

NATIONAL COLLEGE FOR TEACHER EDUCATION

IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR, ERNAKULAM DISTRICT – 683 556
Telephone No. 0484-2522583 | 2525603
Fax No. 2526201

NAAC ACCREDITED

**Affiliated to M.G. University
Approved by NCTE**



HAND BOOK

2015-16

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Telephone No. 0484-2522583/2525603

Fax No. 2526201

E-mail: nationalcollege09@gmail.com

Website: www.nationalcollege.edu.in

Our Motto

*"Power of Knowledge and
fortitude of values"*

PERSONAL DATA SHEET

Name :

Admission No. :

Roll No :

Optional Subject :

Address with Tel. No. :

Parent's Name :

Occupation :

Name &Address of
Local Guardian (If Any) :

Date of Birth :

Religion & Caste :

Blood Group :

Single/Married :

Educational Qualification :

Hostel/Day Scholar :

B.Ed/M.Ed :

Course	Marks	Percentage	Subject
SSLC			
Plus - Two Pre - Degree			
Degree			
P.G.			
Others			

Computer Knowledge :

Co-Curricular Activities :

Hobbies :

If Married
Name & Occupation
Of Husband/Wife :

Children :

DECLARATION

I, here by declare that, I will obey the rules & regulations of this institution.

Signature

Place:

Date :

Signature of Parent/ Guardian

PRAYER Malayalam

പരമദയാലുവായ്ദാക്ഷിണ്യശാലിയാം
ഈശ്വരനാമത്തിലാരംഭിപ്പു
നിഖില ലോകങ്ങൾക്കുമേകരക്ഷകനാം
അഖിലേശ്വരനാണ് സകല സ്തോത്രങ്ങളും
കാരുണ്യമേറുന്ന രക്ഷകാ നിൻകൃപാ-
പുരം നിരന്തരം വർഷിക്ക ഞങ്ങളിൽ
തീർപ്പുകൾ നൽകുന്ന വാസരേ ഞങ്ങളെ
കാരുണ്യത്തോടു നീ കാത്തു കൊള്ളേണമേ!
നിയതമാരാധിപ്പു ഞങ്ങൾ നിന്നെ മാത്രം
സതതം സഹായമർത്ഥിപ്പതും നിന്നോട്
നേരായ മാർഗ്ഗം തെളിക്കണേ രക്ഷകാ
പാരായെ നിത്യം നയിക്കുമാറാകണേ
സത്തുകൾ പോയൊരു മാർഗ്ഗേണ ദൈവമേ
ലക്ഷ്യത്തിലെത്താൻ തുണയ്ക്കുമാറാകണേ
നിൻ കോപാഗ്നിയിൽ വീണൊരു മർത്യന്റെ
പിമ്പേ അയയ്ക്കൊലാ രക്ഷകാ ഞങ്ങളെ

English

In the Name of God
The Most Benevolent
The Dispenser of Grace
All praise and thanks to be God alone
The Cherisher and Sustainer of the World
The Most Benevolent,
The Dispenser of Grace.
Lord of the Day of Judgment
Thee alone do we worship and none else
And unto Thee alone do we turn for aid
(for each and everything)
Guide us to the straight way,
The way of those, upon whom Thou has bestowed
Thy blessings
Not of those, who have incurred Thy displeasure

THE PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people I pledge my devotion. In their well being and prosperity alone lies my happiness.

THE NATIONAL ANTHEM

जन गन मन अधिनायक जय हे
भारत भाग्य विधाता
पंजाब सिंध गुजरात मराठा
द्राविड उत्कल बंगाल
विंध्य हिमाचल यमुना गंगा
उच्चल जलधि तरंगा
तव शुभ नामे जागे
तव शुभ आशिश माँगे
गाहे तव जय गाथा
जन गन मंगलदायक जय हे
भारत भाग्य विधाता
जय हे , जय हे , जय हे
जय , जय , जय , जय है ।

रवीन्द्र नाथ टागोर

ABOUT THE INSTITUTION

National College for Teacher Education is venture a of Allama Iqbal Memorial National Foundation for Education and Training (AIMNET) Ernakulam. The institution was crystallized in form and substance in the year 2005. The College is located at Mephrathupady, a beautiful suburb on the Perumbavoor-Kolenchery Road in the Taluk of Kunnathunad. The College is 7 km away from Perumbavoor town and is within easy reach as a number of KSRTC and Private buses ply the route regularly. The nearest railway station is Aluva which is only 24 km from the College.

The College has strength of 50 for B.Ed with six optional subjects and 50 for M.Ed with five optional. The College has the enviable reputation of being one of the premier institutions in Ernakulam district having B.Ed and M.Ed courses.

The college is affiliated to M.G.University, Kottayam and is approved by NCTE.

The College excels in both academic and co-curricular activities.

HOSTEL

Hostel facility is provided for boys and girls. A well furnished and ventilated hostel is provided within the campus for girls students.

CAMPUS FACILITIES

Computer Lab

There is a well equipped computer laboratory to provide lessons in computer to students.

Laboratories

The college has set up well equipped laboratories for Educational Technology Psychology, Physical Science and Natural Science. Here students are provided with opportunities to do practical work under the expert guidance of the faculty.

Library

A full-fledged library is provided with nearly 4000 books 25 Journals 15 periodicals including Educational and international journals and 5 newspapers. Our reference collection includes Educational Encyclopedias, Encyclopedia of Educational Research etc.

All students are expected to make the best use of the library and reading room. They are expected to be in the library during the working hours, if they have no other allotted work. Special library hours are provided with a view to inculcating reading habit in students. A record of the library work shall be submitted to the faculty concerned for evaluation.

Skill Development Programmes

Communication skill, Inter personal skill and Adjustment skill are essential to be good teachers. Hostel facility is provided for boys and girls. A well furnished and ventilated hostel is provided within the campus for girls students.

Programmers are designed to develop the above skills. Experts in the area will be conducting interactive sessions.

FACULTY

Teaching Staff	Designation	Tel.no.
1. Dr.M N Krishnankutty nambear	Principal	9388605479
2. Dr, Achamma P mathew	HoD	9446806005
3. Dr. Kavitha N Karun	Asst.Prof.	9745970333
4. Jayakrishnan P. V.	Asst.Prof.	9387063382
5. K.Kuttappan	Asst.Prof.	9847222369
6. Subha R. Kurup	Asst.Prof.	9747391631
7. Neena Thankappan	Asst.Prof.	9061425312
8. Femina Isaac.	Asst. Prof.	9495216387
9. Yazeeda E P	Asst. Prof.	9387061996
10. Nazrath P M	Asst. Prof.	9446041853
11. Sajeev K Poullose.	Asst. Prof.	9495105643
LIBRARIAN:		Tel. No.
1. Ranju Raju		9947492484
NON-TEACHING STAFF:		Tel.No
1. K.A Mohammed Ali		9745231586
2. K Pavithran		9446546053
3. Nassal M.A.		9846874263
4. Shainy P.A		9656261332
5. Thankamany Surenderan		7034906884

FACULTY IN CHARGE OF VARIOUS ACTIVITIES

1. Assembly & Discipline - Neena Thankappan
2. Examinations & Documentation - Femina Isaac.
3. Arts Festival & Art Education -
Subha R. Kurup
4. Records - Jayakrishnan P. V. &
5. Staff Editor - K. Kuttappan
6. College Election - Jayakrishnan P. V.
7. SUPW - Nazrath P M.
8. Staff Advisor - K. Kuttappan
9. Practice Teaching - Femina Isaac
10. Course Co-ordinator - Jayakrishnan P. V.
11. Hand Book - K.Kuttappan
12. Tour - Jayakrishnan P. V
Subha R. Kurup
13. NOSA - K.Kuttappan &
Sanjeev V.

COURSES OFFERED

B.Ed

Optional Subjects

1. Commerce Education
2. English Education
3. Mathematics Education
4. Natural Science Education
5. Physical Science Education
6. Social Science Education

M.Ed

Optional Subjects

1. Commerce Education
2. English Education
3. Mathematics Education
4. Science Education
5. Social Science Education

DURATION AND SCHEME OF B.ED PROGRAMMES

The Duration

The duration of B.Ed. programme shall be two years with four semesters. The duration of each semester shall be 100 days spread over 20 working weeks. First semester is from July to December, second semester is from January to June.

Third semester is from July to December and fourth semester is from January to April.

The Teaching practice, a compulsory part of B.Ed programme is scheduled in the Third semester for sixteen weeks in a secondary / higher secondary school.

A student may be permitted to complete the programme, on valid reasons, within a period of 6 semesters from the date of commencement of the first semester of the programme.

Medium of Instruction

The medium of the course shall be English. However, candidates who desire to write the examination in Malayalam may be permitted to do so.

COURSE SUMMARY OF THE B.ED PROGRAMME

Semester 1

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				Exetrnal	Internal	Total	
	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and growing up	100	80	20	100	5
	Core EDU103	Development and Resources In Educational technology	60	50	10	60	3
	Pedagogic EDU104	Understanding the Discipline of Education	60	50	10	60	3
	Pedagogic EDU105	Learning to function as teacher	60	50	10	60	3

	Associate EDU 106	Elective	60	50	10	60	3
Practical/ Engagement With the field	EDU 107.1	Core-EPC1,EPC2, EPC3,EPC4	40		40	40	2
	EDU 107.2	Padagogic-EPC1,EPC2, EPC3,EPC4	80		80	80	4
	EDU107.3	Health& Physical Education –EPC4	20		20	20	1
	EDU107.4	Drama and Art in Education –EPC2	20		20	20	1
Semester Total			600	360	240	600	30

Semester 2

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				Exetrnal	Internal	Total	
Theory	Core EDU 201	Knowledge and curriculum	100	80	20	100	5
	Core EDU 202	Learning and Teaching	100	80	20	100	5
	Core EDU 203	Assessment for Learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimension of	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource development in Education	60	50	10	60	3
	Practical /Engagement with the field (includes School intership-phase 1)	EDU206.1	Core-EPC1,EPC2,EPC3, EPC4	80		80	80	4
EDU206.2		Pedagogic-EPC1,EPC2, EPC3,EPC4	100		100	100	5
EDU206.3		Health& Physical Education EPC4	20		20	20	1
EDU206.4		Drama and Art in Education-EPC2	20		20	20	1
Semester Total			600	310	290	600	30

Semester 3

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				Exetrnal	Internal	Total	
Theory	EDU301	Language Across the Curriculum	60	50	10	60	3
	EDU302.1	Core-EPC1,EPC2,EPC3, EPC4	80		80	80	4
	EDU302.2	Pedagogic-EPC1,EPC2, EPC3,EPC4	360		360	360	18
	EDU302.3	Health& Physical Education,EPC4	40		40	40	2
	EDU302.4	Drama and Art in Education-EPC2	20		20	20	1
		Viva-voce	40	40		40	2
Semester Total			600	90	510	600	30

Semester 4

Category	Course code	Course Name	Instructional Hours				Credit
				Exetrnal	Internal	Total	
Theory	Core EDU401	Gender, School and Society	100	80	20	100	5
	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
	Pedagogic EDU403	Professional Development of Teacher	60	50	10	60	3
	EDU404.1	Core- EPC1,EPC2,EPC3,EPC4	140	....	140	140	7
	EDU404.2	Pedagogic- EPC1,EPC2,EPC3,EPC4,	120	....	120	120	6
	EDU404.3	Health& Physical Education- EPC4	20	....	20	20	1
EDU404.4	Drama and Art in Education - EPC2	20	....	20	20	1	
EDU404.5	Communicative English EPC1	40	....	40	40	2	
Semester Total			600	210	390	600	30
Programme Total			2400	970	1430	2400	120

B. External evaluation of Theory Courses**Semester 1**

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			Exetrnal	Internal	Total
Core EDU 101	Contemporary India and Education	3	80	20	100
Core EDU 102	Childhood and Growing up	3	80	20	100
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Discipline of—— Education	2	50	10	60
Pedagogic EDU 105	Learning to function as Teacher	2	50	10	60
Core EDU 106	Elective	2	50	10	60

Semester 2

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			Exetrnal	Internal	Total
Core EDU 201	Knowledge and Curriculum	3	80	20	100
Core EDU 202	Learning and Teaching	3	80	20	100
Core EDU 203	Assessment for Learning	2	50	10	60
Pedagogic EDU 204	Pedagogical Dimensions of Education	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in Education	2	50	10	60

Semester 3

Course code	Course title	Hours	External marks	Internal marks	Tota marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60

Semester 4

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			Exetrnal	Internal	Total
Core EDU 401	Gender, School and Society	3	80	20	100
Core EDU 402	Personality Dynamics in Education	3	80	20	100
Pedagogic EDU 403	Professional Development of .....Teacher	2	50	10	60

SCHEME OF ASSESSMENT

A. Internal evaluation of theory Courses 5

a. Theory Courses with Credit 5

Title	No of tasks @course	marks	Total marks
Internal test	2	10	20
Practicum	1	10	

a. Theory Courses with Credit 3

Title	No of tasks @course	marks	Total marks
Internal test	2	5	10
Practicum	1	5	

NB: A detailed report of the practicum is to be prepared by each student teacher for each course

B.Ed. Practicals

SEMESTER I							CREDIT
COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS
EDU 107.1	Core:	Project on socially/educationally relevant issue (Edu 101)	Community	Project report	<p>Report writing (10 pages)</p> <ul style="list-style-type: none"> • Relevance of the topic -2Marks • Creativity /Novelty -4 Marks • Procedure adopted -3 Marks • Timely Submission -1 Mark 	10	
		Preparation of a material for a theme on any one adolescent problem (Edu102)	College	Record & Evidence	<ul style="list-style-type: none"> • Theme - 2 Marks • Learning Material - 5 Marks • Report - 2 Marks • Timely Submission - 1 Mark 	10	
		Creation of blog and uploading of any learning material in the blog (Edu 103)	College	Report & Hard copy of the blog page	<ul style="list-style-type: none"> • Creation of blog -6 marks • Learning material - 2 Marks • Hard Copy -1 Mark • Timely Submission - 1 Mark 	10	
	Associate: Elective	Study on prevailing practices of respective elective course in schools/community	College	Report	<p>Report writing (10-15 pages): 9 Marks</p> <ul style="list-style-type: none"> • Identification of Essential Components /Prevailing practices in school/community - 4 Marks • Depth of analysis -3 Marks • Suggestions/recommendations -2 Marks • Timely Submission -1 Mark 	10	40
EDU 107.2	Pedagogic:	Micro teaching lesson plans-3 skills for each student	College	Record	<ul style="list-style-type: none"> • Lesson Plan - 2 Marks • Skill components -3 Marks • Total - 5x3 (skills) =15Marks 	15	

		Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective Journal	Lesson plan Incorporation of skill components -3 Marks -5 Marks Completion of cycle -2 Marks Teaching Competence -3 Marks Reflective journal -2 Marks	15		
		Link Practice- lesson plan and class@1	College	Record	Lesson Plan - 5Marks Integration of skills -5 Marks Teaching Competence - 5 Marks	15		
		Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school based topic) - Extension Activity	College	Report and evidence	Relevance of the resource material -5 Marks Quality of the resource material -10Marks Innovation and creativity - 5 Marks Report - 4 Marks Timely Submission - 1 Mark	25	80	4
		Student teacher Portfolio (Practical and Practicum of all courses)	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection - 2 Marks Comprehensiveness and neatness -3 Marks Timely Submission - 1 Mark	10		
EDU 107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student (Any two asanas)	College	Record	Demonstration of asanas - 6Marks Record with evidence - 3 Marks Timely Submission -1 Mark	10		
		Demonstration of first aid (any two)	College	Record	Demonstration of first aid - 6Marks Report with evidence - 3 Marks Timely Submission -1 Mark	10		1
							20	

EDU 107.4	Drama and Art In Education(E PC2)	Theatre Practices - Participation in workshop/training	College	Record & Evidence	Attendance Script writing Performance Report writing Timely Submission	-1Mark -2 Marks -3 Marks -3 Marks -1 Mark	10			
		SUPW- Service-1 & Product-1	College	Record & Evidence	Involvement in service Quality of the product Report Timely Submission	-3 Marks -3 Marks -3 Marks -1 Marks	10	2 0		
Semester Total								160	160	8

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like) (Edu 201)	School	Record & Reflective Journal	Report Writing(10-15pages)- 25 Marks <ul style="list-style-type: none"> • Details of School profile and practices -10 marks • Description of all practices -10 Marks • Concluding remarks - 3Marks • -Presentation style - 2Marks Reflective Journal Writing -4 Marks Timely Submission - 1 mark	30		

	Student teacher portfolio (practical and practicum of all courses)	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection -2 Marks Comprehensiveness and neatness -3 Marks Timely submission -1 Mark	10	
	Discussion lesson plans -5	College	Record	Attendance -2 Marks Involvement in discussion -2 marks Lesson plan -5 Marks Timely submission -1 Mark	10	
	Demonstration class observation -5	College	Record	Attendance -2 Marks Observation report -2 marks Lesson Plans -5 Marks Timely Submission -1 mark	10	
EDU 206.2	Pedagogic : Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	College	Record	Attendance -2 Marks Criticism Class observation and Report -10 Marks Lesson Plan -5 Marks Teaching Competence -2 Marks Timely Submission -1 Mark	20	
	Class room teaching during school induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per format attached)	Lesson Plan -25 Marks Teaching competency -25 Marks Supervision Diary cum Reflective journal(one journal entry for five classes) -10 Marks	60	100 5

EDU 206.3 Health and Physical Education	Credible participation in games and sports	College	Record and Certificate of the events participated	Participation Prize Report Timely Submission	-5 Marks - 2Marks -2 Marks -1 Mark	10	20	1	
			Record & Evidence	Role in committee Report on sports meet Record on rules, regulations and diagrams Timely submission	-2 Marks -3 marks -4 Marks -1 mark	10			
EDU 206.4 Drama and Art in Education (EPC2)	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	Preparation of interview schedule Conducting interview Report on the interview Report on local community art form	-2Marks - 2 Marks -2Marks -3 Marks -1 Mark	10	20	1	
			Record	Timely Submission Description of criteria of any two art forms Report writing Timely submission	-5 Marks - 4 Marks - 1 Mark	10			
Semester total							220	220	11

SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 302.1	Core :	Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) (Edu 101 & 201)	School	Record & supervision diary cum reflective journal(as per format attached)	Relevance of value selected-4 Marks Lesson Plans - 5 Marks Resources used - 4 Marks Transmission of value - 4 Marks Reflective Journal (one journal entry for two class - 2 Marks Timely Submission -1 Mark	20	80	4
		Case study based on learning problems of school pupils (Edu 102 & 202)	School	Report and reflective journal	Report Writing(15 to 20 pages) -25 Marks - 5 Marks Identification of the case -5 Marks Characteristics of the case -5 Marks Tools and techniques used -5 Marks Analysis and interpretation -5 Marks Suggestions and recommendation -5 Marks Reflective Journal - 4 Marks Timely Submission -1 Mark	30		
		Action research @1 (Edu 203)	School	Report and reflective journal	Report Writing (15 to 20 pages)- 25 Marks • Relevance of the problem- 5 Marks • Action Hypothesis - 5 Marks • Action plan - 5 Marks • Analysis and Interpretation- 5 Marks • Suggestions and recommendation -5 Marks Reflective Journal - 4 Marks Timely Submission -1 Marks	30		

EDU 302.2	Pedagogic :	Unit Plan @1	College	Record	Steps Originality -4 Marks Comprehensiveness -2 Marks Neatness -2 Marks Timely Submission -1 Mark Timely Submission -1 Mark	10	360	18
		50 Lesson plans 50 classes – Teaching competence	School	Record& supervision diary cum reflective journal (as per format attached)	Lesson Plans -100 Marks Teaching competency -100 Marks Supervision Diary cum Reflective journal (one journal entry for five classes) - 50 Marks	250		
		Lesson plan and Classes Based on language Across the Curriculum @2	School	Record& supervision diary cum reflective journal (as per format attached)	Lesson Plans - 4Marks Teaching competency -4 Marks Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 Marks	10		
		Subject Club/Forum activities	School	Record & Reflective journal	Club formation -1 Mark Activities -2 Marks Evidences -2 Marks Report Writing -2 Marks Reflective Journal -2 Marks Timely Submission -1 Mark	10		
		Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	Participation in workshop -3 Marks Preparation of Aids -12 Marks Report Writing with evidence - 5 Marks Timely Submission -2 Marks	20		

Self Assessment Tool among the school pupils to assess learning performance in the subject	Preparation and administration	School	Record & Evidence	Self Assessment Tool -2 Marks Analysis and Interpretation -3 Marks Report -2 Marks Evidence -2 Marks Timely Submission -1 Mark	10	
Peer evaluation of classes @ 2 any subject	@ School/college	Record - Peer review report	Observation and Analysis of Peer Class -2 Marks Observation Report -1 Mark Timely Submission -5x2 =10 Marks Total	10		
Achievement test and analysis and interpretation @ 1	School	Record	Design of the test - 5 Marks Question Paper and marking Scheme - 6 Marks Test Analysis and Interpretation -4 Marks Comprehensiveness of the Record -4 Marks Timely Submission -1 Mark	20		
Diagnostic test analysis and interpretation @ 1 Remedial Programme- Preparation and administration	School	Record	Diagnosis of problem area -2 Marks preparation of test items -6 Marks Analysis of the result -3 Marks Remedial teaching -6 Marks Comprehensiveness of the Record -2 Marks Timely Submission -1 Mark	20		

EDU 302.3 Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Record & supervision diary cum reflective journal (as per format attached)	Lesson Plans Teaching competency Supervision Diary cum Reflective journal (one journal entry for three classes) - 6Marks -6 Marks - 3 Marks	15	2
	Health Education Lesson Plan and class@2	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans Teaching competency Supervision Diary cum Reflective journal (one journal entry for two classes) - 4Marks -4 Marks - 2 Marks	10	
	Yoga Lesson Plan and Class@ 3	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans Teaching competency Supervision Diary cum Reflective journal (one journal entry for three classes) - 6Marks -6 Marks - 3 Marks	15	
EDU 302.4 Drama and Art in education	Class on different Art Forms and cultural heritage of India	School	Record and evidence	Learning materials used Class Comprehensiveness of the record - 3 Marks - 4 Marks -3 Marks	10	1
	Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood	School	Record and evidence	Relevance of the activity Organization Skill Report with evidence Timely Submission - 2 Marks -4 Marks -3 Marks -1 Mark	10	

		etc. (Quiz/competition/seminar/exhibition etc.)			Experiences with report and evidence -6 Marks			
	Viva-voce & Student teacher Portfolio	Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem 1 to sem 3)	Meaningful reflection - 4 Marks Comprehensiveness and neatness -4 Marks Oral presentation -6 Marks	20	40	2
		Viva -voce	College	Work done in 3 rd semester	Subject competence -5 Marks Communication skill -5 Marks Genuineness of evidences -10 Marks	20		
	Semester total					540	540	27

SEMESTER IV

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.1	Core	Community citizenship training camp (Edu 401)	College /other premise	Record and evidence	Attendance -5 Marks Group Coordination -4 Marks Involvement in various committees -10 Marks Initiative Ability - 5 Marks Comprehensiveness of the report with evidence - 25 Marks	50		

				Timely Submission	-1 Mark				
				Preparation of Interview Schedule					
				Report with evidence					20
				Timely Submission					
				Relevance of the theme					
				Script					20
				Creativity					
				Message to the society					
				Timely Submission					
				Attendance					
				Group Coordination					
				Involvement in various Phases of the tour					
				Initiative Ability					
				Comprehensiveness of the report with evidence					
				Timely Submission					
				Attendance					
				Group Coordination					
				Involvement in activities					
				Initiative Ability					
				Comprehensiveness of the report with evidence					
				Timely Submission					
				Experiences with report and evidence					
				Meaningful reflection					
									10
									140
									7

	courses) EDU 401, 402				
EDU 404.2	Pedagogic	Developing vision and mission as a teacher- SWOT Analysis	College	Record	<p>Comprehensiveness and neatness -3 Marks -1 Mark</p> <p>Timely submission</p>
			College	Record and evidence	<p>Identification of SWOT -12 Marks Preparation of template -8 Marks Vision Mission Statement -7 Marks Comprehensiveness of the report -12 Marks -1 Mark</p> <p>Timely Submission -1 Mark</p> <p>Report Writing (15-20 pages) -29 Marks • Need and Significance -5 Marks • Brief Overview of the Journal -5 Marks • Review of articles -15 Marks • Comprehensiveness of the report-4 Marks • Timely submission -1Mark</p>
		Educational journal review (5 research article)	College	Project Report	<p>Report Writing(15to 20 pages) - 29 Marks • Relevance of the topic - 4 Marks • Procedure adopted -10 Marks • Analysis and interpretation - 6Marks • Summary and conclusion -5 Marks • Comprehensiveness of the report - 4 Marks</p> <p>Timely Submission -1 Marks</p>
		Project on any topic of pedagogic relevance	College	Project Report	<p>Report Writing(15to 20 pages) - 29 Marks • Relevance of the topic - 4 Marks • Procedure adopted -10 Marks • Analysis and interpretation - 6Marks • Summary and conclusion -5 Marks • Comprehensiveness of the report - 4 Marks</p> <p>Timely Submission -1 Marks</p>
					<p>40</p> <p>30</p> <p>120</p> <p>6</p>

		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	Preparation of article Uploading of article Comprehensiveness of the report Hard copy of the material uploaded Timely Submission	20		
EDU 404.3	Health and Physical Education	Credible Participation in games and sports -minimum 2 events	College	Record and Certificate of the events participated	Participation Prize Report Timely Submission	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	Comprehensiveness of the report Timely Submission	10		
EDU 404.4	Drama and Art in Education (EPC 2)	Film review	College	Record	Relevance of the film selected - Comprehensiveness of the report - Timely Submission	5		
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation Prize Report Timely Submission	10	20	1
		Script on Street Play	College	Record	Relevance of the theme Script Timely Submission	5		
EDU 404.5	Communicative English	Internal test -	College	Answer Script	Written Examination	20	40	2

Written									
Oral	College	Score sheet	Oral Examination *	10					
Practical in accordance with the syllabus @1 item	College	Report and evidence	Comprehensiveness of the report Evidence Timely Submission	10					
Semester total					340	340	17		
Programme total					1260	1260	63		

SCHOOL INTERNSHIP

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases,

First phases of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspective, professional capacities teacher sensibilities and skills among the prospective, teachers. In the first phase, there shall be four weeks of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities,

Including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the school within the purview of 30 kilometers from the Institution and shall be with the concurrence of the institution.

SUPERVISION OF INTERNSHIP

The supervision of practice Teaching is a joint responsibility of the Training Colleges and Practice- Teaching School. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student- teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of internship and three lessons (probably at the beginning middle and at the

end of Practice teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship .Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching

COMMUNITY LIVING CAMP/CITIZENSHIP TRAINING CAMP

The camp shall be organized with a view to sensitize the participants on 'Civic sense and social skills' prescribed in the Indian constitution and to be more aware of the rights and duties of a good citizen.

All the colleges have to organize a residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice or institution for minimum of 5 days .The major goals are :

- I. developing social responsibility.
- II. imbibing social moral and cultural values.
- III learning to plan and execute community service.
- IV learning to live together, sharing duties and responsibilities.
- V developing personal and social skills.
- VI practising democratic living and managing events.
- VII practising division of labour, dignity of labour, community work.

A record mentioning all the activities have to be prepared and submitted by each Student-Teacher. Community Living

Camp can be organized by the institution at their convenience in a convenient location or in the institution, keeping certain formalities and following a well planned time table .

Organization of the camp : Select a main theme related to Education , Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. The common objective of the camp shall be in tune with the common goals of the camp

Programme suggested for community living camp

1. Speeches in Social and Educational issues
2. Introduction of writers, actors, artists ,film directors etc.
3. Visit to social institutions to study their functioning
4. Visit to culturally important places
5. Visit to school and residence of differentially abled children
6. Visit to old age homes, orphanages and hospitals
7. Social services like constructing roads and buildings
8. Taking part in cooking, serving and cleaning
9. Experiencing the life in a different community -SES

Assessment of participation in Community Living Camp has to be done on the basis of the Assessment Schedule prepared by the institution .The schedule shall include the following criteria viz.

- 1 Attendance
- 2 Active participation

- 3 Responsibility
- 4 Team work
- 5 Discipline

STUDY TOUR

It is a trip to a place of educational or historical importance. The expected outcome includes:

- (1) providing a platform for the student – teacher to learn and get acquainted with the process of organizing /conducting a study tour/field work .
- (2) getting an understanding about the environment around .

A report of tour has to be prepared by all student-teachers. The report should highlight the objective of the tour identification of the spot detailed plan , execution of the plan ,benefits derived from the tour problem faced and suggestions . The study tour can be organized by the institution at their convenience as a general programme /optional requirement, for duration of minimum 3 working days.

M.Ed. Degree Programme (Two Year)

**(Mahatma Gandhi University Regulations PG CSS 2019
from 2019 - 20 Academic Year)**

1. Aim of the Programme

The Masters in Education is a two year (of four semesters) professional post graduate programme for advanced praxis based study of the discipline of Education,

The M.Ed. Degree Programme is designed to develop the discipline of Teacher Education for empowering teacher educators with

- in-depth knowledge and understanding of Education,
- specialisations in select areas of Education, as well as
- capabilities for research in Education.

The Programme is embedded in comprehensive foundations of Philosophy, Sociology, Psychology, Research Methodology and other specialised areas of Education. Besides academic study, the Programme intends to sensitise students toward critical issues in Education and to evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non formal education, human rights education, guidance and counselling and the like in harmony with national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.

The Programme also has a strong research component with a view to hone the research acumen and potential of the students in diverse dimensions of Education as well as to groom them for doctoral and post-doctoral research in Education.

The Expert Committee in Education (PG) pooled the best expertise available to revise the M.Ed. curriculum for strengthening the content structure, as well as the assessment of the Programme so as to be at par with the professional requirement of the programme.

1. Scope of the Programme

The scope of the Post Graduate Teacher Education Programme spells out its strategic benefits and deliverables. The Two Year M.Ed. Degree Programme is designed to mould teacher educators at par with global standards. After successful completion of the M.Ed. Programme, it is expected that teacher educators will

- ✓ have crystal clear knowledge about the pedagogical sciences.
- ✓ attain sound foundations of the multi - dimensional bases of teacher education
- ✓ be equipped with innovative talents in the art and science of teaching.
- ✓ acquire specific skills related to lifelong learning, teaching, and research.
- ✓ be fortified with abilities to transact soft skills and life skills in professional life.
- ✓ be conversant with up-to-date information in the discipline of education.

- ✓ harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- ✓ be groomed as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
- ✓ be inspired to broaden their horizons and nurture social responsibility.

3. Admission

The admission, eligibility for admission, norms for admission and reservation of seats for the Two Year M.Ed., Degree Programme shall be in accordance with University/ Government/NCTE norms from time to time.

4. Medium of Instruction and Assessment

The medium of instruction and assessment (Internal and External) of the M.Ed. Degree Programme shall be English.

Those candidates who desire to prepare tools for data collection in Malayalam, Hindi, Sanskrit, or Arabic Languages, are permitted to do so, but the English version of the same shall also be appended in the Dissertation.

5. Faculty under which the Degree is awarded

The Degree for the Two Year M.Ed., Programme will be awarded under the Faculty of Education.

6. Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degree.

In compliance with the UGC's Act, the M. Ed. Degree offered by the Mahatma Gandhi University shall observe the minimum standards of instruction and norms prescribed by the National

Council for the Teacher Education (NCTE). The Two Year M.Ed. Programme shall be imparted by duly qualified teaching faculty and shall have appropriate academic physical infrastructure facilities.

7. The Programme Structure

In tune with the framework suggested by NCTE, the M.Ed. Programme comprises theory courses (including common core courses and branches of specialization courses), field internships, research leading to dissertation and viva voces, A series of Practicum are organised along with the Theory Courses. The Programme is intended to provide supervision to students for guided reading, field internship and research dissertation.

7.1 Credits allotted to the Courses;

The Credits allotted to the Courses of the M.Ed. Programme are as follows:

- I. The M.Ed. Programme has a total of 80 credits.
- ii. The Common Core Courses (Taught Course & Practicum) have 40 credits,
 - Perspective Courses have a total of 20 credits. They are designed so that students attain the robust theoretical perspective on Education, in general, and Teacher Education, in particular. The Courses include:
 - 1) Advanced Philosophy of Education - 4 Credits
 - 2) Advanced Educational Psychology : Learning and Development - 4 credits.
 - 3) History, Sociology and Political Economy of Education - 4 credits

4) Advanced Educational Psychology : Individual Difference - 4 credits

5) Curriculum Development and Transaction - 4 credits.

Tools Courses have a total of 12 credits. They are envisioned to provide students skills that enable them to work as professionals and scholars in the field. The Courses include:

1) Introduction to Educational Research and Statistics - 4 credits

2) ICT and Skill Development (ICT, Communication Skill & Expository Writing, Academic Writing & Research Proposal, Self - Development including and Yoga) - 4 credits

3) Advanced Educational Research and Statistics - 4 credits

Teacher Education Courses have a total of 12 credits, They are intended to provide students with focussed exposure and experiences. The Courses include:

1) Trends, Issues, Innovations and Research in Teacher Education - 4 credits.

2) Context and Issues of Elementary, Secondary and Senior Secondary Education - 4 credits

3) Field Internship - 4 credits

iii. The Specialisation Courses (Taught Course & Practicum) have a total of 16 credits. They are aimed for any one of the school levels/areas, such as elementary, secondary and/or senior secondary, and further thematic specialisations/elective clusters in thematic areas pertinent to that stage, The Course include:

1) Current Practicces in Education (one Course opted from Thematic Cluster A) - 4 credits.

2) Emerging Issues in Education (one Course opted from Thematic Cluster B) - 4 credits

3) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (one Course opted from Thematic Cluster C) 4 credits.

4) Field Intership - 4 credits

iv. The Dissertation has 12 credits

v. The Viva Voces have a total of 8 credits.

- Dissertation Viva Voce - 4 credits
- Comprehensive Viva Voce - 4 credits

Thus, the Core Courses (Prespective Courses, Tool Courses, Teacher Education Courses, and Field Internships) and Comprehensive Viva Voce in the M.Ed. Programme have an aggregate of 60% of total credits (i.e. 48 credits) while the Specialisation Courses, Dissertation, and Dissertation Viva Voce have an aggregate of 40% of total credits (i.e. 32 credits.)

7.2. Semester - wise Course Summary of the Programme:

The Course Codes, Course Titles, Type of Course, Teaching hours per week and Credits for all the Courses in the four Semesters of the M.Ed. Programme are summarised as follows.

Semester 1

Course code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
ED010101	Advanced Philosophy of Education	Common Core Course Perspective Course Taught Course & Practicum	5	4	20
ED010102	Advanced Educational Psychology Learning and Development	Common Core Course Perspective Course Taught Course & Practicum	5	4	
ED010103	Introduction to Educational Research and Statistics	Common Core Course Tool Course Taught Course & Practicum	5	4	
ED010104	Trends, Issues, Innovation and Research in Teacher Education	Common Core Course Teacher Education Course Taught Course & Practicum	5	4	
ED010105	ICT and Skill Development- ICT Communication Skill & Expository Writing Academic Writing & Research Proposal Self Development including Yoga	Common Core Course Tool Course Taught Course & Practicum (Internal assessment only)	5	1 1 1 1	

Semester 2

Course code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
ED010201	History, Sociology and Political Economy of Education	Common Core Course Perspective Course Taught Course & Practicum	5	4	20
ED010202	Advanced Educational Psychology : Individual Differences	Common Core Course Perspective Course Taught Course & Practicum	5	4	
ED010203	Advanced Educational Research and Statistics	Common Core Course Tool Course Taught Course & Practicum	5	4	

ED010204	Context and Issues of Elementary, Secondary and Senior Secondary Education	Common Core Course Teacher Education Course Taught Course & Practicum	5	4	
ED800201 - Thematic Cluster A - Current Practices in Education (One Course from Thematic Cluster A shall be opted)		Specialisation Course Taught Course & Practicum	5	4	
ED800201.1	Educational Evaluation				
ED800201.2	Educational Technology				
ED800201.3	Guidance and Counselling				
ED800201.4	Higher Education				

Semester 3

ED800301 - Thematic Cluster B - Emerging Issues in Education (one Course from Thematic Cluster B shall be opted)		Specialisation Course Taught Course & Practicum	5	4	
ED800301.1	Environmental Education				
ED800301.2	Inclusive Education				
ED800301.3	Non Formal Education				
ED800301.4	Human Rights and Value Education				
ED010301	Field Internship in Primary Schools, Primary Teacher Education Institution & Field Site relevant to Cluster A & Cluster B	Common Core Course Teacher Education Course Taught Course & Practicum	.....	4	
ED010302	Dissertation	Specification Course Dissertation	.....	4	
ED010303	Viva Voce	Specification Course Dissertation	.....	4	

Semester 4

ED010401	Curriculum Development and Transaction	Common Core Course Perspective Course Taught Course & Practicum	5	4	
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ED800401 - Thematic Cluster C - Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (One Course from Thematic Cluster C shall be opted)		Specialisation Course Taught Course & Practicum			
ED020401.1	Advanced Methodology and Pedagogical Practices of Language Education- English		5	4	16
ED020401.2	Advanced Methodology and Pedagogical Practices of Language Education- Malayalam				
ED020401.3	Advanced Methodology and Pedagogical Practices of Language Education- Hindi				
ED020401.4	Advanced Methodology and Pedagogical Practices of Language Education- Sanskrit				
ED020401.5	Advanced Methodology and Pedagogical Practices of Language Education- Arabic				
ED020401.6	Advanced Methodology and Pedagogical Practices of Mathematics Education				
ED020401.7	Advanced Methodology and Pedagogical Practices of Science Education				
ED020401.8	Advanced Methodology and Pedagogical Practices of Social Science Education				
ED020401.9	Advanced Methodology and Pedagogical Practices of Commerce Education				
ED020401.10	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education				
Ed010402	Field Internship in Secondary & Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Specialisation Course Field Internship	4	
Ed010403	Viva Voce	Common Core Course Comprehensive	4	80
Total Credits for the Programme					

Summery of Semester - wise Credits

Semester	Credits
I	20
II	20
III	24
IV	16
Total	80

7.3 Specialisation (Taught and Practicum) Course :

One group of Specialisation Courses are offered each in the Ist, IInd and IVth semesters of the Programme as follows:

In the 1st semester, four Courses in Thematic Cluster A - Current Practices in Education.

In the IInd semester, four Courses in Thematic Cluster B - Emerging Issues in Education.

In the IIIrd semester, ten Courses in Thematic Cluster C - Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All the Clusters are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters, thus acquiring a total of 12 credits for the Specialisation Courses.

7.4 Field Internships:

Field internship is a compulsory part of the M.Ed. Programme that involves periods of supervised training required for qualifying the profession. The teacher educand is expected to familiarise with the ongoing practices of administration as well as the curricular and co-curricular activities in the School, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the

area of specialisation opted for study from Thematic Clusters A.B.and C.

Each teacher educand shall take a minimum of five classes in the Primary and Secondary Teacher Education Institutions under the supervision of the teacher educator from the respective institutions, Inernships in filed sites relevant to the areas of specification opted from the three Thematic Clusters shall be completed under the supervision of a teacher educator /field mentor/reports shall be maintained for the activities undertaken in each field site during the internship.

The field internships, in the third semester (40 days) and fourth semester (45 days), are to be scheduled and assessed through continuous internal evaluation as follows.

Semester	No. of Days	Institution for Internship	Credits	Total Credits in a Semester
III Semester	10	Primary Schools	1	4
	30	Primary Teacher Education Institution	2	
		Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	1	
IV Semester	15	Secondary & Senior Secondary Schools	1	4
	30	Secondary Teacher Education Institutions	2	
		Field site relevant to the area of specialisation opted from Thematic Cluster C	1	

7.5 Dissertation and Dessertation Viva Voce:

Dissertation is an integral component of the M.Ed., Programme. It is distinct from other academic writings and

involves distinctive expectations and processes. It is conceived as a curricular exercise wherein teacher educands (under the supervision of a faculty member) learn to plan and conduct research and write a research report. It is a space for them to see and draw linkages between the theories of education (transacted through the theory courses) and the practice of research, Thus, the process as well as the product of the dissertation component and equally significant.

The dissertation should preferably be from the areas of specialisation opted by the teacher educant or the areas in the perspective courses. The dissertation work shall be commenced in the IInd Semester. The finalisation of the title of the Dissertation shall be done by a Research Committee in each Institution, constituting a minimum of three members - the Head of Department and two Faculty members- and a minimum of one External Expert. The finalised titles of Dissertations shall be approved by the Dean, Faculty of Education in the IIInd Semetser.

The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevent body of theories, mreviewing the literature, articulating research questions, designing a plan to conduct the study, implementing the plan, analysing and writing the findings in an academic fashion, and presenting the research work. The data collection for the research work is to be done for a minimum of 20 days. The dissertation is to be submitted in the IIIrd Semeter. The dissertation report shall be approximately between 10,000 to 20,000 words, depending on the nature of the topic of research.

The internal assessment shall be done by the supervising teacher and the external assessment by the M.Ed., Faculty (also former M.Ed. Faculty) from universities/colleges of teacher education from a panel of examiners decided by the University.

All teacher educands who have submitted the dissertation and appeared for the IIIrd Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the IIIrd Semester.

7.6 Comprehensive Viva Voce:

The teacher educands who have appeared for all the end semester examinations shall appear for the Comprehensive Viva Voce before the board of examiners duly constituted by the University. The Viva Voce will be comprehensive with adequate coverage of all the Courses included in the M.Ed. Programme. Teacher educands shall be assessed on their attainment of knowledge of the aims and essentials of the M.Ed., Programme.

7.7 Attendance, Improvement, Re-appearance and Re-admission:

A teacher educand has to complete the Programme within a period of four semesters from the date of commencement of the 1st semester of the Programme.

One semester of the M.Ed., Programme will normally consist of 90 to 100 working days. the percentage of attendance in a semester shall be calculated based on the total number of working days as stipulated by the University/NCTE.

The improvement, re-appearance and re-admission for the M.Ed., Two Year Programme shall be in accordance with the PG CSS Regulations, 2019 of Mahatma Gandhi University.

7.8. Minimum requirements for successful completion of the Programme

Minimum requirements for successful completion of the Programme are as follows.

Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	44 Credits
Requirement for the Specialisation Courses and Field Internships	16 Credits
Requirement for the Dissertation	12 Credits
Requirement for the Dissertation Viva Voce	4 Credits
Requirement for the Comprehensive Viva Voce	4 Credits
Attendance requirement for each semester	80%

7.9 The Assessment Process:

Assessment will be conducted as per Mahatma Gandhi University PG CSS Regulations, 2019. The assessment process will be in four stages:

- i. First stage - both Internal and External shall be done by the Teacher.
- ii. Second stage - calculation of Grade Point Average (GPA) of each Course shall be done by the University.
- iii. Third stage - calculation of Semester Grade Point Average (SGPA) shall be done by the University.
- iv. Fourth stage - calculation of Cumulative Grade Point Average (CGPA) shall be done by the University.

The academic growth of the teacher and student shall be assessed through continuous internal evaluation and end semester examination.

Type and weight of questions for Theory Courses:

Questions shall be set such that due weight is given to each module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that questions covering all skills are included. A question paper shall be a judicious mix of short answer type questions, short essay

type questions, and long essay type questions. The different types of questions shall be awarded different weights to quantify their range as follows.

Type of question	Weights	No. of questions to be answered	Maximum weights
Short Answer	1	8 out of 10	1 x 8 = 8
Short essay	2	6 out of 8	2 x 6 = 12
Long essay	5	2 out of 4	5 x 2 = 10
		Total questions to be answered = 16 out of 22	Sum of weight = 30

Grade Points : The questions shall be prepared to such a way that the answers can be awarded A+, A, B, C, D and E grades. The grade points for the respective grade will be as follows.

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

Hence, the maximum Weighted Grade Point (WGP) is 150 (i.e. 5 x 30 = 150)

The Grade point of a Course = Sum of WGP / Sum of Weight

Weights for Assessment of Theory, Dissertation and Comprehensive Viva Voce:

The weights for the assessment of each Theory Course, Dissertation and Comprehensive Viva Voce Shall be as follows.

Assessment	Weights
Internal	5
External	15

Components and Weights for Internal Assessment : The components and weights for the Internal Assessment of Theory Courses shall be as follows.

Components	Weights
Assignment	1
Seminar	2
Two Test papers	2 (1 each)
Total	5

Components and Weights for Assessment of Dissertation : The components and weights for the Internal and External Assessment of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	7
Analysis	1	2
Dissertation Viva Voce	1	5
Total	5	15

Components and Weights for Assessment of Comprehensive Viva Voce : The components and weights for the Internal and External Assessment of the comprehensive Viva Voce shall be

Components	Weights	
	Internal	External
Comprehensive Viva (all Course from 1st Semester to Ivth semester)	5	15
Total	5	15

Grading System : The Direct Grading System based on a 7-point scale shall be used to assess the performance of students, both External and Internal. All Courses, Semesters, and overall Programme shall be assessed on this scale. All letter grades, Grade point Average (GPA), Semester Grade Point Average (SGPA), and Cumulative Grade Point Average (CGPA) shall be awarded based on the scale. The 7- point grading scale is as follows.

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good/ Average
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
upto 1.99	D	Deficient / Fail

There shall be no separate minimum Grade Point for internal assessment of Theory, Dissertation, and Comprehensive Viva Voce. A minimum of 'C' grade is required for a pass in External Assessment as well as for a Course.

7.10 Additional Specialisation:

An M.Ed. Degree holder of Mahatma Gandhi University under this regulation, is eligible to take another specialisation from the Thematic Clusters A, B, or C one at a time. With the sanction of the University from time to time, join an Institution at the beginning of the respective semester, and complete all the requirements of the semester including activities and attendance. Field internship shall be done with respect to the Specialisation newly opted. A candidate opting for

Specialisation from Thematic Cluster C shall have B.Ed. Degree in the concerned subject with 55% marks.

7.11 Transitory Provision:

Not with Standing anything contained in these regulations, the Vice Chancellor shall, for a period of two years from the date of coming into force of these regulations, have the power to modify any of these regulations, syllabi, and scheme of assessment as may be deemed necessary.

8. The Syllabi and Model Question Papers

Each of the 28 Courses spread over the four semesters, designed for 90 hours and 4 Credits, details the objectives of the Course, mode of transaction, Course content in 5 moduls, practicum, recommended references, and model question paper. The detailed syllabi and model question papers for each Course in the four semesters are provided herewith.

Assessment of Students – B.Ed and M Ed

Assessment of students for each course will be done by continuous internal assessment and semester end examinations. Internal assessment shall be based on internal examinations/ assignments /seminar / projects. Semester end examinations of theory and practical will be conducted by the University.

Attendance:

A Candidate shall be permitted to appear for the Semester End examinations only if he/she secures not less than 80% attendance in the total number of working periods in each semester.

Rules for Attendance

1. The teacher shall mark the attendance at the beginning of each period
2. A student who is not in the class when the attendance is taken shall be marked absent.
3. Absence from class for an hour will be considered absence for the concerned session.
4. At the end of each month a list will be put up on the notice board showing the number of days of attendance.

THE COLLEGE AT WORK

- 1 There will be two sessions in a day
- 2 There shall be an assembly of B Ed and M Ed students on Monday Wednesday and Friday before the commencement of regular class.
- 3 Students are expected to be in the college by the first bell.
- 4 No students shall absent him / her without leave.
- 5 Leave should be got sanctioned in advance, except in case of emergency.

Progress Report

Progress Report will be sent to the parents of the students after each college examination

PTA/ GTA

There will be at least one PTA/GTA meeting per Semester. Parents/ Guardians are always welcome with their valuable suggestions for improvement. Counselling shall be managed for students who do not perform satisfactorily along with parents and faculty members.

Study Tour

A study tour will be conducted during the first semester. Study Tour is compulsory for all students.

ID Cards

ID Cards are provided to all students in the beginning of the 1st Semester itself. Students should carry their ID card with them at all times.

Students Counselling & Guidance Cell

In order to help the students in their curricular and personal problems, students counselling will be under taken either during

Saturdays or after regular working hours depending upon the convenience of students and faculty members. A team of three faculty members including the optional teacher will be conducting the counselling.

Uniform

Two sets of Uniforms are provided to all students. Students are expected to wear Uniforms on the prescribed days-Monday, Tuesday, Thursday and Friday. On Wednesday students can wear civil dress be fitting the discipline and sanctity of the course and institution.

College Examination

There shall be Internal Examinations for each course in each Semester. The grades assigned to each course will be counted for Internal Assessment which forms a part of the University examination.

College Union and Co-curricular activities

College Union members are elected by the students as per the directions and instructions of M.G.University.

The College Union is expected to co-ordinate student activities of the year.

Sports and Games.

Physical Education and Health Education have an important role in the B.Ed. and M.Ed. Programme. All the trainees must participate in the sports and games.

Clubs

The practical aspect of knowledge is very important in a Teacher Education Programme. The following clubs are organised as part of the curriculum

1. Science Club

2. Mathematics Club
3. Psychology Club
4. Social Science Club
5. Nature Club
6. Tourism Club
7. Literary Club
8. Commerce Club
9. Debate Club
10. Seminar Club
11. Theatre & Music Club

“INSIGHT” Psychology Club

To inculcate an interest and aptitude in Education Psychology, the Psychology club conducts various programmes.

NOSA

National’s Old Students Association (NOSA) functions very effectively. The Annual General Body meeting is conducted every February on the second Saturday.

Statutory Cells

Anti – Ragging Cell

SC/ST Monitor Cell

Anti Women Harassment Cell

Other Cells

Guidance & Counseling Cell

Placement Cell

Scholarships:

1. Cash awards to each Optional topper & College topper.

2. Cash awards to the overall topper & college topper.
3. Cash awards to the topper in IX Standard of Salem, VHSS, Vengola by the Alumni of this college
4. Cash awards to the toppers of STD VIII, IX, X of MRSVHS Mazhvannoor.

CODE OF BEHAVIOUR AND DISCIPLINE

1. Students shall always behave with modesty & dignity.
2. Students should be neat & tidy in dress & person. All traces of vulgarity should be erased from their conversation & behavior.
3. Students must be punctual in attending classes, both scholastic and co-scholastic activities arranged for them.
4. Politeness is expected when a student meets members of the teaching staff or superiors. He or she should greet them in an appropriate manner.
5. Students will not be allowed to see visitors during class hours.
6. No notice or petition of any kind shall be circulated among the students or posted on the notice board without the written sanction of the Principal.
7. No meeting or function of any kind shall be held inside the campus without the sanction of the Principal.
8. Rules regarding discipline and conduct, whether permanent or temporary in nature, would be framed by the Principal or duly authorised authorities from time to time and the conduct of students would be regulated by such rules.
9. Every student shall use the property of the college with care & preserve the cleanliness of the building & Furniture
10. All students should strictly bring their Hand book & Calendar

to the college every day.

11. Ragging is strictly prohibited in the campus and is a punishable offence.

LIBRARY RULES:

1. All students and teachers are members of the library till the end of the course and till they remain in service respectively.
2. The library and reading room shall be open from 9.30 am to 4.30 pm on all working days.
3. Strict silence and discipline must be observed in the library and in the reading room for ensuring the smooth functioning of the library.
4. Dislocation of the books and furniture by the students are not permitted.
5. Reference books, Encyclopedias, Dictionary, Magazines and Journals are not issued for use outside the library
6. No student shall damage, write or make any mark on or inside any book or journal belonging to the college.
7. Only one book will be issued at a time from the library in the usual course
8. The borrower shall be responsible for any damage done to the book or any library property. Before the books are taken out each student should satisfy himself/herself that the book lent to him/her is in good condition and if not, the fact should be brought to the notice of the librarian.
9. If a book or any library property is damaged or lost the borrower will have to replace it or pay three times the cost of the book. A greater penalty may be imposed according to the gravity of the offence.
10. Initially books will be issued for seven days but can be

renewed on request, provided there are no fresh requests from other members.

11. An overdue charge of Rs 1 per day per volume shall be collected if the book is kept beyond the period of loan.
12. All books must be returned the book to the librarian three days before the close of each semester.
13. There should be proper entries in the register for the books/ periodical taken and returned by staff members. Normally no staff member is expected to keep the library properties with him/her during vacation.
14. Damaging of books by underlining, tearing the pages etc will be treated as if the books have been lost. Loss of books should be reported immediately to the library.
15. Chairs should be kept in their proper place in the library after use.
16. Photocopy facility is available in the library at reasonable rates.

APPLICATION FOR LEAVE

Name of the Student :

Name of Guardian:

Optional Subject :

Reason for leave :

Date of Leave :

Number of leave already availed:

Signature

Optional Teacher

Principal

MISSION

We stand for
Excellence, Wisdom &
Commitment to the Society

GOAL

Teaching Community:

Professionally Responsible

Culturally Refined

Emotionally Balanced

Intellectually Competent

Spiritually Mature

Physically Sound

Vocationally Creative

Note

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