

SREE SANKARACHARYA UNIVERSITY OF SANSKRIT

KALADY

REGULATIONS FOR FOUR-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (SSUS–ITEP) – 2026

WHEREAS, the National Council for Teacher Education (NCTE), as the statutory body for teacher education, has introduced the Four-Year Integrated Teacher Education Programme (ITEP) as the minimum qualification for teachers at the foundational, preparatory, middle, and secondary stages, envisaging a dual-major, integrated, multidisciplinary programme combining disciplinary knowledge with professional teacher education;

AND WHEREAS, ITEP as a specialised professional undergraduate programme, is envisaged to be implemented within this restructured framework, subject to the NCTE regulations, and adapted to the academic and professional requirements of teacher preparation;

AND WHEREAS, in the context of the NEP-2020, teacher education in India necessitates a paradigm shift from stand-alone professional degree programmes to ITEP that is multidisciplinary, research-oriented, practice-intensive, and value-based, and capable of effectively responding to the emerging demands of school education, inclusive classrooms, digital and blended pedagogy, competency-based assessment, and ethical and social responsibility in teaching;

NOW, THEREFORE, in exercise of the powers conferred under Section 17(2)(c) read with Section 42 of the Sree Sankaracharya University of Sanskrit Act, the Academic Council of the University hereby makes the following regulations for the SSUS–ITEP, 2026, namely:—

REGULATIONS

1. Short Title and Commencement

i) These Regulations may be called the Sree Sankaracharya University of Sanskrit Regulations for the Four-Year Integrated Teacher Education Programme (SSUS–ITEP), 2026.

ii) They shall come into force with effect from the date of notification of the SSUS–ITEP Regulations, 2026, and shall be applicable from the admissions notified for the academic year 2026–2027 onwards.

2. Scope

i) These Regulations shall apply to all Four-Year Integrated Teacher Education Programmes offered by the University, under Department of Education in accordance with the NCTE Regulations, Kerala State Higher Education Council Guidelines and UGC Guidelines.

ii)

a) All Four-Year Integrated Teacher Education Programmes of the University shall be monitored and coordinated by the Directorate of Programmes and Courses (DPC), functioning under the purview of the Pro Vice-Chancellor of the University, and headed by a Director.

b) The ITEP shall be monitored by an ITEP Committee, comprising:

- Head of the Department, Department of Education – Chairperson
- One faculty member of Department of Education nominated by HOD – Convenor
- Members consists of the HODs or members nominated by the HOD from the respective associated departments.

iii) The ITEP Committees shall be responsible for:

- Ensuring compliance with NCTE regulations Kerala State Higher Education Council and UGC guidelines
- Academic planning, course delivery, and monitoring of integrated disciplinary and professional components
- Coordination of school internship, practicum, community engagement, and research components
- Ensuring quality assurance, learner support, and continuous academic improvement

3. Definitions

Unless the context otherwise requires, the following expressions shall have the meanings respectively assigned to them hereunder:—

- i. **‘Academic Year’** means a period consisting of two consecutive semesters (one odd and one even), followed by an optional fast-track semester conducted during the semester break, wherever applicable, within one academic year.
- ii. **‘Act’** means the *Sree Sankaracharya University of Sanskrit Act, 1994*, as amended from time to time.
- iii. **‘Course’** means a discrete and structured segment of a Programme to be completed within a semester, which may be transacted through lectures, tutorials, laboratory or library work, fieldwork, school-based practicum, internship, project work, professional training, viva-voce, seminars, term papers, presentations, assignments, self-study, or a combination thereof.
- iv. **‘Choice-Based Credit Semester System (CBCS)’** means a system that allows students to select courses from a prescribed list in accordance with the programme structure and applicable regulations. The requirements for the award of degrees, diplomas, and certificates are specified in terms of the number of credits to be earned.
- v. **‘Credit’** means a unit by which the academic workload of a Course is measured in terms of Credit Hours. One Credit Hour shall normally include one hour of lecture or tutorial per week, or a minimum of two hours of laboratory, practical, fieldwork, or school-based activities per week. Accordingly, a one-credit Course in a semester shall comprise 15 hours of direct instruction and a minimum of 30 hours of learner engagement through course-related academic activities.
- vi. **‘Cumulative Grade Point Average (CGPA)’** is a measure of cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses. It is expressed up to two decimal places. i.e.,

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$
 where S is the SGPA of the i^{th} semester and C is the total number of credits in that semester.

vii. **‘Department’** means any Teaching Department of the University offering an approved Programme of study in accordance with the Act and Statutes of the University, and shall include Academic Departments, Centres of Study, Schools of Teaching and Research, directly under the University.

viii. **‘Directorate of Programmes and Courses’** means the University-level body constituted for the oversight, coordination, and quality assurance of the programmes, comprising a Director and Executive Members, and operating through the following committees:

- a) Admissions and Students’ Support Committee
- b) Academic Committee
- c) Assessment and Evaluation Committee
- d) Grievances Redressal Committee

ix. **‘Director’** (of the Directorate of Programmes and Courses) means a teacher nominated by the Vice-Chancellor to coordinate the effective conduct of the Programmes, including outreach, admissions, student mobility, and internal evaluation undertaken by various Departments of the University, and who shall function as the Convenor of all University-level programmes.

x. **‘Discipline’** means a broad and organized field of academic study forming a major or minor component of the ITEP.

xi. **‘Education Department Council’** means the body consisting of all regular teachers of Department of Education.

xii. **‘Grade Card’** means the official record issued by the University showing the academic performance of a student in a semester or Programme.

xiii. **‘Grade Point (G)’** means the numerical value assigned to each Letter Grade on a eight-point scale, indicating the level of academic performance of a student in a Course.

xiv. **‘Graduate Attributes’** means the qualities, competencies, values, and characteristics to be attained by the graduates of an ITEP Programme, including disciplinary knowledge, professional teaching competencies, ethical and social

responsibility, research aptitude, and generic learning outcomes as specified by the University in alignment with NCTE.

xv. **‘Intra-institutional and Inter-institutional Credit Transfer’** mean the transfer of Credits earned by a student within the University or across two or more Universities or Higher Education Institutions, respectively, in accordance with UGC, NCTE, and University norms.

xvi. **‘ITEP Convenor’** means a faculty member nominated by the Council of Department of Education to coordinate all academic, administrative, and evaluative activities related to the ITEP, including continuous internal evaluation, for a period not exceeding four years.

xvii. **‘Letter Grade’** or ‘Grade’ means an alphabetical symbol (O, A+, A, B+, B, C, P, F, Ab) representing the academic performance of a student in a Course or Programme, awarded based on prescribed evaluation methods, and corresponding to a specified range of Grade Points as given in Annexure I.

xviii **‘Programme’** means the entire educational process comprising of teaching, learning, practicum, internship, and evaluation within a stipulated period leading to the award of a degree, and having clearly defined Programme Outcomes (POs).

xix. **‘Regulatory Body’** means the statutory bodies governing higher and professional education, including the UGC, NCTE and such other authorities as may be applicable from time to time.

xx. **‘Semester Grade Point Average (SGPA)’** is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.

It shall be expressed up to two decimal places. i.e., $SGPA (S) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i^{th} course and G is the grade point scored by the students.

xxi. **‘University’** means the *Sree Sankaracharya University of Sanskrit* established under the Act.

4. Features and Objects of the ITEP

The features and objects of the ITEP of the University shall be as follows:—

- i. The features, meaning, objectives, and purpose of the ITEP shall be in accordance with the NCTE Regulations, and UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP), as adopted and adapted by the SSUS Curriculum Framework for the ITEP.
- ii. The ITEP shall be a four-year, eight-semester integrated professional programme, combining disciplinary knowledge, teacher education, school-based practicum, internship, and research orientation, leading to the award of a BA BEd Degree, subject to NCTE norms.
- iii. The ITEP shall be designed as a multidisciplinary dual-major programme, integrating a School Teaching Discipline (Major) with Education as a professional component, enabling students to develop strong subject competence along with pedagogical, ethical, and professional teaching skills.
- iv. Multiple entry and exit options, where applicable, shall be governed strictly by NCTE, UGC and SSUS regulations, and certification at various exit points shall be awarded only as permitted by the competent regulatory authorities.
- v. The ITEP shall aim to prepare professionally competent, ethically grounded, socially responsive, and research-oriented teachers for the secondary stage of school education.
- vi. The curriculum shall be credit-based, outcome-based, and progressively structured, ensuring horizontal and vertical integration of disciplinary studies, pedagogy, practicum, and field engagement.
- vii. The fourth year of the ITEP shall emphasize advanced pedagogy, school internship, classroom-based research, reflective practice, and community engagement, under the supervision of faculty members recognized as per NCTE norms.
- viii. Components of the ITEP Curriculum

The Integrated Teacher Education Programme is designed as a multidisciplinary, stage-specific, and practice-oriented programme that integrates disciplinary knowledge, pedagogical competence, educational foundations, professional skills, and community engagement. The ITEP comprises the following curricular components.

1. Student Induction Programme

The student induction programme seeks to enable students who come with diverse socio economic and linguistic backgrounds and prior learning to adjust to the institutional environment and ethos, help create bonding between students as well as between students and faculty and develop an understanding of the self and society at large. The student induction programme will be organised during the first two weeks of the first semester of the 8-semester ITEP.

2. Foundations of Education

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.

3. Disciplinary/Interdisciplinary Courses

The ITEP provides student-teachers opportunities to pursue rigorous specialisation through a chosen Major in a discipline associated with one of the curricular areas in the school education curriculum. The Major area of study seeks to provide students with the opportunity to acquire conceptual depth and understanding in the chosen academic discipline. The major will be based on a discipline from one of the curricular areas included in the school education curriculum such as Languages, Social Science & Humanities and interdisciplinary area.

4. Stage-Specific Content-Cum-Pedagogy

The Content-cum-Pedagogy courses is to make prospective teachers comprehend the epistemological and pedagogical foundations of the subject they are expected to teach. The Content-cum-Pedagogy courses will acquaint the student-teachers with the learning contents and approaches to curriculum transaction at secondary stage of school education.

5. Ability Enhancement and Value-Added Courses

These courses are help student-teachers broaden their horizons and explore possibilities in different areas that are directly or indirectly connected to education.

6. 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.

7. 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.

ix. Mandatory School Internship

All ITEP students shall undergo mandatory school internship, as prescribed by NCTE, in recognised schools or educational institutions identified and approved by the Department.

x. Institutional Partnerships

Departments shall establish formal school partnerships and institutional linkages to ensure meaningful internship, field engagement, and professional exposure.

xi. Programme Objective

To equip prospective quality teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.

xii. Community Engagement and Social Activities

Departments shall provide opportunities for community engagement and service-learning. Social activities such as NSS, NCC, sports, arts, literacy initiatives, mentoring, and educational outreach shall form an integral part of the Programme.

xiii. Online Learning and Credit Mobility

Students may earn Credits through approved online and inter-institutional learning modes, including SWAYAM, subject to UGC, NCTE, University, and ABC guidelines, with a maximum Credit limit as prescribed.

5. Eligibility for Admission and Reservation of Seats

i. Candidates with a minimum of 50% (fifty percent) marks or equivalent grade in Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.

ii. Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the State Government, whichever is applicable from time to time.

iii. Admission to the ITEP shall be based on merit in the qualifying examination, subject to reservation rules in accordance with NCTE guidelines and rules of the state government.

iv. The University shall publish a prospectus/brochure detailing the Programme structure, Courses offered, intake capacity, eligibility conditions, and admission procedures for the ITEP.

v. The candidate shall indicate the choice of subjects/disciplines (BA BEd) at the time of admission to the programme. Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

vi. At the time of admission, each student shall be allotted a Unique Higher Education Student ID, preferably linked with Aadhaar, enabling credit portability and academic mobility across institutions.

vii. Transfer admissions from other recognized institutions may be permitted, depending on academic and infrastructural capacity, and subject to equivalence and credit mapping approved by the University.

viii. The University shall publish a common academic calendar for the ITEP indicating admission schedules, instructional periods, internal and end-semester assessments, internships, and publication of results, and shall strictly adhere to the same.

6. Academic Monitoring and Student Support

i. All academic records and documentation relating to students shall be maintained under the custody of the Faculty Advisor.

- ii. All representations or applications from students or parents to higher authorities shall be routed through the Faculty Advisor → ITEP Convenor → Head of the Department / Teacher-in-Charge.
- iii. Students and parents shall initially approach the Faculty Advisor / ITEP Convenor for all academic clarifications, permissions, and grievances.
- iv. The ITEP Convenor shall organize periodic advisory meetings involving Faculty Advisors, Course teachers, students, and parents, to review the academic progress.
- v. Faculty Advisors shall provide guidance on both academic and non-academic issues, including personal or psychological concerns, and refer serious matters to appropriate authorities.
- vi. Continuous monitoring of student progress shall be the responsibility of the Faculty Advisor. Serious academic or disciplinary issues shall be channeled through the relevant academic/administrative body.
- vii. Advisory meetings shall be held at the beginning of each semester and after the declaration of internal assessment results.
- viii. Internal assessment marks and attendance details shall be displayed on the notice board for at least two working days before uploading to the University portal.
- ix. Disputes related to attendance or internal assessment shall be resolved through joint meetings of the Faculty Advisor, ITEP Convenor, Course teacher, and the student concerned.
- x. Unresolved grievances may be referred to Departmental or University-level Grievance Redressal Committees, constituted as per University statutes.
- xi. The Head of the Department/Teacher-in-Charge shall constitute grievance redressal committees at Departmental level and ensure timely resolution.
- xii. Appeals against Departmental decisions shall be forwarded to the University-level Grievance Redressal Committee within ten working days, along with relevant documents.

xiii. The ITEP Convenor shall maintain records of advisory meetings, while grievance committee records shall be maintained by the respective authorities.

xiv. Regular communication with parents regarding academic progress shall be ensured by the Faculty Advisor / ITEP Convenor.

xv. The Directorate of Programmes and Courses (DPC) shall disseminate all academic regulations, notifications, and guidelines to Departments for timely implementation.

xvi. The University shall provide administrative and financial support for orientation programmes, counselling services, and academic mentoring.

7. Re-admission and Scheme Migration

i. Students exiting the Programme at permissible stages shall be issued a Course-cum-Credit Certificate, enabling re-entry and preservation of Credits through the Academic Bank of Credits.

ii. Credit transfer or exemption for previously completed Courses shall be permitted only on the recommendation of the Board of Studies and approval of the University.

8. Duration of Programme

i. The ITEP shall be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear in any semester-end examination, shall be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

ii. In a semester, there shall be at least 96 (ninety-six) working days, excluding end semester examinations.

iii. Total working hours shall be a minimum of 40 (forty) hours, to be spread over one week.

iv. Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

9. Different types of Courses/activities. -

The Following Types of Courses/Activities or combinations of these constitute the Programmes of Study, namely: -

- i. **Lecture Courses:** Courses involving lectures relating to a field or discipline by a faculty member.
- ii. **Tutorial Courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning period,
- iii. **Practicum or Laboratory work:** A Course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theories related to the chosen field of learning, work/vocation, or professional practice under the supervision of an instructor.
- iv. **Seminar:** A Course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning period.
- v. **Internship:** School experience and internships as the most significant components of the ITEP curriculum which offer student-teachers a platform for connecting theory to real-world situations, and full-time engagement in a school to get extensive experience in planning teaching-learning-assessment activities, participating in various school activities, developing instructional support materials and learning resources, and performing all of the duties expected of a typical teacher, including the current and emerging roles of teachers.
- vi. **Assignment:** A structured academic task given to student-teachers to help them learn, apply, and reflect on concepts related to education and subject knowledge.
- vii. **Field practice or projects:** Courses requiring students to participate in field based learning or projects shall, generally, be under the supervision of an expert from the given external period.
- viii. **Community engagement and service:** Courses requiring students to participate in field- based learning/projects shall, generally, be under the supervision of an expert from the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society.

10. Credit Structure.

The proposed number of Credits per Course and their Credit distribution for the ITEP are given below:

- i.** A Course that includes one hour of lecture or tutorial or a minimum of two hours of lab work, practical work, or field work per week is given one Credit hour.
- ii.** One Credit in a semester should be designed for 15 hours of Lectures or tutorials plus 30 hours of learner engagement in terms of Course-related activities such as reading, seminar preparation, writing/preparing assignments, etc.
- iii.** A One-Credit Seminar or Assignment or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)
- iv.** A Course can have a combination of lecture Credits, tutorial Credits, and practicum Credits.
- v.** Minimum Credit for one Course should be 2 (Two), and the maximum Credit should be 4 (Four).
- vi.** All Disciplinary and Interdisciplinary Courses (Major or Minor) shall be of 4 (Four) hours of active teacher-student (including tutorial) engagements per week or as appropriate. It will be an 8 (eight) hours engagement in the case of a 4-credit practical course.
- vii.** Each faculty member shall offer a maximum of 16 Credits per semester.
- xiii.** For a Four- Credit Lecture Course, 60 hours of lecture or tutorial class shall be assured as a mandatory requirement for the completion of that Course.
- ix.** For the effective operation of the ITEP, a system of flexible timings shall be implemented for the students and teachers.
- x.** The ITEP shall be organised on the semester pattern with two semesters in an academic year. Each semester shall consist of 16 weeks of teaching-learning activities, excluding end-semester examinations.
- xi.** The academic transaction time shall be flexible and staggered in principle, but for convenience it shall be from 9.30 am to 5.30 pm and 5 days a week. For Faculty members it is 5 days per week, based on existing norms.
- xii.** Library and Laboratory facilities shall be accessible for the students for at least three more hours after the regular academic transactions.
- xiii.** Faculty can opt for their convenient time, and they shall be present on campus at least 5 days a week for a minimum campus presence of 40 hours per week.

11. Course Structure of the ITEP

The ITEP shall consist of the following categories of Courses, and the minimum Credit requirements for each category shall be as specified below. The Course structure is designed to ensure a balanced integration of disciplinary knowledge, pedagogical competence, professional practice, and holistic development.

Sl. No.	Curricular Component	Purpose / Focus	Course Elements / Examples	Credits	Semester s
1	Student Induction Programme	Orientation to higher education, teacher identity, and institutional culture	Academic & Professional Ethics, Mentoring, Campus Introduction	Non-Credit	S-1
2	Foundations of Education (FE)	To develop philosophical, psychological, sociological, historical, and policy perspectives on education	Evolution of Indian Education, Child Development & Educational Psychology, Philosophical & Sociological Perspectives I & II, Gender Education, Inclusive Education, Assessment & Evaluation, Education Policy Analysis, Curriculum Planning & Development, School Leadership & Management, Electives (Adolescence Education, Guidance & Counselling, Education for Sustainable Development, Mental Health)	34	S-1 → S-8
3	Disciplinary Courses (DC – Major)	Deep subject knowledge for secondary-stage teaching	Major Subjects - English / Hindi / Malayalam/ History / Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana)	64	S-1 → S-6
4	Interdisciplinary / Minor Courses (IDC)	Academic breadth and integration of knowledge	Minor Subjects - English / Hindi / Malayalam/ History / Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana)	12	S-1 → S-3
5	Stage-Specific Content-cum-Pedagogy (CP)	Integration of subject knowledge with pedagogical strategies	Content-cum-Pedagogy I–IV, Lesson Planning, Assessment Practices, ICT Integration	16	S-3 → S-6
6	Ability Enhancement Courses & Value Added	Promote values, ethics, cultural awareness, Language proficiency, communication,	Language-I (Malayalam/Hindi/Sanskrit), Language-II (English), Language-III (Sanskrit-Common course), Art Education, Yoga & Self-Understanding, Sports, Nutrition &	28	S-1 → S-8

Sl. No.	Curricular Component	Purpose / Focus	Course Elements / Examples	Credits	Semester s
	Courses (AVC)	academic skills and holistic development	Fitness, Indian Knowledge Systems, Citizenship Education, Sustainability & Environment Education		
7	School Experience (SE)	Professional practice in schools	Pre-Internship, School Observation, School-based Research Project, Teaching Internship, Post-Internship Reflection, TLM / Work Experience	20	S-5 → S-8
8	Community Engagement & Service (CE)	Social responsibility and community participation	NSS activities, Literacy Programmes, Community Projects	2	S-8
Total				176	

12. Outcome-Based Approach

i. The University shall adopt an Outcome-Based Education (OBE) framework for the ITEP and shall clearly specify:

Programme Outcomes (POs)

Course Outcomes (COs) covering both disciplinary learning outcomes and professional teacher competencies.

ii. The learning outcomes shall include:

Subject knowledge

Pedagogical competence

Professional ethics

Inclusive and reflective teaching skills

Research aptitude

Community and societal engagement

iii. There shall be reasonable uniformity in learning outcomes for Integrated Teacher Education Programmes across universities in India, to facilitate student mobility, credit transfer, and academic equivalence, subject to regulatory prescriptions.

13. Level and Coding of Courses

13.1. Categorisation and Level Coding of Courses

Courses shall be categorised and coded based on:

- stated learning outcomes,
- level of academic complexity, and
- degree of professional and research rigour.

The Course levels and numeric codes as specified below:

a. 0–99: Pre-requisite Courses

These Courses are introductory in nature and are designed to provide foundational knowledge for students who intend to pursue disciplines not studied at the higher secondary level. These Courses shall be non-Credit bearing.

b. 100–199: Foundation / Introductory Courses

These Courses aim to impart basic conceptual understanding and fundamental disciplinary knowledge, enabling students to explore and identify their areas of academic interest. These Courses may serve as pre-requisites for higher-level Courses.

c. 200–299: Intermediate-Level Courses

These Courses are designed to meet the Credit requirements of Major and Minor disciplines, integrating subject depth with pedagogical relevance.

d. 300–399: Higher-Level Courses

These Courses are required for advanced disciplinary and pedagogical competence, and for securing a Major in a discipline or interdisciplinary area.

e. 400–499: Advanced Courses

These Courses include professional specialisation, action research and school-based research projects aligned with teacher education standards.

13.3. Credit Transfer across Institutions

For the purpose of Credit transfer and student mobility, the Credits earned by a student of the ITEP from any University or HEI shall be eligible for direct transfer to the corresponding discipline and Course level in this University, through the Academic Bank of Credits (ABC) or other approved mechanisms.

14. Course Participation and Attendance

Participation in Courses is an essential component of the ITEP, facilitating knowledge acquisition, skill development, and holistic learning. The following provisions shall govern Course participation and attendance:

i. Class participation is a primary mechanism for students to engage with Course materials and learning activities. However, under exceptional or valid circumstances, students may occasionally be unable to attend scheduled classes.

ii. Authorized Absences: Absences due to legitimate reasons shall be treated as authorized absences, and the University shall provide facilities for make-up activities to ensure the student can complete the Course requirements in a timely manner.

iii. Authorized absences include, but are not limited to:

Participation in meetings or events organized by the Department or University.

Attendance at curricular or co-curricular activities prescribed by the Department or University.

Unavoidable or legitimate circumstances such as illness, injury, family emergencies, care-related responsibilities, severe weather conditions, or academic/career-related interviews.

Other recognized leaves such as maternity leave, menstrual leave, or gender-affirmative leave for eligible transgender students.

iv. Students must inform the relevant faculty in advance, where possible, regarding absences and discuss the implications for Course completion. Students may be required to furnish proper documentation to justify absences when requested by the Faculty Advisor.

v. Faculty shall provide guidance to students for completing missed work, either in advance or immediately upon returning, while noting that not all missed work can be compensated, and absences may impact final Course performance.

vi. Eligibility for End-Semester Evaluation:

Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

vii. Female students above 18 years of age may apply for maternity leave as per state government rules, which can be availed within one semester or across two consecutive semesters. Students on maternity leave who miss the end-semester assessment may appear in the next scheduled assessment/examination.

viii. Calculation of Attendance: Attendance percentages shall be computed excluding periods of authorized leave or participation in approved activities.

ix. Record-Keeping and Transparency:

Faculty members shall maintain monthly records of student participation and attendance. Attendance records shall be displayed on the Department notice board, ensuring students have full knowledge of their attendance status.

15. Condonation of Absence

The students who have insufficient classroom participation due to unauthorized absence are not eligible to appear for the end-semester examination.

University Condonation of Attendance Shortage:

The University may condone a maximum of 20% shortage of attendance in a semester, subject to a maximum of two instances during the entire Programme, based on sufficient grounds. Students seeking such condonation must submit an application in the prescribed format, along with the prescribed fee, duly forwarded by the Head of Department/Teacher in Charge, to the Registrar at least 15 days prior to the end-semester examination.

16. Duties and Functions of the University and the Board of Studies

The duties and functions of the University and the Boards of Studies in respect of the ITEP shall be as follows:

i. The Board of Studies shall formulate the curricula and syllabi of the ITEP and its constituent Courses within their academic jurisdiction and shall be responsible for ensuring academic rigor, professional relevance, pedagogical coherence, and quality of the Programme.

ii. The Board of Studies shall define in advance the Programme Outcomes (POs).

iii. Based on the prescribed learning outcomes, the Board of Studies shall determine the number of Courses, contact hours, practicum hours, field engagement requirements,

and Credit allocation for each Course, strictly adhering to the limits and norms prescribed by NCTE, and SSUS Regulations.

17. Credit Transfer and Accumulation Facilities

The provisions relating to Credit Transfer and Accumulation under the ITEP shall be as follows:

- i. The University shall establish facilities for digital storage of academic Credits through DIGILOCKER / Academic Bank of Credits (ABC), enabling secure storage, transfer, and accumulation of Credits earned by students from recognized HEIs, in accordance with UGC Regulations.
- ii. Uniformity shall be ensured in Credit structure, Programme-specific weightage, semester-wise distribution of Courses and Credits, contact hours, equivalence norms, validity of Credits, and mechanisms of Credit transfer and redemption, particularly in relation to teacher education Programmes governed by NCTE norms.
- iii. Credit transfer under ITEP may operate across horizontal and vertical levels, subject to equivalence and professional requirements of teacher education.
- iv. Credit transfer between institutions shall be governed by a Transfer Agreement, specifying equivalence, acceptance of Courses, Credit value, and assessment standards, approved by the University.
- v. The validity of Credits earned shall be considered as per UGC or NCTE Regulations.
- vi. The procedures for depositing Credits, their shelf life, and redemption shall be governed by the relevant UGC Regulations on Academic Bank of Credits, as amended from time to time.
- vii. Students shall be required to earn at least fifty percent of the total Credits from the degree-awarding Higher Education Institution.
- viii. Students shall compulsorily earn the prescribed number of Credits in the core disciplinary, pedagogical, and practicum components essential for the award of the ITEP degree, as specified by SSUS and NCTE norms.

18. Assessment and Evaluation

The assessment and evaluation system under the ITEP shall be governed by the following provisions:

i. Assessment shall consist of a combination of Continuous Comprehensive Evaluation (CCE) and End Semester Evaluation (ESE).

ii. Continuous Comprehensive Evaluation (CCE) shall carry 50 percent of the total marks/grade, and the remaining 50 percent shall be assigned to the End Semester Evaluation (ESE).

iii. Continuous Comprehensive Evaluation (CCE) shall be conducted at periodic intervals throughout the semester, broadly as follows:

- 30 percent at the end of the second month
- 30 percent at the end of the third month
- 40 percent during the final two to three weeks of the Course

At least two assessment components shall be completed within the first eight weeks of the semester. All continuous assessments shall be completed at least two to three weeks prior to the End Semester Evaluation.

iv. Continuous Comprehensive Evaluation (CCE) shall consist of two components:

- a) Formative Assessment (FA)
- b) Summative Assessment (SA)

v. The choice, design, and implementation of Formative Assessment methods shall be the prerogative of the Course Coordinator/Faculty Member, based on the nature of the Course, intended learning outcomes, professional requirements of ITEP, and learner diversity.

vi. The suggestive methods of Formative Assessment, which may be used individually or in combination as deemed appropriate by the faculty, shall include but not be limited to the following:

- Practical and pedagogical assignments

- Observation and assessment of teaching and practical skills
- Library-based assignments such as book reviews, journal article reviews, and annotated bibliographies
- Review of films, policy documents, curriculum frameworks, textbooks, or creative works
- Viva voce
- Quizzes and short tests
- Interviews
- Oral presentations and micro-teaching sessions
- Computer-based or adaptive assessments
- In-class discussions, debates, and seminars
- Case study and classroom scenario analysis
- Group tutorials and collaborative tasks
- Reflective journals and reflective writing assignments
- Home assignments and take-home tasks
- Self-assessment and peer-assessment
- Any other assessment method required for a specific Course or student-teacher, as determined by the faculty
- Any other mode of assessment requested by student-teachers, consistent with their aptitudes, provided such mode aligns with the objectives, content, and professional nature of the Course

vii. The mode of Summative Assessment shall be selected by the Course faculty from among the following, or any other method approved by the competent academic authority:

- Written test
- Open-book test
- Laboratory report
- Problem-based assignments
- Individual project report
- Case study report
- Team project report
- Literature survey
- Standardised test
- Fieldwork report and presentations
- Project preparation
- Any other pedagogically sound method specifically designed for the Course
- Any other mode of assessment requested by students, provided it aligns with the nature and objectives of the Course.

viii. The Course faculty shall have primary responsibility for evaluating all components of Continuous Evaluation. However, the University may, in appropriate cases or in response to grievances, appoint internal or external evaluators for part or whole of the assessment process.

ix. There shall be Theory and Practical examinations at the end of each semester, ordinarily conducted during December for odd semesters and May for even semesters, as stipulated in the Scheme of Examinations.

x. For the purpose of evaluation, one Credit shall correspond to 25 marks per semester; accordingly, a 4-Credit Course shall carry 100 marks and a 2-Credit Course 50 marks.

xi. The Faculty Advisor, ITEP Coordinator, and the ITEP Department Committee shall ensure that Individual Learning Plans (ILPs) and/or special assessment arrangements are implemented for differently abled students, as required.

xii. The Faculty Advisor, ITEP Coordinator, and the ITEP Department Committee shall design and implement appropriate evaluation strategies, including technology-assisted examinations and alternative assessment methods, for differently abled students in alignment with principles of inclusive education.

19. Assessment of Practical Courses

(i) There shall ordinarily be no external examiner for the conduct of practical examinations. However, practical courses, field practicum, internships, capstone projects, or other practice-based Courses that are supervised by external experts, practitioners, or professionals may include specific assessment components—either as part of Continuous Comprehensive Evaluation (CCE) or End Semester Evaluation (ESE)—to be carried out by such external supervisors or experts, as determined and approved by the concerned Board of Studies (BoS).

(ii) Practical Courses offered by faculty members shall be subject to Continuous Evaluation, with a suggested weightage of 60% for Continuous Comprehensive Evaluation (CCE) and 40% for End Semester Evaluation (ESE). This ratio shall serve as a general guideline, and the Board of Studies shall have the flexibility to prescribe

an appropriate CCE–ESE ratio depending on the nature, objectives, and professional requirements of the Practical Course.

Table 20.1: Components of Evaluation of Practical Courses

Component of Evaluation	Description	Weightage
Continuous Comprehensive Assessment (CCA)	Continuous assessment of practical/exercise performed by students during practical classes, including performance, participation, records, and skill demonstration	60%
End Semester Evaluation (ESE) – I	Viva-voce examination / Demonstration / Presentation / Production or any other form of ESE as decided by the Board of Studies (BoS), conducted by the faculty in charge of the course along with an additional examiner arranged internally by the Department Council	25%
End Semester Evaluation (ESE)-II	Evaluation of practical records or any other form of ESE as decided by the BoS, submitted for end semester evaluation and assessed by the faculty in charge of the course along with an additional examiner arranged internally by the Department Council	15%
Total		100%

(iii) If a student fails to complete or qualify in the Continuous Evaluation of a Practical Course due to valid reasons, the Course shall be treated as “Pending”, and the student shall be permitted to re-do the Course with the next eligible batch, undergoing the complete Continuous Evaluation process by attending the required practical sessions.

(iv) Only those students who have successfully completed all prescribed components of Continuous Evaluation of a Practical Course shall be eligible to appear for the End Semester Evaluation (ESE) of that Course.

(v) For the purpose of grievance redressal, audit, and quality assurance, all teachers handling Practical Courses shall maintain systematic records and documentary

evidence of Continuous Comprehensive Evaluation (CCE). The University shall have the right to call for, verify, and review all such records as and when required.

(vi) The marks awarded for each semester, comprising both CCE and ESE components, shall be duly finalised after resolving all student grievances and forwarded to the Pro-Vice-Chancellor within the stipulated time, ordinarily at least fifteen days from the last date of the semester examination or one week prior to the final date of the semester examination, as notified by the University.

20. Letter Grades and Grade Points

Table 20.1: Letter Grades, Grade Points and Classification

Letter Grade	Grade Point	Percentage of Marks (<i>Internal + External</i>)
O (Outstanding)	10	95% and above
A+ (Excellent)	9	Above 85% and below 95%
A (Very Good)	8	75% to below 85%
B+ (Good)	7	65% to below 75%
B (Above Average)	6	55% to below 65%
C (Average)	5	45% to below 55%
P (Pass)	4	40% to below 45% aggregate (Internal + External) with a minimum of 30% in External
F (Fail)	0	Below 40% aggregate or below 30% in External
Ab (Absent)	0	Absent for examination

Table 20.2: Interpretation of SGPA and CGPA

Term	Description
SGPA (Semester Grade Point Average)	Computed from the grades obtained in all Courses registered in a given semester and reflects the student's performance in that semester
CGPA (Cumulative Grade Point Average)	Computed from the grades obtained in all Courses completed from the beginning of the Programme and reflects overall academic performance

20.3 Computation of SGPA and CGPA

Formula for Computation of SGPA

Term	Description
SGPA (Si)	Semester Grade Point Average for the <i>i</i> th semester
Ci	Number of Credits of the <i>i</i> th Course
Gi	Grade Point obtained in the <i>i</i> th Course
Formula	$SGPA (Si) = \Sigma (Ci \times Gi) / \Sigma Ci$
Meaning	Ratio of the total Credit Points earned in a semester to the total Credits registered in that semester

Table 20.4: Formula for Computation of CGPA

Term	Description
CGPA	Cumulative Grade Point Average
Ci	Total number of Credits in the <i>i</i> th semester
Si	SGPA obtained in the <i>i</i> th semester
Formula	$CGPA = \Sigma (Ci \times Si) / \Sigma Ci$
Meaning	Weighted average of SGPAs of all semesters completed in the Programme

20.5 Example for Computation of SGPA

Table: Sample SGPA Calculation — Semester I

Course	Credits	Letter Grade	Grade Point	Credit Points
FE-101: Evolution of Indian Education	4	A	8	32
DC-101 (Major)	4	O	10	40
IDC-101 (Minor)	4	B+	7	28
AVC-101: Language–I	4	B	6	24
AVC-101: Language–II	4	A+	9	36
AVC-102: Performing Arts	2	B	6	12
AVC-101: Understanding India–I	2	C	5	10
TOTAL	24			182

SGPA Calculation

$$\text{SGPA} = 182 / 24 = 7.58$$

Table 20.6: Semester-wise Credits and SGPA

Semester	Credits (Ci)	SGPA (Si)	Ci × Si
Semester 1	24	6.9	165.6
Semester 2	24	7.8	187.2
Semester 3	24	5.6	134.4
Semester 4	20	6.0	120.0
Semester 5	22	6.3	138.6
Semester 6	22	8.0	176.0
Semester 7	20	7.2	144.0
Semester 8	20	7.5	150.0
Total	176		1,215.8

$$\text{CGPA} = 1,215.8 / 176 = 6.91$$

Table 20.7 Rounding and Reporting

Aspect	Provision
Rounding	SGPA and CGPA shall be rounded off to two decimal places
Reporting	SGPA and CGPA shall be reported in the semester-wise transcript and consolidated transcript

Table 20.8 Transcript Format

Transcript Type	Details Included
Semester Transcript	Course-wise Credits, Letter Grades, Grade Points, SGPA
Consolidated Transcript	Performance in all semesters, total Credits earned, final CGPA

21. Power to Remove Difficulties

If any difficulty arises in giving effect to these Regulations, the Vice-Chancellor, on the recommendation of the ITEP Academic Committee, may issue orders necessary to remove such difficulties, provided that such orders are not inconsistent with the Act, Statutes, Ordinances, or Regulations of the University. All such orders shall be placed before the Academic Council for ratification in its next meeting.

22. Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendment or modification issued by the University Grants Commission, NCTE, or the State Government from time to time shall prevail and shall be deemed to be incorporated into these Regulations.

23. Subject Combinations in the ITEP

Illustrative subject combinations are given below:

i. BA BEd(Secondary) – English

A student admitted to BA BEd (Secondary) – English shall complete 64 credits in English as the Disciplinary Subject, along with 12 credits in Malayalam or Hindi or Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana) or History as Interdisciplinary Subject(s), in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

ii. BA BEd(Secondary) – Hindi

A student admitted to BA BEd (Secondary) – Hindi shall secure 64 credits in Hindi as the Disciplinary Subject, and 12 credits in English or Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana) or Malayalam or History as an Interdisciplinary Subject, in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

iii. BA BEd(Secondary) – Malayalam

A student admitted to BA BEd (Secondary) – Malayalam shall earn 64 credits in Malayalam, and 12 credits in English or Hindi or Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

iv. BA BEd(Secondary) – History

A student admitted to BA BEd (Secondary) – History shall secure 64 credits in History as the Disciplinary Subject, and 12 credits in Malayalam or Hindi or Sanskrit (General/Nyaya/Sahitya/Vedanta/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

v. BA BEd(Secondary) – Sanskrit General

A student admitted to BA BEd (Secondary) – Sanskrit shall complete 64 credits in Sanskrit as the Disciplinary Subject, and 12 credits in Hindi or Malayalam or History

or Sanskrit (Nyaya/Sahitya/Vedanta/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

vi. BA BEd(Secondary) – Sanskrit Nyaya

A student admitted to BA BEd (Secondary) – Sanskrit shall complete 64 credits in Sanskrit as the Disciplinary Subject, and 12 credits in Hindi or Malayalam or History or Sanskrit (General/Sahitya/Vedanta/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

vii. BA BEd(Secondary) – Sanskrit Sahitya

A student admitted to BA BEd (Secondary) – Sanskrit shall complete 64 credits in Sanskrit as the Disciplinary Subject, and 12 credits in Hindi or Malayalam or History or Sanskrit (General/Nyaya/Vedanta/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

viii. BA BEd(Secondary) – Sanskrit Vedanta

A student admitted to BA BEd (Secondary) – Sanskrit shall complete 64 credits in Sanskrit as the Disciplinary Subject, and 12 credits in Hindi or Malayalam or History or Sanskrit (General/Nyaya/Sahitya/Vyakarana) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

ix. BA BEd(Secondary) – Sanskrit Vyakarana

A student admitted to BA BEd (Secondary) – Sanskrit shall complete 64 credits in Sanskrit as the Disciplinary Subject, and 12 credits in Hindi or Malayalam or History

or Sanskrit (General/Nyaya/Sahitya/Vedanta) in addition to the mandatory components of Foundations of Education, Stage-Specific Content-cum-Pedagogy, School Experience, Community Engagement, and Research Project prescribed under ITEP.

ANNEXURE – I

A. SEMESTER-WISE COURSE PATHWAY

Semester / Course Level	Foundations of Education (FE)	Disciplinary / Interdisciplinary Courses (Major + Minor)	Content-cum-Pedagogy (CP)	Ability Enhancement & Value-Added Courses (AVC)	School Experience / Internship / Research (SE)	Total Credits
Semester I (Level 100–199)	FE-101: Evolution of Indian Education (4)	DC-101 (Major) – 4 IDC-101 (Minor) – 4	–	AVC-101: Language-I (4) AVC-102: Language-II English (4) AVC-103: Performing Arts (2) AVC-104: Understanding India-I(2)	–	24
Semester II (Level 100–199)	FE-102: Gender Education (4)	DC-102 (Major) –4 DC-103 (Major) –4 IDC-102 (Minor) – 4	–	AVC-105: Language-III Sanskrit (4) AVC-106: Understanding India-II (2) AVC-107: Understanding Self (2)	–	24
Semester III (Level 200–299)	FE-201: Child Development & Educational Psychology (4)	DC-201 (Major) – 4 DC-202 (Major)-4 DC-203 (Major) –4 IDC-201 (Minor)–4	CP-201: Content-cum-Pedagogy – I (4)	–	–	24
Semester IV (Level 200–299)	FE-202: Philosophical & Sociological Perspectives of Education – I (4)	DC-204 (Major) –4 DC-205 (Major) –4 DC-206 (Major) –4	CP-202: Content-cum-Pedagogy – II (4)	–	–	20
Semester V (Level 300–399)	–	DC-301 (Major) – 4 DC-302 (Major) – 4 DC-303 (Major) – 4 DC-304 (Elective) – 4	CP-301: Content-cum-Pedagogy – III (4)	–	SE-301: Pre-Internship Practice (2)	22
Semester VI (Level 300–399)	FE-301: Assessment & Evaluation (2) FE-302: Inclusive Education (2)	DC-305 (Major) – 4 DC-306 (Field Work) – 4 DC-307 (Elective) – 4	CP-302: Content-cum-Pedagogy – III (4)	–	SE-302: School Observation (2)	22
	Three-Year Exit (Academic Exit Only)					136
Semester VII (Level 400–499)	FE-401: Curriculum Planning & Development (2) FE-402: School Leadership & Management (2)	–	–	AVC-401: Visual Arts (2) AVC-402: Sports & Fitness (2)	SE-401: Teaching Internship (10) SE-402: Research Project (2)	20
Semester VIII (Level 400–499)	FE-403: Philosophical & Sociological Perspectives of Education – II (4) FE-404: Education Policy Analysis (2) FE-405: Elective (4)	–	–	AVC-403: ICT in Education (2) AVC-404: Citizenship & Environment Education (2)	SE-403: Post-Internship Review (2) SE-404: Teaching Learning Material / WE (2) CE-401: Community Engagement (2)	20

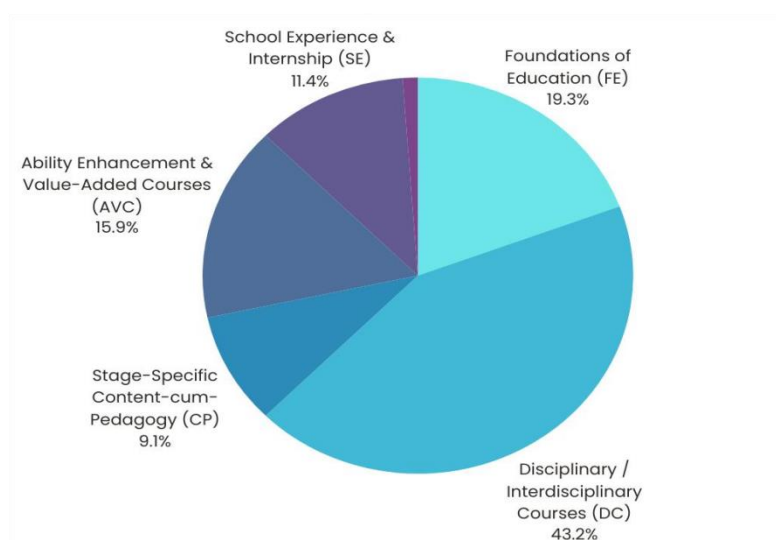
ANNEXURE – II

A. Table: Semester-wise Course Structure and Credit Distribution

Semester / Course Level	Foundations of Education (FE)	Disciplinary/Interdisciplinary Courses (Major + Minor)	Content-cum-Pedagogy (CP)	Ability Enhancement & Value-Added Courses (AVC)	School Experience / Internship / Research (SE)	Total Credits
Semester I (Level 100–199)	FE-101: Evolution of Indian Education (4)	DC-101 (Major) – 4 IDC-101 (Minor) – 4	–	AVC-101: Language-I(4) AVC-102: Language-II English (4) AVC-103: Performing Arts (2) AVC-104: Understanding India-I (2)	–	24
Semester II (Level 100–199)	FE-102: Gender Education (4)	DC-102 (Major) – 4 DC-103 (Major) – 4 IDC-102 (Minor) – 4	–	AVC-104: Language-III Sanskrit(4) AVC-105: Understanding India-II (2) AVC-106: Understanding Self (2)	–	24
Semester III (Level 200–299)	FE-201: Child Development & Educational Psychology (4)	DC-201 (Major) – 4 DC-202 (Major) – 4 DC-203(Major) – 4 IDC-201 (Minor) – 4	–CP-201: Content-cum-Pedagogy – I (4)		–	24
Semester IV (Level 200–299)	FE-202: Philosophical & Sociological Perspectives of Education – I (4)	DC-204 (Major) – 4 DC-205 (Major) – 4 DC-206 (Major) – 4	CP-202: Content-cum-Pedagogy – II (4)		–	20
Semester V (Level 300–399)		DC-301 (Major) – 4 DC-302 (Major) – 4 DC-303 (Major) – 4 DC-304 (Elective) – 4	CP-301: Content-cum-Pedagogy – III (4)		SE-301: Pre-Internship Practice (2)	22
Semester VI (Level 300–399)	FE-301: Assessment & Evaluation (2) FE-302: Inclusive Education (2)	DC-305 (Major) – 4 DC-306 (Field work) – 4 DC-307 (Elective) – 4	CP-302: Content-cum-Pedagogy – III (4)	–	SE-302: School Observation (2)	22
Semester VII (Level 400–499)	FE-401: Curriculum Planning & Development (2) FE-402: School Leadership & Management (2)	–	–	AVC-401: Visual Arts (2) AVC-404: Sports & Fitness (2)	SE-401: Teaching Internship (10) SE-402: Research Project (2)	20
Semester VIII (Level 400–499)	FE-403: Philosophical & Sociological Perspectives of Education – II (4) FE-404: Education Policy Analysis (2) FE-405: Elective (4)	–	–	AVC-403: ICT in Education (2) AVC-404: Citizenship & Environment Education (2)	SE-403: Post-Internship Review (2) SE-404 Teaching Learning Materia/WE (2) CE-401: Community Engagement (2)	20

B. CREDIT DISTRIBUTION SUMMARY

Course Category	Credits
Foundations of Education (FE)	34
Disciplinary / Interdisciplinary Courses (DC)	76
Stage-Specific Content-cum-Pedagogy (CP)	16
Ability Enhancement & Value-Added Courses (AVC)	28
School Experience & Internship (SE)	20
Community Engagement (CE)	2
Total	176



Explanatory Notes

1. Disciplinary Courses (DC) comprise Major and Minor school subjects, selected at the time of admission and pursued progressively across semesters.
2. Stage-Specific Content-cum-Pedagogy (CP) courses are mandatory and aligned to the secondary stage of schooling.
3. School Experience (SE) includes pre-internship activities, school observation, full-semester teaching internship, and reflective practice.
4. Successful completion of all programme requirements leads to the award of an Integrated Undergraduate Degree with Teacher Qualification.

C. HOLISTIC AND VALUE DEVELOPMENT PATHWAY

Domain	Courses Included	Intended Outcome
Language Proficiency	Language I, II & Sanskrit Language	Academic communication
Artistic Expression	Performing & Visual Arts	Creativity & cultural awareness

Domain	Courses Included	Intended Outcome
Health & Well-being	Sports, Nutrition, Yoga	Physical & mental well-being
Citizenship & Sustainability	Environmental and civic education	Social responsibility
Digital Competence	ICT in Education	Technology-enabled teaching

D. OUTLINE OF ACTIVITIES UNDER SCHOOL EXPERIENCE

Sl. No.	Course / Activity	Credits	Semester	Description
1	Pre-Internship	2	V	Orientation and preparatory activities conducted at the institute, including lesson planning, micro-teaching, observation skills, and professional readiness for school engagement.
2	School Observation	2	VI	Two-week visit to different types of schools to observe school culture, classroom processes, teaching-learning practices, learner diversity, and institutional functioning.
3	Teaching Internship	10	VII	Twelve weeks of continuous engagement in school(s), working as an integral part of the school system, involving teaching, assessment, co-curricular activities, and professional responsibilities.
4	School-based Research Project	2	VII	Identification of an educational issue during internship, formulation of research design, implementation of intervention, data collection, analysis, and preparation of a research report.
5	Creating Teaching– Learning Materials (TLM) / Work Education	2	VIII	Visits to local vocational artists/professionals; designing learning resources using local knowledge systems and traditions; linking community expertise with school learning.
6	Post-Internship Review	2	VIII	Institute-based reflective sessions including sharing of internship experiences, critical discussions, professional reflection, and submission of a comprehensive internship report.
	Total	20		

ANNEXURE – III

EXIT AND PROGRESSION PATHWAY

Stage of Completion	Qualification Awarded	Progression Opportunities
Completion of Programme	Integrated Undergraduate Degree with Teacher Qualification	Secondary school teaching
Post Qualification	—	Higher studies in education or discipline
Professional Growth	—	Curriculum design, educational leadership

Course Codes, Categories, Credits, And L–T–P–O Patterns

The effort to be put in by the student is indicated in the tables below as follows:

L: Lecture (One unit is of one-hour duration)

T: Tutorial (One unit is of one-hour duration)

P: Practical (One unit is of one-hour duration)

O: Outside the class effort / self-study (One unit is of one-hour duration)

Sem	Course Code	Course Title	Category	Credits	L–T–P–O
S–1	ITEP-DC-101	Disciplinary Course I (Major)	DC	4	3–1–0–8
	ITEP-IDC-101	Interdisciplinary Course I (Minor)	IDC	4	3–1–0–8
	ITEP-FE-101	Evolution of Indian Education	FE	4	4–0–0–8
	ITEP-AVC-101	Language I (MIL)	AVC	4	4–0–0–8
	ITEP-AVC-102	Language II – English	AVC	4	4–0–0–8
	ITEP-AVC-103	Performing Arts	AVC	2	1–0–2–3
	ITEP-AVC-104	Understanding India – I	AVC	2	2–0–0–4
	Total			24	

Sem	Course Code	Course Title	Category	Credits	L–T–P–O
S–2	ITEP-DC-102	Disciplinary Course II (Major)	DC	4	3–1–0–8
	ITEP-DC-103	Disciplinary Course III (Major)	DC	4	3–1–0–8
	ITEP-IDC-102	Interdisciplinary Course II (Minor)	IDC	4	3–1–0–8
	ITEP-FE-102	Gender Education	FE	4	4–0–0–8
	ITEP-AVC-104	Language III – Sanskrit	AVC	4	4–0–0–8
	ITEP-AVC-105	Understanding India – II	AVC	2	2–0–0–4
	ITEP-AVC-106	Understanding Self & Yoga	AVC	2	1–0–2–3
	Total			24	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-3	ITEP-DC-201	Disciplinary Course IV (Major)	DC	4	3-1-0-8
	ITEP-DC-202	Disciplinary Course V (Major)	DC	4	3-1-0-8
	ITEP-DC-203	Disciplinary Course VI (Major)	DC	4	3-1-0-8
	ITEP-IDC-201	Interdisciplinary Course III (Minor)	IDC	4	3-1-0-8
	ITEP-FE-201	Child Development & Educational Psychology	FE	4	4-0-0-8
	ITEP-CP-201	Content-cum-Pedagogy – I	CP	4	3-1-0-8
	Total			24	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-4	ITEP-DC-204	Disciplinary Course VII (Major)	DC	4	3-1-0-8
	ITEP-DC-205	Disciplinary Course VIII (Major)	DC	4	3-1-0-8
	ITEP-DC-206	Disciplinary Course IX (Major)	DC	4	3-1-0-8
	ITEP-FE-202	Philosophical & Sociological Perspectives of Education – I	FE	4	4-0-0-8
	ITEP-CP-202	Content-cum-Pedagogy – II	CP	4	3-1-0-8
	Total			20	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-5	ITEP-DC-301	Disciplinary Course X (Major)	DC	4	3-1-0-8
	ITEP-DC-302	Disciplinary Course XI (Major)	DC	4	3-1-0-8
	ITEP-DC-303	Disciplinary Course XII (Major)	DC	4	3-1-0-8
	ITEP-DC-304	Elective Course	DC	4	3-1-0-8
	ITEP-CP-301	Content-cum-Pedagogy – III	CP	4	3-1-0-8
	ITEP-SE-301	Pre-Internship Practice	SE	2	0-0-4-4
	Total			22	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-6	ITEP-FE-301	Assessment & Evaluation	FE	2	2-0-0-4
	ITEP-FE-302	Inclusive Education	FE	2	2-0-0-4
	ITEP-DC-305	Disciplinary Course XIII (Major)	DC	4	3-1-0-8
	ITEP-DC-306	Field Work/	DC	4	0-0-0-12
	ITEP-DC-307	Elective Course	DC	4	3-1-0-8
	ITEP-CP-302	Content-cum-Pedagogy – IV	CP	4	3-1-0-8
	ITEP-SE-302	School Observation	SE	2	0-0-4-4
	Total			22	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-7	ITEP-FE-401	Curriculum Planning & Development	FE	2	2-0-0-4
	ITEP-FE-402	School Leadership & Management	FE	2	2-0-0-4
	ITEP-AVC-401	Visual Arts	AVC	2	1-0-2-3
	ITEP-AVC-402	Sports & Fitness	AVC	2	1-0-2-3
	ITEP-SE-401	Teaching Internship	SE	10	0-0-30-10
	ITEP-SE-402	Research Project	SE	2	0-0-0-6
	Total			20	

Sem	Course Code	Course Title	Category	Credits	L-T-P-O
S-8	ITEP-FE-403	Philosophical & Sociological Perspectives of Education – II	FE	4	4-0-0-8
	ITEP-FE-404	Education Policy Analysis	FE	2	2-0-0-4
	ITEP-FE-405	Elective	FE	4	3-1-0-8
	ITEP-AVC-403	ICT in Education	AVC	2	1-0-2-3
	ITEP-AVC-404	Citizenship & Environment Education	AVC	2	2-0-0-4
	ITEP-SE-403	Post-Internship Review	SE	2	0-0-3-3
	ITEP-SE-404	TLM / Work Education	SE	2	0-0-3-3
	ITEP-CE-401	Community Engagement	CE	2	0-0-3-3
	Total			20	