



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.6 EVALUATION PROCESS

MECHANISM OF INTERNAL EVALUATION

METRIC 2.6.2.A

Documentary Evidence for Remedial Support

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala


Dr. N. SETHU MADHAVAN
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VENGOLA, PERUMBAVOOR, ERNAKULAM - 683 556



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Documentary Evidence for Remedial Support



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DOCUMENTARY EVIDENCE FOR REMEDIAL SUPPORT PROVIDED

Remedial teaching is an educational strategy designed to help students who are struggling to achieve expected competencies in core academic skills. It involves providing targeted instruction and support to address specific learning gaps and improve overall academic performance. Remedial teaching has several benefits, such as enhancing academic achievement, fostering an inclusive environment, boosting confidence and self-worth, offering support in other areas, and fostering relationships.

Remedial teaching is given to student teachers of National College for Teacher Education who required support with their studies. Since each student is unique and has a distinct preferred method of learning, it is the divine responsibility of educators to create an atmosphere that will maximize learning as quickly as possible. We firmly believe that any student can become proficient in their subject matter; however, the speed at which this happens may vary. After the first internal exams students self-reflect on their performance and opted for remedial classes, if required. Teachers sometimes provided remedial support after the regular classes and free times. The following were the intervention strategies that followed - breaking the concept in to small parts and re-teaching the difficult concepts using active learning strategies and providing regular feedback on performance, discussing previous years question papers, providing learning tips and preparation of learning schedules during the year.



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The following students appeared for remedial learning programs during the year.

Sl. No	Name of Student	Class
1.	Elizabeth Johnson	II B. Ed
2	Rahul A R	I B. Ed
3	Vandhana Raj	II B. Ed
4	Adnan C T	I B. Ed
5	Nixy N Joy	I B. Ed
6	Ashfak Ahmed	I B. Ed
7	Adnan A	II B. Ed
8	Anavadhya K T	I B. Ed
9	Vismaya V P	I B. Ed



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METRIC 2.6.2.B

Details of provisions for improvement and bi-lingual answering

Affidavit

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Provisions for Improvement and Bi-lingual Answering



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**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA**



**TWO YEAR
BACHELOR OF EDUCATION (B.Ed.)
REVIEWED DEGREE PROGRAMME**

CREDIT AND SEMESTER SYSTEM WITH GRADING
Reviewed w. e. f July 2018

**BOARD OF STUDIES IN EDUCATION (UG)
MAHATMA GANDHI UNIVERSITY
2018**

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6. REGISTRATION

The strength of students for the programme shall be in accordance with the NCTE Regulations, Government rules and orders and University rules

Each student shall register for the course in the prescribed registration form in consultation with the faculty advisor within two weeks from the commencement of each semester. Faculty advisor shall permit registration on the basis of the preferences of the students and availability of seats.

The number of courses/ credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

A student can opt out of a course/ courses registered subject to the minimum credits requirement within seven days from the commencement of the semester.

The college shall send a list of students registered for B.Ed. Programme in each semester giving the details of courses registered including repeat course to the University in the prescribed form within 20 days from the commencement of the semester.

7. MEDIUM OF INSTRUCTION

The medium of instruction shall be English for all courses. However, in case of Languages, instruction may be given partly in the language concerned. Medium of examination shall be English/ Malayalam.

8. ATTENDANCE

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the working days for all the theory courses and practicum and 90% of the working days for 20 weeks (4+16) School Internship. Condonation of shortage of attendance shall be as per existing University statutes and rules. Candidates with shortage of attendance beyond the condonable limit will not be eligible to register for End Semester University Examination. In such cases the candidate has to repeat the programme/course by taking re-admission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.

All the courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the programme. Only such candidates are permitted to register for the End Semester University Examination.

Candidates who register his/her name for the End Semester University Examination for a semester will be eligible for promotion to the next semester.

A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester subject to the concurrence of University.



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All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.

Students who are eligible/have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

9. EXAMINATION

The evaluation of each theory course shall contain two parts.

- (a) Internal or In Semester Assessment (ISA)
- (b) External or End Semester Assessment (ESA)

The evaluation of practical course shall be conducted by internal or In Semester Assessment. Standardization of the assessment shall be done by external examination board constituted by the University.

There will be no supplementary examinations. For reappearance / improvement, the students can reappear along with the next batch.

A candidate who has not secured minimum marks/ credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for external examination along with the subsequent batch.

A candidate who has not secured minimum marks/ grades in external examinations in any of the course/ courses can reappear for the same within the specified period mentioned in 5.3.

A candidate who has secured minimum marks/ grades in external examinations in all the courses and fails to get semester minimum has to reappear for all the courses within the specified period mentioned in 5.3.

A candidate who failed to secure minimum grade points in any of the courses of B.Ed. programme, can re-do the same with the ensuing batch in concurrence with the University.

All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

10. CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated using the formula,

$CP = C \times GP$, Where C= Credit, GP = Grade Point

Credit Point Average (CPA) of a Semester Programme is calculated



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M.Ed.
Master of Education
(TWO YEAR)

PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PG CSS REGULATIONS 2019)



EXPERT COMMITTEE IN EDUCATION (PG)
MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA

2019

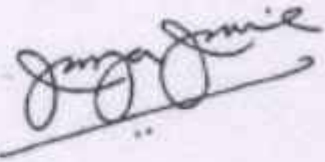
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THE EXPERT COMMITTEE IN EDUCATION (PG)

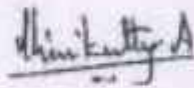
Chairperson:

Prof. (Dr.) Jaya Jaise,
Dean, Faculty of Education, &
Head of the Department, School of Pedagogical Sciences,
Mahatma Gandhi University, Kottayam.



Members:

1. Prof. (Dr.) Minikutty A.,
Faculty,
School of Pedagogical Sciences,
Mahatma Gandhi University, Kottayam.
2. Dr. Soosamma P. A.,
Head of the M.Ed. Department,
Mt. Carmel College of Teacher Education for Women, Kottayam.
3. Dr. T. M. Mollykutty,
Head of the M.Ed. Department,
St. Thomas College of Teacher Education, Pala.



The Post Graduate Expert Committee for Education duly acknowledges the whole-hearted and sincere contributions made by Faculty of Post Graduate Departments of Education from Teacher Education institutions affiliated to Mahatma Gandhi University towards this Curriculum Revision of the Two Year M.Ed. Programme.

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- ✓ 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 Degrees

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 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

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The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing 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 Semester. 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:

The minimum requirements for successful completion of the M.Ed. Programme are as follows.



Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	48 Credits
Requirement for the Specialisation Courses	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each Semester	80 %
Attendance requirement for Field Internship	90 %

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:

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

The academic growth of the teacher educand 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	$1 \times 8 = 8$
Short essay	2	6 out of 8	$2 \times 6 = 12$
Long essay	5	2 out of 4	$5 \times 2 = 10$
		Total questions to be answered = 16 out of 22	Sum of weights = 30



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

Grade	Grade points	Range
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Hence, the maximum Weighted Grade Point (WGP) is 150 (i.e. $5 \times 30 = 150$)
 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 Assessments of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	1	5
Total	5	15



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Components and Weights for Assessment of Comprehensive Viva Voce: The components and weights for the Internal and External Assessments of the Comprehensive Viva Voce shall be as follows.

Component	Weight	
	Internal	External
Comprehensive Viva Voce (all Courses from Semesters I to IV)	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, the candidate shall remit the semester fee as decided by 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.



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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:

Notwithstanding 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 30 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 modules, practicum, recommended references, and model question paper. The detailed syllabi and model question papers for each Course in the four semesters are provided herewith.

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METRIC 2.6.2.C

Copy of university regulation on internal evaluation for teacher education

Affidavit

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Annual Institutional Plan of Action for Internal Evaluation



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COURSE SUMMARY OF THE B.ED. PROGRAMME

Semester 1

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				External	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


Category	Course code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Associate	EDU106		60	50	10	60	3
Practical/ Engagement with the field	EDU107.1	Core-EP01,EP02, EP03,EP04	40		40	40	2
	EDU107.2	Pedagogic-EP01,EP02, EP03,EP04	80		80	80	4
Practical/ Engagement with the field	EDU107.3	Health's Physical Education -EP04	20		20	20	1
	EDU107.4	Drama and Art in Education -EP02	20		20	20	1
Semester Total			600	360	240	600	30

Semester 2

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Core	EDU201	Knowledge and Curriculum	100	80	20	100	5
Core	EDU202	Learning and Teaching	100	80	20	100	5
Core	EDU203	Assessment for Learning	60	50	10	60	3
Pedagogic	EDU204	Pedagogical Dimension of Education	60	50	10	60	3
Pedagogic	EDU205	Curriculum and Resource Development in Education	60	50	10	60	3
Practical /Engage-ment with the field	EDU206.1	Core-EP01,EP02,EP03, EP04	90		80	80	4
Practical /Engage-ment with the field	EDU206.2	Pedagogic-EP01,EP02, EP03,EP04	100		100	100	5
(Includes internships- Nil-pla-ze 1)	EDU206.3	Health's Physical Education EP04	20		20	20	1
	EDU206.4	Drama and Art in Education EP02	20		20	20	1
Semester Total			600	310	290	600	30

Semester 3

Category	Course code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU301	Language Across the Curriculum	60	50	10	60	3
Theory	EDU302.1	Core-EP01,EP02,EP03, EP04	80		80	80	4
	EDU302.2	Pedagogic-EP01,EP02, EP03,EP04	360		360	360	18
Theory	EDU302.3	Health's Physical Education -EP04	40		40	40	2
	EDU302.4	Drama and Art in Education -EP04	40		40	40	2
Semester Total			600	90	510	600	29



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Semester 4

Category	Course code	Course Name	Instructional Hours	External	Internal	Total	Credit
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	80	50	10	80	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	39
Programme Total			2400	970	1430	2400	120

a. External Evaluation of Theory Courses

Semester 1

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			External	Internal	Total
Core EDU 101	Contemporary India and Education	3	60	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	Ethics	2	50	10	60

Semester 2

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			External	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 Name	Hours	External marks	Internal marks	Total marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60



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Semester 4

Course code	Course Name	Duration of examination external (Hrs)	Marks		
			External	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

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.1	Core	Project on socially/educationally relevant issue (Edu 101)	Community	Project report	Report writing (10 pages) - 8 Marks • Relevance of the topic - 3 Marks • Creativity/Novelty - 4 Marks • Procedure adopted - 3 Marks Timely Submission - 1 Mark	10	40	2
		Preparation of a material for a theme on any one adolescent problem (Edu 102)	College	Record & Evidence	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	Creation of blog - 6 marks Learning material - 2 Marks Hard Copy - 1 Mark Timely Submission - 1 Mark	10		
		Study on prevailing practices of respective elective course in schools/community	College	Report	Report writing (10-12 pages) - 9 Marks • Identification of Essential Components /Prevailing practices in schools/community - 4 Marks • Depth of analysis - 3 Marks • Suggestions/recommendations - 2 Marks Timely Submission - 1 Mark	10		
		More teaching lesson plans- 5 skills for each student	College	Project	Lesson Plan - 2 Marks Skill components - 3 Marks Total - 5x2 (skills) - 15 Marks	15		



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		Micro teaching class - 1 skill by each student complete cycle (preferably video record)	College	Record & Reflective Journal	Lesson plan - 3 Marks Incorporation of skill components - 5 Marks Completion of cycle - 2 Marks Teaching Competence - 3 Marks Reflective Journal - 2 Marks	15		
		Link Practice- lesson plan and class	College	Record	Lesson Plan - 3 Marks 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 - 10 Marks Innovation and creativity - 5 Marks Report - 4 Marks Timely Submission - 1 Mark	25	30	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 Yoga Asanas/Meditation by Student (Any two asanas)	College	Record	Demonstration of asanas - 5 Marks Record with evidence - 3 Marks Timely Submission - 1 Mark	10		
		Demonstration of first aid (any two)	College	Record	Demonstration of first aid - 6 Marks Report with evidence - 3 Marks Timely Submission - 1 Mark	10	20	1

EDU 107.4	Drama and Art in Education (E PG2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	Attendance - 1 Mark Script writing - 2 Marks Performance - 3 Marks Report writing - 3 Marks Timely Submission - 1 Mark	10			
		S.P.W- Service-1 & Product -1	College	Record & Evidence	Involvement in service - 3 Marks Quality of the product - 3 Marks Report - 3 Marks Timely Submission - 1 Mark	10	20	1	
Semester Total							100	100	6

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		School Profile and practices (student support systems like P.T.A, Alumni, various forums and Clubs, NCC/NSS, BPC, JRC, Scouts and Guides, School Assembly and the like) (Eds 201)	School	Record & Reflective Journal	Report Writing (10-15 pages)- 25 Marks • Details of School profile and practices - 10 marks • Description of all practices - 10 Marks • Concluding remarks - 3 Marks • Presentation style - 2 Marks Reflective Journal Writing - 4 Marks Timely Submission - 1 mark	20		

		Awareness class on adolescent problems (based on the learning material prepared in first semester) (Edu 202)	School	Record & Supervision diary cum Reflective journal	Lesson Plan -5Marks Report -2Marks Supervision diary cum Reflective Journal -2Marks Timely Submission -1Mark	10	90	4
EDU 206.1	Core	Critical Analysis of the status of exceptional children in the school (Statistic of Children with special needs and their characteristics) (Edu 202)	School	Record & Reflective journal	Report Writing(10-15 pages) -15Marks • Identifying the exceptional children using appropriate psychological test - 5Marks • Analysis and Interpretation of the test -7Marks • Sociogram -3 Marks Reflective Journal -4Marks Timely Submission -1 Mark	20		
		Analysis of prevailing assessment practices in schools (Edu 203)	School	Record & Reflective journal	Report writing (5-10 pages) - 7 Marks • Identifying the prevailing assessment practices in school - 2 Marks • Analysis and interpretation -3 Marks • Comprehensiveness of the report - 2Marks • Reflective journal - 2 Marks Timely submission -1 Mark	10		


		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




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EDU 206.3	Health and Physical Education	Credible participation in games and sports	College	Record and Certificate of the events participated	Participation -5 Marks Prize - 2Marks Report -2 Marks Timely Submission -1 Mark	10	20	1
		Organising sports meet and rules and regulations of long jump and shot put	College	Record & Evidence	Role in committee -2 Marks Report on sports meet -3 marks Record on rules, regulations and diagrams -4 Marks Timely submission -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 -2Marks Conducting interview -2 Marks Report on the interview -2Marks Report on local community art form -1 Marks Timely Submission -1 Mark	10	20	1
		Preparation of criteria for evaluating different art forms-Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2)	College	Record	Description of criteria of any two art forms -5 Marks Report writing -4 Marks Timely submission -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 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 Mark	30		


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EDU 302.2	Pedagogic	Unit Plan @ 1	College	Record	Steps Originality Comprehensiveness Neatness Timely Submission	-4 Marks -2 Marks -2 Marks -1 Mark -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 Teaching competency Supervision Diary cum Reflective journal (one journal entry for five classes)	-100 Marks -100 Marks -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 Teaching competency Supervision Diary cum Reflective journal (one journal entry for two classes)	-4 Marks -4 Marks -2 Marks	10		
		Subject Club/Forum activities	School	Record & Reflective journal	Club formation Activities Evidences Report Writing Reflective Journal Timely Submission	-1 Mark -2 Marks -2 Marks -2 Marks -2 Marks -1 Mark	10		
		Improvised teaching aids- charts and models @2 each (institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	Participation in workshop Preparation of Aids Report Writing with evidence Timely Submission	-3 Marks -12 Marks -5 Marks -2 Marks	20		

 NATIONAL COLLEGE FOR TEACHER EDUCATION VEMGOLA, PERUMBAVOOR - 683 558 DR. N. SETHU NATIONAL COLLEGE FOR TEACHER EDUCATION VEMGOLA, PERUMBAVOOR - 683 558	Self Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	School	Record & Evidence	Self Assessment Tool Analysis and Interpretation Report Evidence Timely Submission	-2 Marks -3 Marks -2 Marks -2 Marks -1 Mark	10	360	18
	Peer evaluation of classes @ 2 any subject	School/col lege	Record - Peer review report	Observation and Analysis of Peer Class Observation Report Timely Submission Total	-2 Marks -2 Marks -1 Mark -5x2 =10 Marks	10		
	Achievement test and analysis and interpretation @ 1	School	Record	Design of the test Question Paper and marking Scheme Test Analysis and Interpretation Comprehensiveness of the Record Timely Submission	-5 Marks -6 Marks -4 Marks -4 Marks -1 Mark	20		
	Diagnostic test analysis and interpretation @ 1 Remedial Programme- Preparation and administration	School	Record	Diagnosis of problem area preparation of test items Analysis of the result Remedial teaching Comprehensiveness of the Record Timely Submission	-2 Marks -4 Marks -3 Marks -4 Marks -2 Marks -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 - 5 Marks Teaching competency - 4 Marks Supervision Diary cum Reflective Journal (one journal entry for three classes) - 3 Marks	15	40	2
		Health Education Lesson Plan and class @ 2	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans - 4 Marks Teaching competency - 4 Marks Supervision Diary cum Reflective Journal (one journal entry for two classes) - 2 Marks	10		
		Yoga Lesson Plan and Class @ 3	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans - 5 Marks Teaching competency - 4 Marks Supervision Diary cum Reflective Journal (one journal entry for three classes) - 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 - 3 Marks Class - 4 Marks Comprehensiveness of the record - 3 Marks	10	20	1
		Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood	School	Record and evidence	Relevance of the activity - 2 Marks Organization Skill - 4 Marks Report with evidence - 3 Marks Timely Submission - 1 Mark	10		

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

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.T	Core	Community citizenship training camp (Edu 401)	College/other premises	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		



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				Timely Submission -1 Mark			
	Conduct an interview with an eminent teacher or educator of your locality on the vision & mission of education (Edu 401)	Community/school	Record and evidence	Preparation of Interview Schedule -7 Marks Report with evidence -12 Marks Timely Submission -1 Mark	20	140	7
	Documentary/short film presentation on student abuse in school campus and poco rules (Edu 402)	Community	Record and evidence	Relevance of the theme -3 Marks Script -10 Marks Creativity -3 Marks Message to the society -3 Marks Timely Submission -1 Mark	20		
	Study tour (Edu 402)	Community	Record and evidence	Attendance -3 Marks Group Coordination -2 Marks Involvement in various Phases of the tour -5 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20		
	Extension Activities @ 2 (Edu 402)	Community	Record and evidence	Attendance -2 Marks Group Coordination -2 Marks Involvement in activities -6 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20		
	Student teacher portfolio (Practical & Practicum of all	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection -2 Marks	10		

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



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		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	Preparation of article -10 Marks Uploading of article -2 Marks Comprehensiveness of the report - 5 Marks Hard copy of the material uploaded - 2 Marks Timely Submission - 1 Mark	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 -5 Marks Prize -2Marks Report -2 Marks Timely Submission -1 Mark	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	Comprehensiveness of the report - 9 Marks Timely Submission -1 Mark	10		
EDU 404.4	Drama and Art in Education (EPC 2)	Film review	College	Record	Relevance of the film selected - 2 Marks Comprehensiveness of the report - 2 Marks Timely Submission -1 Mark	5	20	1
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation -5 Marks Prize - 2Marks Report -2 Marks Timely Submission -1 Mark	10		
		Script on Street Play	College	Record	Relevance of the theme -1 Marks Script -3Marks Timely Submission -1 Mark	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 - 4 Marks Evidence - 5 Marks Timely Submission - 1 Mark		10		
	Setter total					340	340	17
	Programme total					1260	1260	63



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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 selected 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.

2. 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 transfer soft skills and life skills in professional life.
- ✓ be conversant with up-to-date information in the discipline of education.



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✓ 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 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.

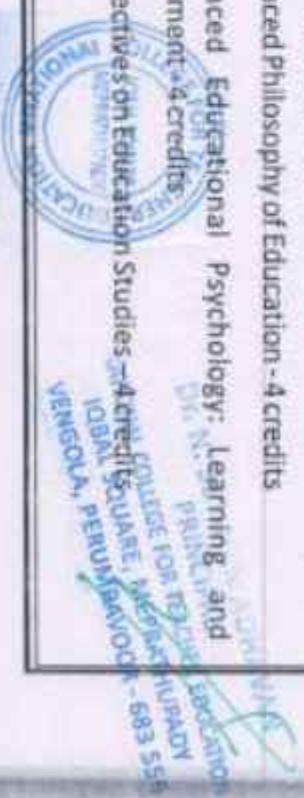
7.1 Credits allotted to the Courses:

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 48 credits.

- Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives 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) Perspectives on Education Studies - 4 credits



- 4) History, Sociology and Political Economy of Education - 4 credits
 - 5) Advanced Educational Psychology: Individual Differences - 4 credits
 - 6) 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 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) Two Field Internships - 4 credits each
- iii. The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. They are aimed for any one of the school levels/areas, such as elementary and/or secondary and senior secondary, and further thematic specialisations/ elective clusters in thematic areas pertinent to that stage. The Courses include:

- 1) Context and Issues of Elementary Education - 4 credits
- 2) Context and Issues of Secondary and Senior Secondary Education - 4 credits
- 3) Current Practices in Education (one Course opted from Thematic Cluster A) - 4 credits
- 4) Emerging Issues in Education (one Course opted from Thematic Cluster B) - 4 credits
- 5) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (one Course opted from Thematic Cluster C) - 4 credits

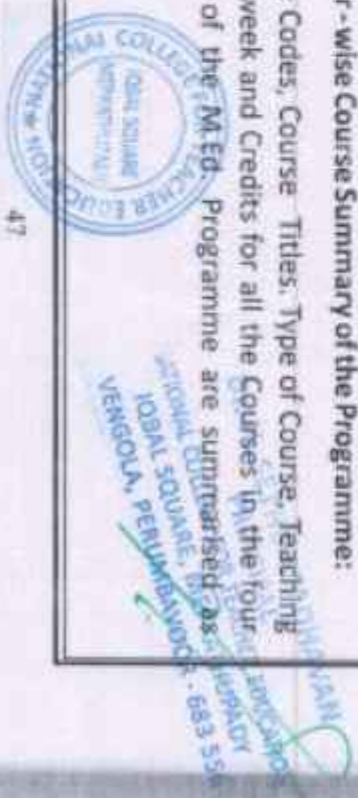
iv. The Dissertation has 8 credits.

- v. The Viva Voces have a total of 4 credits.
- Dissertation Viva Voce - 2 credits
 - Comprehensive Viva Voce - 2 credits

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



Electives	Advanced Mathematics and Psychological Processes of Student Education			
Electives	Advanced Methodology and Pedagogical Processes of Social Science Education			
Electives	Advanced Methodology and Pedagogical Processes of Qualitative Education			
Electives	Advanced Methodology and Pedagogical Processes of IT and Computer Science Education			
Electives	Rigid Internship in Secondary and Senior Secondary School, Secondary Teacher Education Institute, A Field * See reference to Clause C	Custom Core Course Field Internship	4	
Electives	Open Elective		2	
TOTAL CREDITS FOR THE PROGRAMME				30

Summary of Semester - wise Credits

Semester	Credits
I	20
II	20
III	22
IV	18
Total	80

7.3 Specialisation (Taught and Practicum) Course :

Specialisation Courses are offered in the IInd, IIIrd and IVth semesters of the Programme as follows:

- In the IInd semester, one Specialisation Core Course, viz. Context and Issues of Elementary Education.
- In the IIIrd semester, four Specialisation Elective Courses in Thematic Cluster A – Current Practices in Education & four Specialisation Elective Courses in Thematic Cluster B – Emerging Issues in Education.
- In the IVth semester, one Specialisation Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialisation Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All these Courses are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters A, B and C. Thus, the total credits acquired will be 20 for the Taught and Practicum 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 Schools, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the areas of specialisation opted for study. Thematic Clusters A, B, and C.



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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. Internships in field sites relevant to the areas of specialisation opted from the three Thematic Clusters shall be completed under the supervision of a teacher educator/field mentor. Separate records/reports shall be maintained for the activities undertaken in each institution and 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
		Primary Teacher Education Institutions	2	
	30	Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	1	
IV Semester	15	Secondary & Senior Secondary Schools	1	4
		Secondary Teacher Education Institutions	2	
	30	Field site relevant to the area of specialisation opted from Thematic Cluster C	1	

7.5 Dissertation and Dissertation 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 are equally significant.

The dissertation should preferably be from the areas of specialisation opted by the teacher educand 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 IInd Semester.

The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing 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 Semester. 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 college faculty 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	48 Credits
Requirement for the Specialisation Courses and Field Internships	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each semester	80%
Attendance requirement for field Internship	90%

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 educand 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 6	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 in 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. $5 \times 30 = 150$)

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 as follows.

Components	Weights	
	Internal	External
Comprehensive Viva (all Courses from Semesters I to IV)	5	5
Total	5	5

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 Voice.

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:

Notwithstanding 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.



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National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.6 EVALUATION PROCESS

MECHANISM OF INTERNAL EVALUATION

METRIC 2.6.2.D

Any Other Relevant Information

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala


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E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in

National College for Teacher Education, Vengola
Mentoring Record Sheet

Basic Information

Name : Hazeena TS
 Gender : Female
 Date of Birth : 25-01-2024
 Blood Group : O⁺
 Permanent address : Thathannath House
Uliyannoor P.O
Aluva - 683108
 Phone No. : 7907169041
 E-mail ID : hazeerasidhikhazi@gmail.com
 Marital status : Single
 Place of stay during the course : Day Scholar

Educational qualifications

Course	Institution	University	Year of pass	Percentage/ Grade
SSLC	St. Francis G.H.S.S Aluva	Kerala Board	2009	
Plus two	St. Francis G.H.S.S Aluva	Kerala Board	2011	87%
Degree B.COM	MES college marampally	MG university	2014	
Post graduation M.COM	MES college marampally	MG university	2017	82%
Any other(specify) B.Ed	Adi Sankara training college	MG university	2022	99.99%



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VENGOLA, PERUMBAVOOR - 683 556

Competitive Examinations passed

SET

Personal Achievements

Sports:

Arts: Individual champion @ college arts fest.

Academics: college topper @ MFS marampally
University Rank Holder in B.Ed.

Extension activities

Participation in	School Level	College Level
NCC		
NSS		
Any other		

Positions held : participation in university elections.

Teaching Experience if any

4 years

Hobbies/Interests :

cooking, Gardening, Teaching

Details regarding family members

Sl. No.	Name	Age	Relationship	Occupation	Educational Qualification
1	Sidhik TK	65	Father	Driver	8 th std
2	Naseema TA	55	Mother	Home maker	B.com
3	Afsa S	27	Sister	Software Engineer	B.Tec
4	Hagna T S	21	Sister	Software Engineer	MCA

Monthly Family income:



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Furnish the following details

1. Career aspiration

Want to become a teacher educator
Study a lot, obtain PhD ..

2. My strength(s)

Hardworking
Dedicated
Team work
Leadership quality
Creativity

3. My weakness(s)

Too sensitive
More passionate

4. Health problems, if any

No

5. Any other information

NA



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National College for Teacher Education, Vengola

Mentoring Record Sheet

Basic Information

Name : Anu Ashok
Gender : Female
Date of Birth : 15-03-2000
Blood Group : O+
Permanent address : karukappillil (H)
Valayanchirangara P.O
Valayanchirangara.
Phone No. : 8301979544
E-mail ID : anuashok923@gmail.com
Marital status : Single
Place of stay during the course :

Educational qualifications

Course	Institution	University	Year of pass	Percentage/ Grade
SSLC	H.S.S Valayan Chinangara	Kerala Board of public Examinations	2015	72%
Plus two	Govt. Boys Higher Secondary School Perumbavoor	Higher secondary Board of education.	2017	71%
Degree	Sree Sankara Vidyapeetham college Valayanchirangara.	Mahatma Gandhi University	2020	72%
Post graduation	Regional Campus Vanchiyoor	Sree Sankarashankar university	2022	73%
Any other(specify) B.Ed	National college for Teacher Education Vengola	Mahatma Gandhi	2024	93%



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Competitive Examinations passed

K.T.E.T- 2

Personal Achievements

Sports:

Arts:

Academics:

Extension activities

Participation in	School Level	College Level
NCC		
NSS		
Any other		

Positions held :

Teaching Experience if any

No

Hobbies/Interests :

Details regarding family members

Sl. No.	Name	Age	Relationship	Occupation	Educational Qualification
1.	Ashokan K	54	Father	Driver	8th
2.	Geera Ashokan	49	Mother	House wife.	House wife.
3.	Aadithyan Ashok	20	Brother	Student	B.Com.

Monthly Family income:



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NATIONAL COLLEGE FOR TEACHERS EDUCATION
IQBAL SQUARE, MEPRATHURADY
YENGOLA, PERUMBAVOOR - 683 556

Furnish the following details

1. Career aspiration

2. My strength(s)

Academic skill

3. My weakness(s)

No experience.

4. Health problems, if any

5. Any other information



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KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.6 EVALUATION PROCESS

MECHANISM OF INTERNAL EVALUATION

METRIC 2.6.2.E

Annual Institutional Plan of Action

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala


Dr. N. SETHU MADHAVAN
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University Regulation on Internal Evaluation for Teacher Education



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**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA**



**TWO YEAR
BACHELOR OF EDUCATION (B.Ed.)
REVIEWED DEGREE PROGRAMME**

**CREDIT AND SEMESTER SYSTEM WITH GRADING
Reviewed w. e. f July 2018**

**BOARD OF STUDIES IN EDUCATION (UG)
MAHATMA GANDHI UNIVERSITY**

2018



**Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
YENGOLA, PERUMBAVOOR - 683 556**

B. Engagement with the field (Practical): Comprised of College Based, School Based and Community Based Practicals

Courses	Semester I	Semester II	Semester III	Semester IV
Core- EPC1,EPC2,EPC3,EPC4	EDU 107.1	EDU 206.1	EDU 302.1	EDU 404.1
Pedagogic- EPC1,EPC2,EPC3,EPC4	EDU 107.2	EDU 206.2	EDU 302.2	EDU 404.2
Health & Physical Education, EPC4	EDU 107.3	EDU 206.3	EDU 302.3	EDU 404.3
Drama and Art in Education-EPC2	EDU 107.4	EDU 206.4	EDU 302.4	EDU 404.4
Communicative English- EPC 1	-----	-----	-----	EDU 404.5

NB: EPC-Enhancing Professional Capacities

- EPC 1-Reading and Reflecting on Texts
- EPC 2-Drama and Art in Education
- EPC 3-Critical Understanding of ICT
- EPC 4- Understanding the Self

III.SEMESTER WISE PROGRAMME FRAME

Semester I

Category	Course Code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	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/ Engagem ent with the field	EDU 107.1	Core- EPC1, EPC2, EPC3, EPC4	40	--	40	40	2
	EDU 107.2	Pedagogic-EPC1, EPC2, EPC3, EPC4	80	--	80	80	4
	EDU 107.3	Health& Physical Education-EPC4	20	--	20	20	1
	EDU 107.4	Drama and Art in Education- EPC2	20	--	20	20	1
Semester Total			600	360	240	600	30

Semester II

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
	Core EDU203	Assessment for learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimensions 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)	EDU206.1	Core- EPC1,EPC2,EPC3,E PC4	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



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MAHATHMA GANDHI UNIVERSITY, KOTTAYAM

CURRICULUM DESIGN OF TWO YEAR B.Ed. PROGRAMME- 2015

The Board of Studies in Education (U.G.) proposed the Curriculum Design of Two Year B.Ed. programme in tune with the guidelines of NCFTE (2009), NCTE (2014), and NCERT. The restructured programme shall be implemented with effect from 2015-17 academic year. The layout of the new programme is conceived as comprising of three broader areas as follows:

A. PERSPECTIVES IN EDUCATION - Learner Studies, Contemporary Studies, Educational Studies

B. CURRICULUM AND PEDAGOGIC STUDIES - Curriculum Studies and Pedagogic Studies

C. ENGAGEMENT WITH THE FIELD - Professional capacities, Teacher sensibilities and skills. (School Internship)

I. PROGRAMME FRAMEWORK

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credit
I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
Total	400	2400	1140	1260	57	63	2400	120

II. COURSE STRUCTURE OF THE PROGRAMME

A. Theory Courses :

Courses	Sem I	Sem II	Sem III	Sem IV
Core Courses	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203		EDU 401 EDU 402
Pedagogic Courses	EDU 104 EDU 105	EDU 204 EDU 205	-----	EDU 403
Associate Courses	EDU 106	----	EDU 301	



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Semester III

Category	Course Code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/ Engagement with the field(Includes School Internship- Phase II)	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 IV

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	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
Practical/ Engagement with the field	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- EPC 1	40		40	40	2
Semester Total			600	210	390	600	30
Programme Total			2400	970	1430	2400	120



Semester II

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	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 ofEducation	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in.....Education	2	50	10	60

Semester III

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

Semester IV

Course code	Course name	Duration of examination- External (Hrs)	Marks		
			External	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 ofTeacher	2	50	10	60



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IV. SCHEME OF ASSESSMENT

A. Internal evaluation of theory courses

a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

b. 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. External evaluation of Theory Courses

Semester 1

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	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
Associate EDU 106	Elective	2	50	10	60



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VENGOLA, PERUMBAVOOR - 683 556

C. Pattern of Questions

Form of questions	Number of questions		Total marks	
	Courses with Credit 5	Courses with Credit 3	Courses with Credit 5	Courses with Credit 3
Very short answer	10	10	10	10
Short answer	8/12	5/6	16	10
Short Essay/Problem Solving	6/9	5/7	24	20
Essay/Higher Order Thinking	2/4	1/2	30	10
Total	35	25	80	50

I. LIST OF COURSES A.CORE COURSES

EDU 101 Contemporary India and Education
EDU 102 Childhood and Growing up
EDU 103 Development and Resources in Educational Technology
EDU 201 Knowledge and Curriculum
EDU 202 Learning and Teaching
EDU 203 Assessment for Learning
EDU301 Language Across the Curriculum
EDU401 Gender, School and Society
EDU402 Personality Dynamics in Education

B. PEDAGOGIC COURSES

EDU 104.1 1 Understanding the Discipline of English Education
EDU 104.1 2 Understanding the Discipline of Malayalam Education
EDU 104.1 3 Understanding the Discipline of Hindi Education
EDU 104.1 4 Understanding the Discipline of Sanskrit Education
EDU 104.1 5 Understanding the Discipline of Arabic Education
EDU 104.1 6 Understanding the Discipline of Mathematics Education
EDU 104.1 7 Understanding the Discipline of Physical Science education
EDU 104.1 8 Understanding the Discipline of Natural Science Education
EDU 104.1 9 Understanding the Discipline of Social Science Education
EDU 104.20 Understanding the Discipline of Commerce Education
EDU 104.21 Understanding the Discipline of IT and Computer Science Education
EDU 105.11 Learning to function as English teacher
EDU 105.1 2 Learning to function as Malayalam teacher EDU 105.1 3 Learning to function as Hindi teacher
EDU 105.1 4 Learning to function as Sanskrit teacher
EDU 105.15 Learning to function as Arabic teacher
EDU 105.1 6 Learning to function as Mathematics teacher



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SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.1	Core:	Project on socially/educationally relevant issue (Edu 101)	Community	Project report	Report writing (10 pages) -9 Marks <ul style="list-style-type: none"> • Relevance of the topic -2Marks • Creativity /Novelty -4 Marks • Procedure adopted -3 Marks Timely Submission -1 Mark	10	40	2
		Preparation of a material for a theme on any one adolescent problem (Edu102)	College	Record & Evidence	Theme Learning Material Report - 2 Marks - 5 Marks Timely Submission - 2 Marks - 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	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	Report writing (10-15 pages)- 9 Marks <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		
EDU 107.2	Pedagogic:	Micro teaching lesson plans-3 skills for each student	College	Record	Lesson Plan - 3 Marks Skill components - 3 Marks Total - 5x3 (skills) -15Marks			



DR. N. SETHI
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 1

	Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective journal	Lesson plan -3 Marks Incorporation of skill components -5 Marks Completion of cycle -2 Marks Teaching Competence -3 Marks Reflective journal -2 Marks Lesson Plan -5Marks Integration of skills -5 Marks Teaching Competence -5 Marks	15		
	Link Practice- lesson plan and class@1	College	Record	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
	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	Experiences with report and evidence -4 Marks Meaningful reflection -2 Marks Comprehensiveness and neatness -3 Marks Timely Submission -1 Mark	10		
	Student teacher Portfolio (Practical and Practicum of all courses)	College	Portfolio	Demonstration of asanas -6Marks Record with evidence -3 Marks Timely Submission -1 Mark	10		
EDU 107.3	Health and Physical Education	College	Record	Demonstration of first aid -6Marks Report with evidence -3 Marks Timely Submission -1 Mark	20		1



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

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIB UTION	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		



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EDU 206.2	Pedagogic : Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	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		
		Class room teaching during school induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per format attached)	Attendance -2 Marks Criticism Class observation and Report -10 Marks Lesson Plan -5 Marks Teaching Competence -2 Marks Timely Submission -1 Mark Lesson Plan -25 Marks Teaching competency -25 Marks Supervision Diary cum Reflective journal (one journal entry for five classes) -10 Marks	20	100	5
						60		

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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 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 <ul style="list-style-type: none"> • 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 Mark	30		



EDU 302.2	Pedagogic :	Unit Plan @1	College	Record	Steps Originality -4 Marks Comprehensiveness -2 Marks Neatness -2 Marks Timely Submission -1 Mark -1 Mark	10	
		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	360 18
		Improvised teaching aids- charts and models @2 each (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 -12 Marks Timely Submission -2 Marks	20	



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VENGOLA, PERUMBAVOOR - 683 556

	Self Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	School	Record & Evidence	Self Assessment Tool Analysis and Interpretation -2 Marks Report -3 Marks Evidence -2 Marks Timely Submission -2 Marks -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 - 2 Marks Timely Submission -1 Mark Total -5x2 =10 Marks	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 Timely Submission -1 Mark	20



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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		40	
	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	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 Dr. N. SETHU MADHAVAN PRINCIPAL	- 2 Marks - 4 Marks - 3 Marks - 1 Mark	10	20	



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IQBAL SQUARE, PERUMBAVOOR
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		etc. (Quiz/competition/seminar/exhibition etc.)												
Viva-voce & Student teacher Portfolio	Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem 1 to sem 3)	Experiences with report and evidence -6 Marks 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 -5 Marks	50		

38

Dr. M. MADHAV PRINCIPAL
IQBAL COLLEGE FOR TEACHER EDUCATION
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PERUMBAVOOR - 683 556

				Timely Submission -1 Mark		
Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education (Edu 401)	Community/school	Record and evidence		Preparation of Interview Schedule -7 Marks Report with evidence - 12 Marks Timely Submission -1 Mark	20	
Documentary/short film presentation on student abuse in school campus and pocso rules (Edu 402)	Community	Record and evidence		Relevance of the theme -3 Marks Script -10 Marks Creativity -3 Marks Message to the society -3 Marks Timely Submission -1 Mark Attendance -3 Marks Group Coordination -2 Marks Involvement in various Phases of the tour -5 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20	7
Study tour (Edu 402)	Community	Record and evidence		Attendance -2 Marks Group Coordination -2 Marks Involvement in activities -6 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20	
Extension Activities @ 2 (Edu 402)	Community	Record and evidence		Attendance -2 Marks Group Coordination -2 Marks Involvement in activities -6 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20	
Student teacher portfolio (Practical & Practicum of all	College/Portfolio	Record and evidence		Experiences with report and evidence -4 Marks Meaningful Reflection -2 Marks	10	



		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	Preparation of article -10 Marks Uploading of article -2 Marks Comprehensiveness of the report - 5 Marks Hard copy of the material uploaded -2 Marks Timely Submission - 1 Mark	20		
EDU 404.3	Health and Physical Education	Credible Participation in games and sports -minimum 2 events Rules and regulations of Volleyball and shuttle badminton	College	Record and Certificate of the events participated	Participation -5 Marks Prize -2Marks Report -2 Marks Timely Submission -1 Mark	10	20	1
EDU 404.4	Drama and Art in Education (EPC 2)	Film review	College	Record	Comprehensiveness of the report -9 Marks Timely Submission -1 Mark Relevance of the film selected -2 Marks Comprehensiveness of the report -2 Marks Timely Submission -1 Mark	5		
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation -5 Marks Prize - 2Marks Report -2 Marks Timely Submission -1 Mark	10	20	1
EDU 404.5	Communicative English	Script on Street Play	College	Record	Relevance of the theme -1 Marks Script -3Marks Timely Submission -1 Mark	5	40	2
		Internal test -	College	Answer Script	Written Examination	20		

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	Written							
	Oral	College	Score sheet	Oral Examination	10			
	Practical in accordance with the syllabus @ 1 item	College	Report and evidence	Comprehensiveness of the report - 4 Marks Evidence - 5 Marks Timely Submission - 1 Mark	10			
	Semester total				340	340	340	17
	Programme total				1260	1260	1260	63

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 PRINCIPAL
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**M.Ed.
Master of Education
(TWO YEAR)**

**PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSION ONWARDS**

(UNDER MAHATMA GANDHI UNIVERSITY PG CSS REGULATIONS 2019)



EXPERT COMMITTEE IN EDUCATION (PG)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA

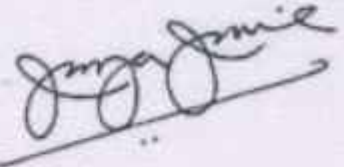


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THE EXPERT COMMITTEE IN EDUCATION (PG)

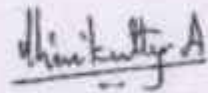
Chairperson:

Prof. (Dr.) Jaya Jaide,
Dean, Faculty of Education, &
Head of the Department, School of Pedagogical Sciences,
Mahatma Gandhi University, Kottayam.



Members:

1. Prof. (Dr.) Minikutty A.,
Faculty,
School of Pedagogical Sciences,
Mahatma Gandhi University, Kottayam.



2. Dr. Soosamma P. A.,
Head of the M.Ed. Department,
Mt. Carmel College of Teacher Education for Women, Kottayam.



3. Dr. T. M. Mollykutty,
Head of the M.Ed. Department,
St. Thomas College of Teacher Education, Pala.



The Post Graduate Expert Committee for Education duly acknowledges the whole-hearted and sincere contributions made by Faculty of Post Graduate Departments of Education from Teacher Education institutions affiliated to Mahatma Gandhi University towards this Curriculum Revision of the Two Year M.Ed. Programme.



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLO, PERUMBAVOOR - 683 556

Table of Contents

Sl. No.	Section	Page Nos.
1	Aim of the Programme	6
2	Scope of the Programme	6
3	Admission	7
4	Medium of Instruction and Assessment	7
5	Faculty under which the Degree is awarded	7
6	Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees	7
7	The Programme Structure	7
7.1	Credits allotted to the Courses	8
7.2	Semester-wise Course Summary of the Programme	9
7.3	Specialisation (Taught and Practicum) Courses	12
7.4	Field Internships	12
7.5	Dissertation and Dissertation Viva Voce	13
7.6	Comprehensive Viva Voce	14
7.7	Attendance, Improvement, Re-appearance and Re-admission	14
7.8	Minimum requirements for successful completion of the Programme	14
7.9	The Assessment Process	15
7.10	Additional Specialisation	17
7.11	Transitory Provision	18
8	The Syllabi and Model Question Papers	18
8.1	Semester I	19
	ED010101 – Advanced Philosophy of Education	20
	ED010102 – Advanced Educational Psychology: Learning and Development	26
	ED010103 – Introduction to Educational Research and Statistics	31
	ED010104 – Trends, Issues, Innovations and Research in Teacher Education	37
	ED010105 – ICT and Skill Development	



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, VENGOLA, PERUMBAVOOR
VENGOLA, PERUMBAVOOR - 683 556

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 educands 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.

2. 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 educands at par with global standards. After successful completion of the M.Ed. Programme, it is expected that teacher educands will



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- ✓ 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 Degrees

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 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-voce. 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 48 credits.
 - Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives 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) Perspectives on Education Studies – 4 credits
 - 4) History, Sociology and Political Economy of Education - 4 credits
 - 5) Advanced Educational Psychology: Individual Differences - 4 credits
 - 6) 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) Two Field Internships - 4 credits each
- iii. The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. They are aimed for any one of the school levels/areas, such as elementary and/or secondary and senior secondary, and further thematic specialisations/elective clusters in thematic areas pertinent to that stage. The Courses include:
 - 1) Context and Issues of Elementary Education - 4 credits
 - 2) Context and Issues of Secondary and Senior Secondary Education - 4 credits

- 3) Current Practices in Education (one Course opted from Thematic Cluster A) - 4 credits
 - 4) Emerging Issues in Education (one Course opted from Thematic Cluster B) - 4 credits
 - 5) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education(one Course opted from Thematic Cluster C) - 4 credits
- iv. The Dissertation has 8 credits.
 - v. The Viva Voces have a total of 4 credits.
 - Dissertation Viva Voce - 2 credits
 - Comprehensive Viva Voce - 2 credits

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

Course Code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
FIRST 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, Innovations and Research in Teacher Education	Common Core Course - Teacher Education Course - Taught Course & Practicum			

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	
SECOND SEMESTER					
ED010201	Perspectives on Education Studies	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	20
ED010202	History, Sociology and Political Economy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010203	Advanced Educational Psychology: Individual Differences	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010204	Advanced Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010205	Context and Issues of Elementary Education	Specialisation Core Course - Taught Course & Practicum	5	4	

THIRD SEMESTER					
Thematic Cluster A - Current Practices in Education (one Course from Thematic Cluster A shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	22
ED800301	Educational Evaluation				
ED800302	Educational Technology				
ED800303	Guidance and Counselling				
ED800304	Higher Education				
Thematic Cluster B - Emerging Issues in Education (one Course from Thematic Cluster B shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED810301	Environmental Education				
ED810302	Inclusive Education				
ED810303	Non Formal Education				
ED810304	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 - Field Internship	---	4	
ED010302	Dissertation	Dissertation		8	
ED010303	Viva Voce	Dissertation			

FOURTH SEMESTER				
ED010401	Curriculum Development and Transaction	Common Core Course - Perspective Course - Taught Course & Practicum	5	4
ED010402	Context and Issues of Secondary and Senior Secondary Education	Specialisation Core Course - Taught Course & Practicum	5	4
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 Elective Course - Taught Course & Practicum	5	4
ED820401	Advanced Methodology and Pedagogical Practices of Language Education – English			
ED820402	Advanced Methodology and Pedagogical Practices of Language Education – Malayalam			
ED820403	Advanced Methodology and Pedagogical Practices of Language Education – Hindi			
ED820404	Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit			
ED820405	Advanced Methodology and Pedagogical Practices of Language Education – Arabic			
ED820406	Advanced Methodology and Pedagogical Practices of Mathematics Education			
ED820407	Advanced Methodology and Pedagogical Practices of Science Education			
ED820408	Advanced Methodology and Pedagogical Practices of Social Science Education			
ED820409	Advanced Methodology and Pedagogical Practices of Commerce Education			
ED8204010	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education			
ED010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course - Field Internship	---	4
ED010404	Viva Voce	Comprehensive	---	
TOTAL CREDITS FOR THE PROGRAMME				

18



Dr. N. SETHU MAHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEERAPALLY
VENGOLA, PERUMBAVUDI - 603 556

Summary of Semester-wise Credits

Semester	Credits
I	20
II	20
III	22
IV	18
Total	80

7.3 Specialisation (Taught and Practicum) Courses:

Specialisation Courses are offered in the IInd, IIIrd and IVth semesters of the Programme as follows:

- In the IInd semester, one Specialisation Core Course, viz. Context and Issues of Elementary Education.
- In the IIIrd semester, four Specialisation Elective Courses in Thematic Cluster A – Current Practices in Education & four Specialisation Elective Courses in Thematic Cluster B – Emerging Issues in Education.
- In the IVth semester, one Specialisation Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialisation Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All these Courses are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters A, B and C. Thus, the total credits acquired will be 20 for the Taught and Practicum 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 Schools, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the areas 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. Internships in field sites relevant to the areas of specialisation opted from the three Thematic Clusters shall be completed under the supervision of a teacher

educator/field mentor. Separate records/reports shall be maintained for the activities undertaken in each Institution and 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	Institutions for Internship	Credits	Total Credits in a Semester
III	10	Primary Schools	1	4
	30	Primary Teacher Education Institutions	2	
		Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	1	
IV	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 Dissertation 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 are equally significant.

The dissertation should preferably be from the areas of specialisation opted by the teacher educand 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 the 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 IInd Semester.



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing 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 Semester. 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 Ist 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:

The minimum requirements for successful completion of the M.Ed. Programme are as follows.



Dr. N. SETHU BHASHAN
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NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MELPRATHUPADY
VENGOLA, PERUMBAVOOR - 689556

Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	48 Credits
Requirement for the Specialisation Courses	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each Semester	80 %
Attendance requirement for Field Internship	90 %

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:

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

The academic growth of the teacher educand 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 weights



Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, NEERATHUPADY
VENGALLOOR, PERUMBAVOOR - 683 556

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

Grade	Grade points	Range
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

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

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 Assessments of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	1	5
Total	5	15

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
GLOBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556
555 889 556

Components and Weights for Assessment of Comprehensive Viva Voce: The components and weights for the Internal and External Assessments of the Comprehensive Viva Voce shall be as follows.

Component	Weight	
	Internal	External
Comprehensive Viva Voce (all Courses from Semesters I to IV)	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, the candidate shall remit the semester fee as decided by 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 opted.



PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
JOB SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

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:

Notwithstanding 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 30 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 modules, practicum, recommended references, and model question paper. The detailed syllabi and model question papers for each Course in the four semesters are provided herewith.

Dr. N. SETHU MADHAVAN
PRINCIPAL
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

