers who successfully complete four years (eight semesters) of study will be awarded a dual-major bachelor's degree such as B.Sc. B.Ed. upon securing a minimum of 176 credits, including 80 credits for the first major (i.e. in education), and 64 credits for the second major and 16 credits for the minor (i.e., in a disciplinary/interdisciplinary area relating to one of the curricular areas in school education).

Semester-wise transcript and a consolidated transcript will be given to the candidates during their exit from the registered program.

Such a candidate who has exited can seek re-entry to complete B.Sc. B.Ed. by surrendering the B.Sc. Degree / Diploma. A committee constituted by Vice-Chancellor will scrutiny all such re-entry requests and recommend the plan of action. However, the max. duration of programme should be limited to seven years and further extension beyond the stipulated max. duration of study has to be approved by Academic Council, if the candidate appeals for an extension.

12.3 Volunteer ‘Drop’ with Sabbatical Semester option

A candidate may exercise his option to voluntarily exit from B.Sc. B.Ed. programme temporarily for a semester during the ITEP B.Sc. B.Ed. programme, by registering for a ‘DROP option’ in the beginning of the semester. The DROP can be exercised to take up special Internship / Innovation / Exploratory / Entrepreneurship / Advanced research / Start-up and such related activities. Under such circumstances a candidate can normally avail DROP over two successive semesters. Such ‘Drop’ semester will be identified as Sabbatical semesters.

Such a candidate has to pay the regular semester fee if such a Drop option is utilized during the first 8 semesters of B.Sc. B.Ed. and has to pay a nominal semester maintenance fee during the spill over period, if a candidate has not yet completed the credit requirements.

Upon returning from such a temporary exit, a candidate may continue his B.Sc. B.Ed. studies utilizing the provision of spill over period. A candidate may also submit a claim for Credit equivalence for the activities undertaken during the sabbatical period. The equivalence committee would evaluate and assess the academic equivalence of the work carried out and would recommend the credit equivalence and credit transfer to be granted together with the grades that could be attributed, if applicable. However, the max. duration of programme should be limited to seven years and further extension beyond the stipulated max. duration of study has to be approved by Academic Council, if the candidate appeals for an extension.

12.4 Volunteer ‘Drop’ with Semester Drop option

A candidate may exercise his option to voluntarily exit from ITEP B.Sc. B.Ed. programme temporarily for a semester during the B.Sc. B.Ed. programme, by registering for a ‘DROP option’ in the beginning of the semester to meet the family / personal exigencies. All the norms as mentioned in the section (12.4) shall be applicable for the candidates utilizing semester drop option.

13. MINIMUM REQUIREMENTS FOR PROMOTION TO THE NEXT SEMESTER

- In addition to the attendance requirement, a student shall earn a minimum of 50% of the credits in the academic year to be eligible to continue in the programme in the subsequent academic year. A student who fails to earn the required minimum credits shall be permitted to continue the programme only after obtaining the required number of credits.

- Students who fall under the 'R' Grade category may be considered for promotion to the subsequent semester on special request and subject to special consideration, provided that the student has maintained a minimum attendance of 50% in at least 50% of the courses offered during the semester. This provision is intended to enable students to attain the prerequisite knowledge required for undertaking subsequent courses. If a student fails to meet the prescribed minimum attendance requirement and has less than 50% attendance, he/she shall not be permitted to progress to the subsequent semester and shall be required to repeat the semester.
- The students detained due to non-fulfilment of the prescribed attendance and/or credit requirements shall be reviewed by a Special Committee constituted and chaired by the Vice-Chancellor, whose decision shall be final.

14. PROVISION FOR PURSUING TWO ACADEMIC PROGRAMS SIMULTANEOUSLY

In line with NEP-2020, R26 regulations at VFSTR allow B.Sc.B.Ed students to enroll in two academic programs simultaneously without compromising the requirements of their primary degree. This provision is subject to UGC and NCTE approvals. It enables academically proficient students to pursue an additional degree, diploma, or certification while fulfilling the credit and course requirements of their B.Sc.B.Ed curriculum. The regulations ensure scheduling flexibility and academic monitoring to help students effectively balance both programs. To maintain the academic integrity of the primary degree, students must meet the eligibility criteria specified in the regulations and demonstrate consistent performance. A candidate who desires to avail the benefit of pursuing two academic programs cannot register for Minors, Honours, or an Add-on Diploma. By utilizing this opportunity, students can gain interdisciplinary expertise, enhance their career prospects, and align their education with evolving industry and research demands.

15. INTERPRETATION OF RULES

- a) The academic rules and regulations should be read as a whole for the purpose of any interpretation.
- b) For the matter(s) NOT covered herein above or for unforeseen circumstances, but arising during the course of the implementation of the above regulations. The Vice-Chancellor shall be authorized to remove the difficulties and decide upon the matters. The same shall be reported in the next meeting of Academic Council for ratification and subsequently informed to Executive Council.
- c) The Institution may change or amend the academic rules and regulations or curriculum at any time, and the changes or amendments made shall be applicable to all the students with effect from the dates, notified by the Institution.
- d) Procedure and explanation to any section can be floated by the office of Dean AAA as applicable from time to time with due approval by the Chairman of Academic Council.

ITEP B.Sc. B. Ed.
COURSE STRUCTURE – R26

I YEAR I SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED101	Evolution of Indian Education	3	2	0	3	4	Foundations of Education
26ZO101 OR 26CM101 OR 26MA101	Biology of Non-Chordates (Zoology Paper 1) (Or) General Chemistry (Chemistry Paper 1) (Or) Calculus-I (Mathematics Paper 1)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO102 OR 26CM102 OR 26MA102	Animal Taxonomy and Biodiversity (Zoology Paper 2) (Or) Inorganic Chemistry-I (Chemistry Paper 2) (Or) Algebra and Trigonometry (Mathematics Paper 2)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ED102 OR 26ED103	Odia - I (Communicative Language 1) (Or) Hindi - I (Communicative Language 1)	3 3	2 2	0 0	3 3	4 4	Ability Enhancement and Value- Added Courses
26ED104	Art (Performing and Visual) & Creative Expression	1	0	2	1	2	Ability Enhancement and Value- Added Courses
26ED105	Understanding India (Indian Ethos and Knowledge System)	1	2	0	1	2	Ability Enhancement and Value- Added Courses
	Sub-Total					20	
	Total					20	

I YEAR II SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED106	Philosophical and Sociological Perspectives of Education-I	3	2	0	3	4	Foundations of Education
26ZO103 OR 26CM103 OR 26MA103	Cell and Molecular Biology (Zoology Paper 3) (Or) Organic Chemistry – I (Chemistry Paper 3) (Or) Calculus-II (Mathematics Paper 3)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO104 OR 26CM104 OR 26MA104	Genetics and Evolution (Zoology Paper 4) (Or) Physical Chemistry – I (Chemistry Paper 4) (Or) Differential Equations (Mathematics Paper 4)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ED107	Effective English Communication - I/ (Communicative Language 2)	2	2	2	2	4	Ability Enhancement and Value-Added Courses
26ED108	ICT in Education	1	0	2	1	2	Ability Enhancement and Value-Added Courses
26ED109	Teacher and Society	1	2	0	1	2	Ability Enhancement and Value-Added Courses
	Sub-Total					20	
	Total					20	

II YEAR I SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED201	Child Development and Educational Psychology	3	2	0	3	4	Foundations of Education
26ZO201 OR 26CM201 OR 26MA201	Biology of Chordates (Zoology Paper 5) (Or) Organic Chemistry – II (Chemistry Paper 5) (Or) Real Analysis (Mathematics Paper 5)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO202 OR 26CM202 OR 26MA202	Developmental Biology (Zoology Paper 6) (Or) Inorganic Chemistry – II (Chemistry Paper 6) (Or) Linear Algebra (Mathematics Paper 6)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO203 OR 26CM203 OR 26MA203	Comparative Anatomy of Vertebrates (Zoology Paper 7) (Or) Physical Chemistry – II (Chemistry Paper 7) (Or) Vector Calculus (Mathematics Paper 7)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO204 OR 26CM204 OR 26BO204 OR 26MA204 OR 26PY204	Animal Diversity: Non-Chordates and Chordates (Zoology Paper 1, Minor) (Or) General & Inorganic Chemistry (Chemistry Paper 1, Minor) (Or) Biomolecules and Cell Biology-I (Botany Paper 1) (Or) Partial Differential Equations and Applications (Mathematics Paper 1) (Or) Mechanics, Waves and Oscillations (Physics Paper 1)	3 3 3 3 3	0 0 0 2 0	2 2 2 0 2	3 3 3 3 3	4 4 4 4 4	Disciplinary/ Interdisciplinary Courses
26ED202	General Pedagogy	3	0	2	3	4	Stage-Specific Content - Cum - Pedagogy
	Sub-Total					24	

II YEAR II SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED203	Philosophical and Sociological Perspectives of Education-II	3	2	0	3	4	Foundations of Education
26ZO205 OR 26CM205 OR 26MA205	Animal Physiology (Zoology Paper 8) (Or) Coordination Chemistry (Chemistry Paper 8) (Or) Abstract Algebra (Mathematics Paper 8)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO206 OR 26CM206 OR 26MA206	Ethology and Economic Zoology (Zoology Paper 9) (Or) Organic Chemistry - III (Chemistry Paper 9) (Or) Numerical Methods (Mathematics Paper 9)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO207 OR 26CM207 OR 26MA207	Applied Zoology – Aquaculture and Fishery Science (Zoology Paper 10) (Or) Applied and Physical Chemistry (Chemistry Paper 10) (Or) Probability and Statistics (Mathematics Paper 10)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO208 OR 26CM208 OR 26BO208 OR 26MA208 OR 26PY208	Cell Biology, Genetics and Evolution (Zoology Paper 1, Minor) (Or) Fundamentals in Organic Chemistry (Chemistry Paper 1, Minor) (Or) Biodiversity (Microbes, Algae, Fungi And Archegoniate) (Botany Paper 1, Minor) (Or) Testing of Hypothesis (Mathematics Paper 2, Minor) (Or) Thermodynamics & Optics (Physics Paper 1, Minor)	3 3 3 3 3	0 0 0 2 0	2 2 2 0 2	3 3 3 3 3	4 4 4 4 4	Disciplinary/ Interdisciplinary Courses
Any Two from the four below							
26ED204	Content cum Pedagogy of Mathematics-I	1	0	2	1	2	Stage-Specific Content - Cum - Pedagogy
26ED205	Content cum Pedagogy of Physical Sciences-I	1	0	2	1	2	
26ED206	Content cum Pedagogy of Biological Sciences-I	1	0	2	1	2	
	Total					24	

III YEAR I SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED301	Assessment and Evaluation	1	2	0	1	2	Foundations of Education
26ZO301 OR 26CM301 OR 26MA301	Environmental Biology and Ecology (Zoology Paper 11) (Or) Organic Spectroscopy (Chemistry Paper 11) (Or) Complex Analysis (Mathematics Paper 11)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO302 OR 26CM302 OR 26MA302	Immunology and Endocrinology (Zoology Paper 12) (Or) Analytical Methods in Chemistry (Chemistry Paper 12) (Or) Mathematical Modelling (Mathematics Paper 12)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO303 OR 26CM303 OR 26MA303	Instrumentation, Biostatistics and Research Methodology (Zoology Paper 13) (Or) Synthetic Organic Chemistry (Chemistry Paper 13) (Or) Operations Research (Mathematics Paper 13)	3 3 3	0 0 2	2 2 0	3 3 3	4 4 4	Disciplinary/ Interdisciplinary Courses
26ZO304 OR 26CM304 OR 26BO304 OR 26MA304 OR 26PY304	Animal Physiology, Endocrinology and Development Biology (Zoology Paper 3, Minor) (Or) Physical Chemistry-II (States of Matter, Phase Rule & surface Chemistry) (Chemistry Paper 3, Minor) (Or) Plant Physiology (Botany Paper 3, Minor) (Or) Optimization Techniques (Mathematics Paper 3, Minor) (Or) Electricity and Magnetism (Physics Paper 3, Minor)	3 3 3 3 3 3	0 0 0 2 0	2 2 2 0 2	3 3 3 3 3	4 4 4 4 4	Disciplinary/ Interdisciplinary Courses
26ED302	Content cum Pedagogy of Mathematics-II	1	0	2	1	2	Stage-Specific Content - Cum – Pedagogy (Any Two)
26ED303	Content cum Pedagogy of Physical Sciences-II	1	0	2	1	2	
26ED304	Content cum Pedagogy of Biological Sciences-II	1	0	2	1	2	
26ED306	Creating Teaching Learning Material Cum Work Experience	1	0	2	1	2	School Experience
	Total					24	

III YEAR II SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ZO305 OR 26CM305 OR 26MA305	Biotechnology and Genetic Engineering (Zoology Paper 14) (Or)	3	0	2	3	4	Disciplinary/ Interdisciplinary Courses
	Industrial Chemistry – Polymers (Chemistry Paper 14) (Or)	3	0	2	3	4	
	Topology (Mathematics Paper 14)	3	2	0	3	4	
26ZO306 OR 26CM306 OR 26MA306	Molecular Biology and Bioinformatics (Zoology Paper 15) (Or)	3	0	2	3	4	Disciplinary/ Interdisciplinary Courses
	Green Chemistry and NanoTechnology (Chemistry Paper 15) (Or)	3	0	2	3	4	
	Mathematical Methods (Mathematics Paper 15)	3	2	0	3	4	
26ZO307 OR 26CM307 OR 26MA307	Wildlife Biology and Conservation (Zoology Paper 16) (Or)	3	0	2	3	4	Disciplinary/ Interdisciplinary Courses
	Food Chemistry (Chemistry Paper 16) (Or)	3	0	2	3	4	
	Discrete Mathematics and Graph Theory (Mathematics Paper 16)	3	2	0	3	4	
26ZO308 OR 26CM306 OR 26BO308 OR 26MA308 OR 26PY308	Ecology, Conservation and Applied Zoology (Zoology Paper 4, Minor) (Or)	3	0	2	3	4	Disciplinary/ Interdisciplinary Courses
	Green Chemistry and Nanotechnology (Chemistry Paper 4, Minor) (Or)	3	0	2	3	4	
	Plant Metabolism (Botany Paper 4, Minor) (Or)	3	0	2	3	4	
	Topological Spaces and Applications (Mathematics Paper 4, Minor) (Or)	3	2	0	3	4	
	Modern Physics (Physics Paper 4, Minor)	3	0	2	3	4	
26ED307	Content cum Pedagogy of Mathematics- III	1	0	2	1	2	Stage-Specific Content - Cum – Pedagogy (Any Two)
26ED308	Content cum Pedagogy of Physical Sciences-III	1	0	2	1	2	
26ED309	Content cum Pedagogy of Biological Sciences-III	1	0	2	1	2	
26ED311	Pre-internship Practice (Demo Lessons, Peer Teaching)	1	0	2	1	2	School Experience
26ED312	School Observation (Field Practice)	0	0	4	0	2	School Experience
	Total					24	

IV YEAR I SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED401	Curriculum Planning & Development (textbooks, material Development)	1	2	0	1	2	Foundations of Education
26ED402	Perspectives on School Leadership and Management	1	2	0	1	2	Foundations of Education
26ED403	Mathematical and Quantitative Reasoning	1	2	0	1	2	Ability Enhancement and Value-Added Courses
26ED404	Sports, Nutrition and Fitness	1	0	2	1	2	Ability Enhancement and Value-Added Courses
26ED405	Internship in Teaching	0	0	20	0	10	School Experience
26ED406	Post Internship (Review and Analysis)	0	4	0	0	2	School Experience
	Sub-Total					20	
	Total					20	

IV YEAR II SEMESTER

Course Code	Course Title	L	T	P	SL	C	Course category
26ED407	Inclusive Education	1	2	0	1	2	Foundations of Education
26ED408	Educational Policy Analysis	1	2	0	1	2	Foundations of Education
26ED801 26ED802 26ED803 26ED804	Any One Elective: - Emerging Technologies in Education - Gender Education - Guidance and Counselling - Peace Education	3	2	0	3	4	Elective
26ED409	Yoga and Understanding Self	1	0	2	1	2	Ability Enhancement and Value-Added Courses
26ED410 / 26ED411	Hindi – II (Communicative Language 1) / Odia -II (Communicative Language 1)	1	2	0	1	2	Ability Enhancement and Value-Added Courses
26ED412	Effective English Communication-II (Communicative Language 2)	1	2	0	1	2	Ability Enhancement and Value-Added Courses
26ED413	Citizenship Education, Sustainability and Environment Education	1	2	0	1	2	Ability Enhancement and Value-Added Courses
26ED414	School based research Project	0	0	4	0	2	School Experience
26ED415 26ED416 26ED417 26ED418	Community Engagement and Service: - National Service Scheme (NSS) - New India Literacy Programme - Student mentoring initiatives - etc. (OTHERS)	0	0	4	0	2	Community Engagement and Service
	Sub-Total					20	
	Total					20	

