

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbayoor, 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





Tel: 0484 2522583, 0484 2525603

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



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Documentary Evidence for Remedial Support



PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION

IGRAL SQUARE, MEPRATHUPADY

VENGOLA, PERUMBAYOOR - 683 556

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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







Dr. M. SEPHU MADFIAVAN
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MECHANISM OF INTERNAL EVALUATION

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



Dr. N. SETHU MADHAVAN

PRINCIPAL

NATIONAL CONTEST FOR TEACHER EDUCATION

IQBAL SQUARE, MEPRATHUPADY

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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 July2018

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

PRINCIPAL

PRINCIPAL

VARIONAL COLLEGE FOR TEACHER EDUCATION

VENGOLA, PERUMBAVOOR - 683 556





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 adviser 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 readmission 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,

Credit Point Average (CPA) of #Somester / 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

PROGRAMME STRUCTURE AND SYLEABUS PGCS MEdia Tracher SOLCATION
PROGRAMME STRUCTURE AND SYLEABUS PGCS MEdia Tracher SOLCATION

RESIDENCE OF THE CONTROL OF THE

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.



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.

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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.

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

PROGRAMME STRUCTURE AND SYLLABUS PGCSS - M.Ed.

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:

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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.

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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:

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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 87. N. s	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
В	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 (I 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	We	ights
2	Internal	External
Relevance of the Topic		1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	I De N	5
Total	1 Dr. N. 5	DOING TO STATE
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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	We	ight
	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	В	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 Special section possity opted.

VENGOLA, PERUMBAY JON - 623 555

PROGRAMME STRUCTURE AND SYLLABUS PGCSS - M.Ed.

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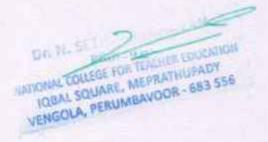
A candidate opting for Specialisation from Thematic Cluster C shall have B.Ed. Degree in the concerned subject with 55% marks.

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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KEY INDICATOR

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MECHANISM OF INTERNAL EVALUATION

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	code	Course Name	Instructional Hours		Marks		Credit
				Esternal	Internal	Total	
	Core EDU101	Contemporary India and Education	100	80	20	100	(C)
	Core EDU102	Childhood and grawing up	100	8	25	100	CP)
	Core EDU1(3	Development and Resources in Educational Technology	60	8	6	8	ça:
	Pedagogic EDU104	Understanding the Discipline of Education	60	85	8	88	w
	Podupoje EDU105	Learning to function as teacher	80	50	10	8	(GIP

Semester Total	EDA	- 52	Practical/ EDI	ED/	E A
	EDA/107.4	EDU107.3	EDU 107.2	EDU 107.1	EDU 106
	Drama and Art in Education -EPC2	Health Physical Education -EPC4	Pedagogio-EPC1,EPC2 EPC3,EPC4	Com-EPC1,EPC2, EPC1,EPC4	Elective
600	20	20	8	8	60
360					8
240	20	20	80	46	2
600	26	20	8	46	60
30	-	- 100	40	na.	64

Samest	- 4	School School	Sald the	/Engage			Theory				Catagory
Samester Total	EDU206.4	EDU206.3	EDU206.2	EDU206.1	Pedagugid EDU206	Pedagopia EDUZDA	Corp EDU 203	Core EDU 202	Core EDU 201		Course
	Drama and Art in Education EPC2	Health& Physical Education EPC4	Pedagogic-EPC1,EPC2, EPC3,EPC4	Core-EPC1,EPC2,EPC3, EPC4	Curriculum and Resource Development in Education	Pedagogical Dimension of Education	Assessment for Learning	Learning and Teaching	Knowledge and Curriculum		Course Name
600	20	20	100	80	60	8	60	100	100		Instructional Hours
310				Ŋ.	50	8	8	8	60	Estamal	
290	20	8	100	8	15	to	10	88	28	Estarsal Internal	Marks
600	20	28	100	98	60	60	60	100	100	1011	
36	and .	-	en-	4	6,6	60	60	- cn	CN CN		Credit

Semester Total		th.	111	m	m	Theory E		Category C	C intention
otal		EDU302.4	EDU3023	EDU302.2	EDU302.1	EDUJOI		Course	-
TON WALL	Www-Nood &	Drama and bet in Education (5 PC2 PM 10 LL)	Health's Physica Education EPCA'S FOR 7	Pedagogio-EPC1,EPC2 EPC3,ISPC4	Core-EPC1,EPC2,EPC3; EPC4	Curriquige Across the Curriquium		Course Name	
000	100	RAME) to	360	80	60		Instructional	
90	有	ATION MOITA	90			50	Etternsi		
510	Gue	S Tall	45	360	88	10	Internal	Marks	
900	46	S S S S S S S S S S S S S S S S S S S	THE PERSON NAMED IN	1 38	8	69	Total		
36	2	100	OR UP	NE	A	Each		Credit	

Programme Total	Semester	m	en	m	m	m	Theory F	mo	mo		Category
e Total	Total	EDU404.5	EDU404.4	EDU404.3	EDU404.2	EDU404.1	Pedagogio EDU403	Core EDU402	Core EDU401		Course
		Contributionity English EPC1	Drams and Art in Education -EPC2	Health& Physical Education-EPC4	Podagogio- EPC1,EPC2,EPC3,EPC4,	EPC1,EPC2,EPC3,EPC4	Professional Development of Teachir	Personally Dynamics in Education	Geoder, School and Society		Course Name
2400	600	40	20	20	120	140	60	100	100		Instructional Hours
970	210	1	Ŧ,	I.	4444	- 1	50	8	8	Datemal	
1430	390	40	20	20	120	140	10	20	20	External Internal	
2400	000	40	20	20	120	140	60	100	100	Total	
120	38	1/2	**	- 14	¢	7	6,0	(p)	(h		Credit

3. External Evaluation of Theory Courses

Semester 1	1				
Course	Course Name	Duration of		Marks	
code		external (Hrs)	Esternal	promotes	State .
Core EDU 101	Contemporary India and Education	i i	80	20	100
Core 100 102	Childhood and Growing up	Cal.	80	26	16
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Osaphins of Education	2	8	10	8
Pedagogio EDU 105	Learning to function as Teacher	22	8	8	8
Core EDU 106	Elective	2	8	10	85

Semester 2

	Associate Course EDU 301	Сригие орде	Semester 3	Padagogic EDU 205	Pedagogic EDU 204	Core EDU 200	Core EDU 202	Core EDU 201	apos	Course
	Language Across	O Course tilbu	OS FOR TES	Development in Education	Pedagogical Dimensions of Education	Assessment for Learning	Learning and Teaching	Knowledge and Curriculum		Course Name
	2 hours Safring	Hours External D		N2	NJ.	2	w	ы	external (Hrs)	Duration of
	OBMOUN PRODUCTION	Internal	- YA	50	8	8	8	8	Secretaria	
Ì	Seation of	TAMALE .	SET TO MAN	75	ö	10	8	20	Determine the second	Marks
	The same		DAL.	90	8	8	8	18	Tytal	

Course Course Name Duration of examination of examination at EDU 401 Gender, School and Society 3 EDU 402 Personally Dynamics in Education 3 EDU 403 Professional Development 2 SCHEME OF ASSESSMENT 2

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100

Marks

B.Ed. Practicals SEMESTER I MARK DOCUMENTS CREDIT TOTAL CRITERIA FOR ASSESSMENT DISTRIB TO BE NAME OF PRACTICAL FELD COCE CONONE UTION -2 Marks Report writing (10 pages) EDU ROS Reinvance of the topic -2Morte 107.1 Project on Creativity Nevelty 4 Maris uno Projectreport 10 socialy/educationally relevant Community -3 Marks Procedure adopted essue (Edu 191) Timely Submission +5 Mark Preparation of a material for a College Record & Jeeming Material - 5 Marks there on any one adolescent Evidence NO. - 2 Warks Report problem (Emutoz) **Etmely Submission** - 1 Mark Creation of blog - Emarks Report & Hard Cultings Creation of triog and uploading copy of the Learning material - 2 Marks of any learning material in the 16 -1 Mark Hard Copy that page - 1 Mark Timely Sommerkin (Edu 103) 2 INTIONAL COLLEGE Report writing (10-15 pages)- 9 Marks VENGOUN idontification of Essential Components Aspetali Hection Prevaling practices in school/community 40 - 4 Marks Study on prevaling practices of **Finding** 10 -5 Marks Displit of brodysis College respective elective course in SETHU N Suggestions/incommensation schools/community -2 Marks Timely Submission - 1 Mark Lesson Plan - 2 Marks Micro tracturing lesson plans it. College Faccost N paltic for each -3 Marks Sall composints 蝠 studers. =15Marks Total - 5x2 (skills)

teacher for each course

Practicum

Practicum

Theory Courses with Credit 3

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No of tasks Grounse

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No of tasks Goourse

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Internal evaluation of theory Courses

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Theory Courses with Credit 5

A detailed report of the practicum is to be prepared by each

student

		Wicco washing class - 1 shift by wach existent complete cycle(preferably video record)	College	Floorer & Refective Names	Completion of skill components S is Completion of cycle 42 is Teaching Competence 3 is	Marks vis Marks Marks Marks	18		
		Link Procision leasons plan and clima(§1)	College	About	Irriegration of skills -5 N	Warks Varks Narks	15		
		Development and presentation of leaning resource materials for school pupils-ICT augmented materials, and the the (achool fusion Extension Activity)		Report and endeace	Pronovation and creativity - 5 N Report - 4 I	100	25	40	A
		Student teacher Portrisio (Practical and Practican of all courses)	College	Forfolio	Experiences with report and evid 48 Meaningful reflection - 28 Comprehensiveness and neutron -31	dence - Marks Marks	10		
90 97.3	Houth and Physical Education	Demonstration of various Yogic Assense/Meditation by Student (Any two assense)	Callege	Record	Record with exidence - 3 9	Marke Harks Murk	10		
		Evenondration of first aid (arry two)	College	Record	Report with evidence - 3.9	farks Marks Mark	10	20	1

	107.A	Drams and Act in Education(E PGZ)	Theate Practice - Fortepation in works/op/training	College	Record & Evidence	Attendance - 1 Mark Script writing -2 Marks Performance - 3 Marks Report writing -3 Marks Tansily Submission - 1 Mark	10		
100	Al Co	augh .	SLPW-Sevice1 8 Product-1	College	Record & Evidence	Involvement in service - 3 Marks Disality of the product - 3 Marks Report -3 Marks Timely Submission -! Marks	10	7. 0	1
1	72	10		Senesh	er Total		100	160	1
EME	STER	BARS					100000		
	COURSE		NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE	CRITERIA FOR ASSESSMENT	MARK DISTRIB	10TAL MARKS	CREDIT
	COURSE COOE	COURSE NAME OF N. SECTION	Almainages	School		CARTERIA FOR ASSESSMENT Report Writing(10-15pages)- 25 Marks • Details of School profile and practices -10 marks • Description of all practices -10 Marks • Concluding remarks • Presentation style - 2 Marks Forflective Journal Writing - 4 Marks			CREDIT

		Awareness class on adolescent problems (Second on the learning malerial prepared in first numerater) (Edu 202)	School	Record & Supervision diary ourn Refective journal	Lesson Plan -SMarks Report -284x/s Supervision diary cum Reflective Journal -2Marks Timely Submission -1Mark	10	10	4
EDU 0	Core :	Critical Analysis of the status of exceptional children in the solvoit (Statistics 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 Maris Reflective Journal -4Marks Timely Submission -1 Mark	20		
		Analysis of prevailing assessment practices in achoote (Edu 203)	School	Record & Reflective journal	Report writing (5-10 pages) - 7 Marks • Attentiving the prevailing assessment practices in school - 2 Marks • Analysis and interpretation - 3 Marks • Comprehensiveness of the report 2 Marks • 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		
ON COLLEGE	Discussion lesson plans -5	College	Record	Attendance -2 Marks Involvement in discussion -2 marks Lesson plan -5 Marks Timely submission -1 Mark	10		
THE STATE OF THE S	Demonstration class observation -6	College	Record	Attendance -2 Marks Observation report -2 marks Lesson Plans -5 Marks Timely Submission -1 mark	10		
EDU Pedagogk	Criticism Lesson Plans, class observation and evaluation - Criticism class@1	College	Record	Attendance -2 Marks Criticism Class observation and Report -10 Marks Lesson Plan -5 Marks Teaching Competence -2 Marks Timely Sobmission -1 Mark	20	100	
MROUNT SOIL	Class room teaching during Suhool induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per formal affactived)	Lesson Plan - 25 Marks Teaching competency - 25 Marks	60		

			Semeste	riotal			220	220	-11
		Preparation of ortens for evaluating different art forms—Orseing, Penting, Dance, Music, Drama, Creative Writing (any 2.)	College	Record	Report writing -	arry two art. 5 Marks 4 Marks 1 Mark	10	20	1
EDU Drama and 206.4 Art in Education (EPC2)	Education	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	Conducting interview Report on the interview Report on local commun	2Marks -2 Marks -2Marks	10		
				Evidence	diagrams Timely submission	-1 Marks			
206.	Physical Education	Organizing sports meet and rules and regulations of long jump and shot put	College	Record	Role in committee Report on sports meet Record on rules, regula		10	20	1
EDU	Heath and	Credible participation in games and sports	College	Fecond and Certificate of the events participated	Report Timely Submission	-5 Marks - 2Marks -2 Marks -1 Mark	10		

COURSE	COURSE	NAME OF PRACTICAL	PRELED	TO BE MAINTAINED	CRITERIA FOR ASSERBMENT	MARK DISTRIB LITION	TOTAL MASKS	CREON
OHAI Q		Value education class @2 (Focus on values file honesty, describeds, punctuality, etc.) (Edu 101 & 201)	School	sopervision dary curs reflective	Flaievance of value selected-4 Marks Lesson Flans - 5 Marks Resources used - 4 Marks Transmission of value - 4 Marks Reflective Journal (one journal entry for two class - 2 Marks Timety Submission - 4 Mark	20		
SOUTH STATE OF THE	Core:	Core study trased on learning problems of school pupils (Edu 102 & 202)	Echool	Report and reflective journal	Report Writing (15 to 26 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	50	BD.	4
VENGOLA, PERM	Dr. N. SENTING	Actice research @1 (Edu 203)	School	Report and reflective journal	Report Writing (15 to 26 pages)- 25 Marks Reference 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 Timuty Suppression - 1 Marks	30		

		Unit Plan @1	Cologe	Record	Steps Originality Comprehensiveness Neatness Timely Submission	-4 Marks -2 Marks -2 Marks -1 Mark -1 Mark	10		
		50 Lesson poins 50 classes – Teaching competence	School	Records supervision dary cum reflective journal(as per format attached)	Lesson Flans Teaching competency Supervision Diary cum Rel rjournal (one journal entry classes)	-100 Marks -100 Marks Sective for five - 50 Marks	250		
EDU 302.2	Pedagogic	Lesson plan and Classes . Based on language Across the Curriculum @2	Eicheol	Records supervision dary com- reflective journal (as- per turnal attached)	Lesson Plans Teaching competency Supervision Diary cum Ref journal (one journal entry f classes)	- 4Marks -4 Merks lective or two -2 Marks	-4 Marks ctive 10 two		
		Subject ChitisForum activities	School	Record & Refective journal	Activities Evidences Raport Writing Reflective Journal	-1 Mark -2 Marks -2 Marks -2 Marks -2 Marks -1 Mark	10	350	18.
		Improvised leaching aids- char's and models @Zeach (lestitation shall conduct auritation for the preparation of the Teaching aids)	College	Record and evidence	Preparation of Aids Report Writing with evidence	-3 Marks -12 Marks -5 Marks -2 Marks	20		

	Self Assessment Tool among the school pupils to assess learning performance in the subject Pregaration and administration	School	Record & Evidence	Self Assessment Tool -2 Marks Analysis and Interpretation -3 Marks Report -2 Marks Evidence -2 Marks Timely Submission -1 Mark	10	
DILAT COLLEGE	Sand sanks	Schoolicel ege	Record - Peer review report	Observation and Analysis of Feer Class -2 Marks Observation Report - 2 Marks Timely Submission -1 Mark Total -5x2=10 Marks	10	
Manuscriptor of the Control of the C	Achievement that and analysis, and interpretation (§)	School	Record	Design of the test - 5 Marks Question Paper and marking Scheme - 6 Marks Test Analysis and interpretation - 4 Marks Comprehensiveness of the R econd - 4 Marks Timely Submission - 1 Mark	20	
AENGONA * PROBING	Diagnostic test analysis and interpretation (I) It Remedial Programms Preparation and administration	Echool	Record	Diagnosis of problem area -2 Marks preparation of test items -4 Marks Analysis of the result -3 Marks Remedial teaching -5 Marks Comprehensiveness of the Record -2 Marks Timely Submission -1 Mark	20	

EDU 302.3	Health and Physical	Physical Education Lesson Plan and class 優 3	School	Records supervision distry ours reflective journal (so per formal affacted)	Lesson Plans - 6Marks Teaching competency - 6 Marks Supervision Diary cum Reflective journal (one journal entry for three criesses) - 3 Marks	15		
	Education	Health Education Lesson Plan and class@2	School	Record Supervision diary cum reflective journal(as per format artached)	Lesson Plans - 4Marks Teaching competency - 4 Marks Supervision Diary our Reflective journal (one journal entry for two classes) - 2 Marks	10	40	2
		Yoga Lesson Plan and Class & 3	School	Record Supervision diary cum reflective	Lesson Plans - Sillarks Teaching competency -6 Marks Supervision Clary cum Reflective journalione journal entry for three classes) -3 Marks	15		
	Drama and An 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		
		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	20	

		etc.(Quiz/congetton/somma of exhibition etc.)	-					
	Vive-voces Student teacher	Student teacher portfolio (Practical and Practicum of all courses)	College	Porticilo (semito	Experiences with report and evidence 4 Marks Meaningful reflection 4 Marks Comprehensiveness and neatness 4 Marks Oval presentation 4 Marks	20	40	2
	Partialio	Viva -voce	College	Work done in 34 semester	Subject competence -5 Marks Communication skill -5 Marks Genuinety of evidences -10 Marks	20		
1	-	and the same of th		LI ALLEY S		1000		27
CHAIL STREET	AMEDIC HELD	mester total				540	540	4
EMESTE COURSE COOK	Carl FOR 12	NAME OF PRACTICAL	PELD	DOCUMENT TO BE	CRITERIA FOR ASSESSMENT	MARK DETROIT	TOTAL	CRED

				Timely Submission	-1 Mark		
				The Assemble of	CONTRACT.		
	uct an interview with			Preparation of Interview Sch	hedule		
educa	inent tracher or diorest of your locality	Community	Record and evidence	Report with evidence	-7 Marks -12 Marks	20	
	vision & mission of ition (Edu 401)	chool		Name of the last o	-1 Mark		140
prese	mentarylation film ntation on student r in school campus and rules (Edu 402)	Community	Fecond and evidence	Script Creativity Message to the society	-3 Marks -10 Marks -3 Marks -3 Marks -1 Mark	20	140
Study	tour (Ede 402)	Community	Record and syldence	Attendance Group Coordination Involvement in various Phastour Initiative Ability Comprehensiveness of the revidence	-3 Marks -2 Merks es of the -5 Merks -3 Merks	20	
Exten (Edu 4	esion Activities @ 2 462)	Community	Record and evidence	Involvement in activities Initiative Ability Comprehensiveness of the revidence	-2 Marks -2 Marks -5 Marks -3 Marks sport with -6 Marks -1 Mark	20	
portis (Frac	ont teacher são dical & scum of all	College	Pertiule.	Experiences with report and Meaningful reflection	evidence -4 Marks - 2 Marks	10	

		COURSES) EDU 401, 402			Comprehensiveness and neatness -3 Marks Timely submission -1 Mark			
EDU 104.2	Pedagogic	Developing vision and massion 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		
Stron * House	COLUMN SOUNDS TO THE PARTY OF T	Educational journal services (5 research article)	College	Record and evidence	Report Writing (15-20 pages) -29 Marks Need and Significance -5 Marks Brief Overview of the journal -5 Marks Review of articles -15 Marks Comprehensiveness of the report -4 Marks Timely submission -1 Mark	30	120	6
ANDRAL SOM	Dr. N. SETH	Project on any topic of pedagogic relevance	College	Project Repor	Feport Writing(15to 29 pages) - 29 Marks - 29 Marks - 29 Marks - 29 Marks - 4 Marks - 10 Marks - Analysis and interpretation - 6 Marks - Summary and conclusion - 5 Marks - Comprehensiveness of the report - 4 Marks Timely Submission - 1 Marks	30		

		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		
EDi/ 404.3	Health and Physical	Credible Participation in games and sports -minimum 2 events.	Callege	Record and Certificate of the events participated	Participation -5 Marks Petra -2Marks Report -2 Marks Timely Submission -1 Mark	10	20	
	Education	Rules and regulations of Volkeyball and shuttle bedmirson	College	Record	Comprehensiveness of the report -0 Marks Timely Submission -1 Mark	10		
404.4	Orama 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		
		Credible Participation in Arts first minimum 2 events	College	Record and Certificate of the events participated	Participation -5 Marks Prize - 2 Marks Report -2 Marks Timely Submission -1 Mark	10	20	,
		Script on Street Play	College	Record	Relevance of the theme -1 Marks Script -3Marks Timely Submission -1 Mark	5		
404.5	Communica two English	Internal test +	College	Answer Script	Written Examination	20	40	

	Witten		E				
	Croil	College	Score sheet	Oral Examination *	10		
	Practical in accordance with the syllabus @1 tem.	College	Report and evidence	Comprehensiveness of the report - 4 Marks Evidence - 5 Marks Timely Submission - 1 Mark	10		
100	Semetter total				340	340	17
1/35	Programme total				1260	1260	63
1000	1 1100						
NOITAL	g.						
INTIONAL CO	Dr. N. SET						

M.Ed. Degree Programme (Two Year)

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

1. Aim of the Programme

Teacher Education for empowering teacher educands with Degree Programme is designed to develop the discipline of based study of the discipline of Education. professional post graduate programme for advanced praxis The Masters in Education is a two year (of four semesters) The M.Ed

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

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

a view to hone the research acumen and potential of the The Programme also has a strong research component with

> groom them for doctoral and post-doctoral research in Education. students in diverse dimensions of Education as well as to

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

Scope of the Programme

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

- 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.
- V be fortified with abilities to transact soft skills and life skills in professional life.
- whe conversant with up-to-date information in the discipline of education, STROKE DOME SOUNTE, STO

AN WAY VENGOLA, PERLIMBALLA

- 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.

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.

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.

. 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:

- The M.Ed. Programme has a total of 80 credits.
- 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:
- Advanced Philosophy of Education 4 credits
- 2)Advanced Educational Psychology: Learning and Development 4 credits

HUPAUY

3) Perspectives on Education Studies - Acrecition Penul Bayou

- credits 4) History, Sociology and Political Economy of Education - 4
- Differences 4 credits 5)Advanced Educational Psychology: Individual
- 6) Curriculum Development and Transaction 4 credits
- envisioned to provide students skills that enable them to Tools Courses have a total of 12 credits. They are Courses include: work as professionals and scholars in the field. The
- 1) Introduction to Educational Research and Statistics 4
- Proposal, Self-Development including Yoga) 4 credits Expository Writing, Academic Writing & Research 2) ICT and Skill Development (ICT, Communication Skill &
- Advanced Educational Research and Statistics 4 credits
- are intended to provide students with focussed exposure and experiences. The Courses include: Teacher Education Courses have a total of 12 credits. They
- Education 4 credits 1) Trends, Issues, Innovations and Research in Teacher
- Two Field Internships 4 credits each
- The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. They are aimed for any one of the school elective clusters in thematic areas pertinent to that stage. The senior secondary, and further thematic specialisations, Courses include levels/areas, such as elementary and/or secondary and

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

iv. The Dissertation has 8 credits

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

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

Semester - wise Course Summary of the Programme:

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

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Notice place of the August of the Augus	Advocat Metadata Gara	Advanced Materiality and Pathy good Practice of Language Education —	Ademond Mathedony and Padagrated Products of Committee Education Many	Advanced McDodelogy and Prologogical Practices of League to Education — Maley date	Advanced Methodicky and Protegogical Practical of Leaguige Education — English	THE GRAD THE DEED THEREING CHIEFER A SHALL	Thanpox Chase C Advanced Methodrings and Pedagagical Programs of Opileon Subjects in Secondary and Secondary Internation	Coelex and lanes of Secondary and Serior Secondary Education	Carriculate Development and Transaction	ROUNT		5	Fight transmiss in Procesy Sections, Princey Frankov Educación Institution, & Fiscal Site refreques to Chanter A & Chanter B	Value Education	Not formal Education	Inches v. Education	Barrion states I Education	 Brizzgüig Davies in Edwartion cons Course from Thursuits Cluster Builds be 	Called on william	Educational Technology Conductant and Contracting	Hamsain Chaiste A - Carross Practices is Etherators (one Course from Thomas Chaist A shall be quint)	antist.
(30)	TO WELL AND THE PARTY OF THE PA	OH TEL					Sparialisation Electron Concor - Taught Coucol & Practicate	Specialisation Centricinents Taught Centricit Practicines	Conston Core Course Narqueolise Course Thight Course # Platitions	FOUNTH SEMESTER	Disertation	Dissolution	Countries Course Field Internaling				-	Practicists	бритаймине Ийтич Соин		Spanisation Enable Course Tagge Course & Practicant	HELSHWAS CHURA
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r	 ,	Congradutorou	Vysa Vbcd	10000000
	1	Courses Core Cores - Fidd burnish	Reld becoming in Secondary and Service Secondary Sciential, Secondary Teacher Education benination, & Field & Secondary Linear C	Statements
			Advocact Methodology and Pedagogical Proctors (CTT and Computer Science Uniquities	PERSONAL PROPERTY.
			Advisoral Molestelegy and Published Procion of Columnic Education	2390000
			Advanced Salthubbugy and Palagrapical Products of Social Science Education	and the same
			Advanced Medical rings and Prologogical Process of Science Education	contouts

Summary of Semester - wise Credits

Total	M	III	11		Semester
80	18	22	20	20	Credits

7.3 Specialisation (Taught and Practicum) Course

semesters of the Programme as follows: Specialisation Courses are offered in the lind, Ilird and IVth

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

shall opt one Course from each of the three Clusters A, B and All these Courses are of 4 credits each. The teacher educand and Practicum Specialisation Courses C. Thus, the total credits acquired will be 20 for the Taught

7.4 Field Interships

well as the curricular and co-curricular activities in the that involves periods of supervised training required for to familiarise with the ongoing practices of administration as qualifying the profession. The teacher educand is expected Field internship is a compulsory part of the M. Ed. Programme Teacher Education Institutions, and field expediences relevant to the areas of specialisation onted for study from Schools, Primary Teacher Education Institutions, Secondary MATIONAL COLLEGE FOR TEAL NAN MONGHE CHUCATRO

Thematic Clusters A, B, and C.

VERIGOLA, PERMINERIVON IOBAL SQUARE, MERRA

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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 Primary Schools	nternship Credits Credits in a Semester
	10	Primary Schools	ols
=	20	Primary Teacher Education Institutions	ducation
bemester	90	Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	to the on opted ers A & B
	15	Secondary & Senior Secondary Schools	chools
2	9	Secondary Teacher Education institutions	ducation
Semester		Field site relevant to the area of specialisation opted from Thematic Cluster C	o the opted ster C

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 Semeter. The dissertation report shall be approximately between 10,000 to 20,000 to 20,000

The internal assessment shall be done by the order vising teacher and the external assessment by the M.Ed. Family (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.

1.35 1.25 1.25 1.26 1.26 1.20		assumed for each subsider	Requirement for the Comprehensive VIva Voce 2 Credits	Requirement for the Dispertation Viva Voce 2 Credit	Requirement for the Dissertation 8 Credits	Requirement for the Specialisation Courses and Field Internships 20 Credits	Requirement for the Common Core Courses and Field Internships 48 Credits	Requirement for the complete Programme 80 Credits
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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.
- 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 god module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that the questions covering all skills are trouded. A question shaper shall be a judicious mixof short answer type questions, short assay

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

Sum of weight = 30	Total questions to be answered = 16 out of 22		
5 x 2 = 10	2 out of 4	Ch	Long essay
2×6=12	6 out of 8	N	Short essay
1 x 8 = 8	8 put of 10	-	Short Answer
Maximum weights	No, of questions to be answered	Weights	type of question

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.

ж	D	C	83	Α	A+	Grade
0	1	2	ω	4	5	Grade Points

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

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

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

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

Weights 5	External	Internal	Assessment
	15	5	Weights

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

Total	Two Test pagers	Seminar	Assignment	Components
u	2 (1 each)	2	1	Weights

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

Commonts	Weight	ghts
Components	Internal	External
Relevance of the Topic	1	1
Methodology	2	7
Analysis	1	2
Dissertation Viva Voce	1	us
Total	s	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	We	Veights	
Components	Internal	External	HAVAN
Comprehensive Viva (all Courses from Semesters I	5 (50)	Dr. N. SERINCIPAL	THUPAGE MON
Total	18/5	IOBAL STERVINGA	OR . DO
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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.

upto 1.99	2.00 to 2.49	2.50 to 2.99	3.00 to 3.49	3.50 to 3.99	4.00 to 4.49	4.50 to 5.00	Range
D	0	C+	В	8+	A	A+	Grade
Deficient / Fail	Marginal	Fair	Good/ Average	Very Good	Excellent	Outstanding	Indicator

There shall be no separate minimum Grade Point for internal assessment of Theory, Dissertation, and Comprehensive Viva Voce.

A minimum of 'C' grade is required for a pass in External Assessment as well as for a Course.

7.10 Additional Specialisation:

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

from Thematic Cluster C shall have B.Ed. Degree in the concerned subject with \$5% 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.



Dr. N. SETHU MAD ANSING DR. N. SETHU MAD NA - 68355



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



National College for Teacher Education, Vengola Mentoring Record Sheet

Basic In	formal	tion
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Name : Hazeepa TS

Gender : Female

Date of Birth : 25-01-2024

Blood Group

Permanent address : Thathamath House

Uliyannoor P.O

Aluva - 683108

Phone No. : 7907169041

E-mail ID : hozeenasidhik hazi @ gmzi) com

Marital status : Single

Place of stay during the course : Day 5cholar

Educational qualifications

Course	Institution	University	Year of plass	Percentagei Grade
SSLC	St Francis G H-SS Aluxa	Kenala Boand	2009	
Plus two	5t Francis G H-S Aluva	Kerala Baond	2011	87.7
Degree B-com_	MES college Manampally	ma university	2014	
Post graduation M. COM.	MES college Manampally	ma university	8017	82 %
Any other(specify) B Ed	Adi Sankara Training college	mo university	2022	99.99

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

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Dr. N. SETHU MADIBAVAN
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VENGOLA PEROMBAVOOR - 683 556

Career aspiration	
Study a lot, obtain Phd	eacher educator.
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4. Health problems, if any	
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National College for Teacher Education, Vengola Mentoring Record Sheet

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Basic l	m	torma	tion
energy of the		120.00	****

Name Au Ashok

Gender : Female

Date of Birth : 15-03-2000

Blood Group : D+

Permanent address : kogukoppilli (H)

Malayenchirangare P.a

Valayanchimangers.

Phone No. : 8301979544

E-mail ID : Onuashok923@gmail.com.

Marital status : Single

Place of stay during the course :

Educational qualifications

Course	Institution	University	Year of pass	Percentage/ Grade
SSLC	H-5-5 Vallayan Chirangana	of public Examina	2015	727
Plus two	Grove Boys Higher Brownbayour	Higher Secondary Board of education.	2017	=1%
Degree	Siree Santearra Vidyapeetoro College Valasjan Chinansana	Mahatma Grandhi University	2020	72%
Post graduation	Regional Campus Vanchiyoon	Since Sankenadhong University	2022	73%
Any other(specify)	National College for Teacher Edvator Vengola	Makatma Grandhi	2024	93%

Dr. N. SETHU MADHAVAN

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ers	onal Achievements				
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Monthly Family income:



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Furnish the following details		
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National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Igbai 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.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, Ernakulum, Kerala





National College for Teacher Education

(NAAC Accredited with 'B' Grade)

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

University Regulation on Internal Evaluation for Teacher Education



Dr. N. SETHU MADHAVAN

PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION IGBAL SQUARE MEPRATHUPADY VENGOLA, PERUMBAYOOR - 683 556

Tel: 0484 2522583, 0484 2525603

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

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 July2018

BOARD OF STUDIES IN EDUCATION (UG) MAHATMA GANDHI UNIVERSITY

2018

NOVIAL

Dr. N. SETHU MADHAVAN PATIONAL COMPORTOR TEACHER EDUCATION IQBAL SQUARE, MEPRATHUPADY VENGOLA, PERUMBAYOOR - 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,EPC2EPC3,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

HILSEMESTER WISE PROGRAMME FRAME

Semester 1

Category Course Code	Course Code	Course Name	Instructional		Credit		
	Com se i same	Hours	External	Internal	Total		
	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and Growing Up	100	80	20	100	3
Theory	Core EDU103	Development and Resources in Educational Technology	60	50	10	fitt FO	RTG
	Pedagogic EDU104	Understanding the Discipline of Education	60	30	10	60	3
Pedagogic EDU105	Learning to function asteacher	60	50 SETHU	MABHAY	A%0	OUG	

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TOBAL SQUARE, MEPHADINATOY

VENGOLA, PERMADAYOOR - 583 556

Semes	iter Total		600	360	240	600	30
	EDU 107.4	Drama and Art in Education- EPC2	20	+	20	20	1.
the field	EDU 107.3	Health& Physical Education-EPC4	20	-	20	20	-1
Practical/ Engagem ent with	EDU 107.2	Pedagogic-EPC1, EPC2, EPC3, EPC4	80	-	80	80	4
EDU 107.1	Core- EPC1, EPC2, EPC3, EPC4	40	-	40	40	2	
	Associate- EDU 106	Elective	60	50	10	60	3

Semester II

Category	Course code	Course name	Instructional		Marks		Credi
	7		Hours	External	Internal	Total	Cita
	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
ory.	Core EDU203	Assessment for learning	60	50	10	60	3
Theary	Pedagogic EDU204	Pedagogical Dimensions of	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource Development in Education	60	50	10	60	3
	EDU206.1	Core- EPC1,EPC2,EPC3,E PC4	80	-	80	80	4
Practical/ gement with the Includes School	EDU206.2	Pedagogic- EPC1,EPC2, EPC3,EPC4	100	-	100	100	5
46	EDU206.3	Health& Physical Education- EPC4	20	-	20	20	1
Enga	EDU206.4	Drama and Art in Education- EPC2	20	200	20	20	1
Semester To	tal		600	310	290	600	30

Dr. N. SETHU MADHAVAN Dr. N. SETHU MADHAVAN

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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	Working	M	arks	Cr	edits	To	tal
Semester	Days	Hours	Theory	Practical	Theory	Practical	Marks	Credit
1	100	600	440	160	22	8	600	30
11	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	EDE TO		EDU 301	

Dr. N. SETHU MADHAVAN

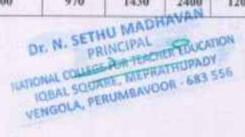
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Semester III

Category	Course	Course name	Instructional	Marks		Credit	
7.755,872.4	Code	5.101.55.34115	Hours	External	Internal	Total	Creun
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/	EDU302.1	Core- EPC1,EPC2,EPC3,EPC4	80		80	80	4
Engagement with the	EDU302.2	Pedagogie- EPC1,EPC2, EPC3,EPC4,	360		360	360	18
field(Includes School	EDU302.3	Health& Physical Education,EPC4	40	E E 1	40	40	2
Internship- Phase II)	EDU302.4	Drama and Art in Education-EPC2	20		20	20	1
		Viva-voce	40	40	****	40	2
Semester	Total		600	90	510	690	30

Semester IV

Catanan	Course	Parameter and a second	Instructional		Credi		
Category	code	Course name	Hours	External	Internal	Total	
	Core EDU401	Gender, School and Society	100	80	20	100	5
Theory	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
Pedagogic EDU403	Professional Development of Teacher	60	50	10	60	3	
	EDU404.1	Core- EPC1,EPC2, EPC3,EPC4	140	-	140	140	7
Practical/ Engagement with the field	EDU404.2	Pedagogic- EPC1,EPC2, EPC3,EPC4,	120	2	120	120	6
	EDU404.3	Health& Physical Education- EPC4.	20	144	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
Programn	ne Total		2400	970	1430	2400 NAN	120



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Semester II

Course Code		Duration of examination External (Hrs)	Marks			
	Course name		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 bours	50	10	60

Semester IV

Course code	Course name	Duration of examination-	Marks			
NAMED AND A	Some manac	External (Hrs)	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 MAVA	60	



Dr. N. SETHU MAGHAVAN
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VENGOLA, PERUMBAYOOR - 683 556

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	1 20
Practicum	1	10	20

b. Theory Courses with Credit 3

Title	No. of Tasks @ course	Marks	Total marks
Internal Test	2	5	
Practicum	1	5	10

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		Duration of examination	Marks			
	Course name	External (Hrs)	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	

Dr. N. SETHU MADHAVAN

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C. Pattern of Questions

	Number o	f questions	Total marks		
Form of questions	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 I 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 105.14 Learning to function as Sanskrit teacher

EDU 105.1 6 Learning to function as Mathematics teacher. N. SETHU MADHAVAN NATIONAL COLLEGE FOR TEACHER EDUCATION IGBAL SQUARE, MEPRATHUEADY VENGOTA, PERUMBAYDOR, 683 55E

SEMESTER I

CREDIT				7	
TOTAL				9	
MARK DISTRIB UTION	10	10	10	01 12	PADY CANON
SESSMENT	-9 Marks -2 Marks -3 Marks -1 Mark	- 2 Marks - 5 Marks - 2 Marks - 1 Mark	- 6 marks - 2 Marks -1 Mark	s)- 9 Marks Il Components choolicommunity -3 Marks -2 Marks -1 Mark	Its or N. SETHIS Marks OF THE CONTROL OF THE CONTRO
CRITERIA FOR ASSESSMENT	Report writing (10 pages) Relevance of the topic Creativity /Novelty Procedure adopted Timely Submission	Theme Learning Material Report Timely Submission	Creation of blog Learning material Hard Copy Timely Submission	Report writing (10-15 pages)- 9 Marks Identification of Essential Components Prevailing practices in school/community 4 Marks Depth of analysis Suggestions/recommendations -2 Marks Timely Submission -1 Mark	skill componen
DOCUMENTS TO BE MAINTAINED	Project report	Record & Evidence	Report & Hard copy of the blog page	Report	Record For
FIELD	Community	College	College	College	College
NAME OF PRACTICAL	Project on socially/reducationally relevant issue (Edu 101)		Creation of blog and uploading of any learning material in the blog (Edu 103)	Study on prevailing practices of respective elective course in schools/community	Micro teaching lesson plans-3 (skills for each student
COURSE	Cons			Associate: Elective	Pedagogic:
COURSE	107.1 107.1	m i			EDU 107.2

			4			-
		8				8
÷5		5	52	9	10	AN A
-3 Marks components -5 Marks -2 Marks		- 5 Marks -5 Marks - 5 Marks	material -10Marks -1 Marks -4 Marks -1 Mark	-4 Marks -2 Marks nd neatness -3 Marks		brookers - 3 Marks - 3 Marks - 1 Mark DHANN ission - 1 Mark DHANN DI. 1 SETHU OPALER COLORER DI. 1 SETHU OPALER DI
Incorporation of skill components 5 Mar Completion of cycle Teaching Computence 3 Mar	Reflective journal	Lesson Plan Integration of skills Teaching Competence	Relevance of the resource material -5 Marks Quality of the resource material10Mar Innovation and creativity -5 Mar Report -4 Ma	Experiences with report and evidence 4 Marks Meaningful reflection 2 Marks Comprehensiveness and nearness 3 Marks Timely Submission 1 Mark	Demonstration of asanas Record with evidence Timely Submission	Report with evid
Reflective journal		Record	Report and evidence	Portfolio	Record	Record College Form
afiairo		College	College	College	College	College
each student complete cycle(preferably video record)		Link Practice-lesson plan and class@1	Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school based topic) - Extension Activity		Demonstration of various Yogic C Asanas/Meditation by Student (Any two asanas)	Demonstration of first aid (any two)
					Health and Physical Education	
					EDU 107.3	

				7	
				- Sec	0
				0 0	160
01				10	160
- 1Mark -2 Marks -3 Marks	- 1 Mark	-3 Marks	- 3 Marks	marks	
Attendance Script writing Performance Report writing	minery Submission	Involvement in service	Report Timely Submission		
Record & Evidence	December 1	Evidence			Total
College	Pollows	afamo			Semeste
EDU Drama and Theatre Practice - Participation College 107.4 Art in Education(E Education(E PC2)	SUPW-Service-1		Product -1		
Drama and Art in Education(E PC2)					
EDU 107.4					

SEMESTER II

CREDIT	
TOTAL	
MARK DISTRIB UTION	30
CRITERIA FOR ASSESSMENT	rd & Report Writing(10-15pages)- 25 Marks - Details of School profile and practices -10 marks - Description of all practices -10 Marks - Concluding remarks - SMarks - Presentation style - Presentation style - Reflective Journal Writing - Imely Submission - 1 mark
DOCUMENTS TO BE MAINTAINED	Record & Reflective ournal
FIELD	School
NAME OF PRACTICAL	School Profile and practices School (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)
COURSE	Core
COURSE	ED/U 206.1

Dr. N. SETWICIPAL Dr. N. SETWICIPAL MINISTER MEPROOF

30

4		
08		
10	50	9
Lesson Plan -5Marks Report -2Marks Supervision diary cum Reflective Journal -2Marks Timely Submission -1Mark	Report Writing(10-15 pages) -15Marks Identifying the exceptional children using appropriate psychological test - 5Marks - Analysis and Interpretation of the test -7Marks Reflective Journal -4Marks Timely Submission -15 marks	pages) - revailing a ool erpretation ness of the
Record & Supervision diary cum Reflective journal	Record & Reflective journal	Record & Reflective journal
School	School	School
Awareness class on adolescent problems (based on the learning material prepared in first semester) (Edu 202)	Critical Analysis of the status School of exceptional children in the school (Statistics of Children with special needs and their characteristics) (Edu 202)	Analysis of prevailing assessment practices in schools (Edu 203)
	Core	
	EDU 206.1	

Dr. N. SETHU MADHAVAN

PRINCIPAL

PERUMBANDOR-683 556

				w
				90
10	10	10	20	09
oort and evidence 4 Marks -2 Marks and neatness -3 Marks	-2 Marks -5 Marks -1 Mark	- 2 Marks - 2 marks - 5 Marks	-2 Marks -10 Marks -5 Marks -2 Marks -1 Mark	- 25 Marks -25 Marks lary cum Reflective urnal entry for five - 10 Marks
Experiences with report and evidence 4 Marks Meaningful reflection - 2 Marks Comprehensiveness and neatness -3 Marks Timely submission -1 Mark	Attendance Involvement in discussion Lesson plan Timely submission	Attendance Observation report Lesson Plans Timely Submission	Attendance -2 Criticism Class observation and Report -10 Lesson Plan -51 Teaching Competence -21	Lesson Plan - 25 M Teaching competency - 25 M Supervision Diary cum Reflective journal(one journal entry for five classes) - 10 M
Portfolio	Record	Record	Record	Record and Supervision diary cum reflective journal (as per format attached).
College	College	College	College	School
Student teacher portfolio (practical and practicum of all courses)	Discussion lesson plans -5	Demonstration class observation -5	Pedagogic : Criticism Lesson Plans, class observation and evaluation -5 College Criticism class@1	Class room teaching during school induction@ 5 classes
			Pedagogic	
			EDU 206.2	

INCIDIAL COLLECTENCIER EDUCATION
ICIBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBANDOR - 683 556

	-
	20
0	10
-5 Marks - 2 Marks -1 Mark	-2 Marks -3 marks ns and -4 Marks
Participation Prize Report Timely Submission	Role in committee -2 N Report on sports meet -3 n Record on rules, regulations and diagrams -4 N
Record and Certificate of the events participated	Record & Evidence
College	College
Credible participation in games and sports	Organising sports meet and rules and regulations of long jump andshot put
Health	allen
EDG	206.3

	-	11
	50	220
10	10	220
view schedule -2Marks w -2 Marks iew -2Marks imunity art form -3 Marks	is of any two art - 5 Marks - 4 Marks - 1 Mark	Dr. N. SETHU MADHAVAN 220
-2Marks -2Marks Conducting Interview -2 Marks Report on the interview -2Marks Report on local community art form -3 Marks Timely Submission -1 Mark	Description of criteria of any two art forms - 5 Marks Report writing - 4 Marks Timely submission - 1 Mark	
Record & Evidence	Record	cotal
Community	College	Semester total
Interview a local folk artist and prepare a report on the local community art forms	Preparation of criteria for evaluating different art forms—Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2)	
Drama and Art in Education (EPC2)		
206.4		

PRINCIPAL PRINCIPAL POLICÁTION IGBAL SOLIMAE, MEPRATHUPADY VENGOLA, PERUMBANOOR - 683 556

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CREDIT		4	
TOTAL		8	
MARK	50	30	30
CRITERIA FOR ASSESSMENT	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	Report Writing(15 to 20 pages) -25 Marks -25 Marks -5 Marks -1 Marks -1 Marks	Report Writing (15 to 20 pages)- 25 Marks Relevance of the problem - 5 Marks Action Plan Action plan Action plan Suggestions and interpretation- 5 Marks Analysis and interpretation- 5 Marks Suggestions and recommendation Suggestions and recommendation filmely Submission Parks Timely Submission Parks
DOCUMENTS TO BE MAINTAINED	Record & Supervision I diary cum reflective Journal (as per format attached)	Report and reflective journal	Report and reflective purmal journal
FIELD	School	School	School
NAME OF PRACTICAL	Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) (Edu 101 & 201)	Case study based on learning problems of school pupils (Edu 102 & 202)	Action research @1 (Edu 203)
COURSE		Core :	
COURSE		EDU 302.1	

IOBAL SQUARE - MEPRATHUPADY VENGQUARERUMBAVOOR - 683 556

				89	
				360	
10		250	10	10	IN 20 NUCATION PADY 683 556
-4 Marks -2 Marks -1 Mark		-100 Marks -100 Marks Reflective rry for five - 50 Marks	- 4Marks -4 Marks Reflective ry for two -2 Marks	-1 Mark -2 Marks -2 Marks -2 Marks -1 Mark	in workshop -3 Marks If Alds -12 Marks g with evidence madhanes bucknow Dr. N. SETT Administration by Sission
Originality Comprehensiveness Neatness Timely Submission		Lesson Plans Teaching competency -100 M Supervision Diary cum Reflective journal (one journal entry for five	Lesson Plans Teaching competency Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 M	Club formation Activities Evidences Report Writing Reflective Journal Timely Submission	articipation reparation of leport Writin imely Subm
Record	Record&	supervision diary cum reflective journal(as per format attached)	Record& supervision diary cum reflective journal (as per format attached)	Record & Reflective journal	Record and evidence and evidence and evidence and evidence and evidence as a second and evidence as a second evide
College	Cont. III	School	School	School	College
Unit Plan @1	50 Lesson plans	50 classes – Teaching competence	Lesson plan and Classes Based on language Across the Curriculum @2	Subject Club/Forum activities	Improvised leaching aids- charts and models @Zeach (Institution shall conduct workshop for the preparation of the Teaching aids)
			Pedagogic		
			EDU 302.2		

9	10	50	50
Self Assessment Tool -2 Marks Analysis and Interpretation -3 Marks Report -2 Marks Evidence -2 Marks Timely Submission -1 Mark	-5x2 =1	Design of the test Question Paper and marking Scheme - 6 Marks Test Analysis and Interpretation -4 Marks Comprehensiveness of the R ecord -4 Marks Timely Submission -1 Marks	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 Tiggely, Submission -1 Mark pain City -1 Mark
Record & Evidence	Recard - Peer review report	Record	Record
School	School/coll	School	(皇(今)
Self-Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	Peer evaluation of classes @ 2 any subject	Achievement test and analysis and interpretation @	Diagnostic test analysis and interpretation @ School 1 Remedial Programme- Preparation and administration

		~			+
		4			29
5		10	40	9	01
Lesson Plans - 6Marks Teaching competency -6 Marks Supervision Diary cum Reflective Journal (one Journal entry for three	classes) - 3 Marks	Lesson Plans Teaching competency Supervision Diary cum Reflective Journal (one journal entry for two classes) - 2 Marks	Record Lesson Plans - 6 Marks Supervision diary cum reflective Supervision Diary cum Reflective formal(as per journal(one journal entry for three format classes) - 3 Marks	Learning materials used - 3 Marks Class - 4 Marks Comprehensiveness of the record -3 Marks	Relevance of the activity - 2 Marks Organization Skill - 4 Marks Report with evidence - 3 Marks SETHALY SUBDISSION - 1 Mark
Record& supervision diary cum reflective	journal (as per format attached)	Record Supervision diary cum reflective journal(as per format attached)	Supervision diary cum reflective journal(as per) format attached)	73	Record and O evidence R Dr. N. SE
School		School	School	School	S Outro
Physical Education Lesson Plan and class @ 3		Health Education Lesson	Yoga Lesson Plan and Class@ 3	Class on different Art Forms and cultural heritage of India	Organize an activity among students to conscientise National integration/ patriotism/ universals brotherhood
	Health and Physical	Education		Class on Forms ar Drama and Art of India in education	
Ē	302.3			EDU 1	

VARDONAL COLLEGE FOR TEACHER EDUCATION IGBAL SQUARE MEPRATHUPADY VENGOLA, PERUMBAYDOR - 683 556

			2			27
			40			540
			R	20		540
		-6 Marks -4 Marks	-4 Marks -6 Marks	-5 Marks -5 Marks -10 Marks		
		Experiences with report and evidence -6 Marks Meaningful reflection - 4 Marks Comprehensiveness and neatness	Oral presentation	Subject competence Communication skill Genuinety of evidences		
		Portfolio		Work done in 3 rd semester		
		College		College		
The state of the s	etc.(Quiz/competition/semina r/ exhibition etc.)	Student teacher portfolio (Practical and Practicum of	dii codi ses)	Viva-voce	Semester total	interior
		Viva-voce&	Student teacher Portfolio		Seme	nicia.

SEMESTER IV

CREDIT		
TOTAL		
MARK	95	
CRITERIA FOR ASSESSMENT	Attendance -5 Marks Group Coordination -4 Marks Involvement in various committees -10 Marks Initiative Ability -5 Marks Comprehensive apility -5 Marks Comprehensive principal -5 Marks	VENGOLA BERUME, MEPRATHUPADY
DOCUMENTS TO BE MAINTAINED	Record and evidence	98
FIELD	College /other	
NAME OF PRACTICAL	Community clizenship training camp(Edu 401)	
COURSE	Core	
COURSE	404.1	

		140			
	8	82	20	50	10
Schedule	- 12 Marks	-3 Marks -10 Marks -3 Marks -1 Mark	-3 Marks -2 Marks -3 Marks -5 Marks -3 Marks e report with -6 Marks		4 Marks
Preparation of Interview Schedule	Report with evidence	Relevance of the theme Script Creativity Message to the society Timely Submission	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	Attendance Group Coordination Involvement in activities Initiative Ability Comprehensiveness of the evidence	Experiences with report and evidence A Marks Meaningful reflection 12 Marks
Record and	sevidence	Record and evidence	Record and evidence	Record and evidence	
	Community/sevidence	Community	Community	Community	College, CHE Portfolio
Conduct an interview with an eminent teacher or	educationist of your locality on the vision & mission of education (Edu 401)	Documentary/short film presentation on student abuse in school campus and Community pocso rules (Edu 402)	Study tour (Edu 402)	Extension Activities @ 2 (Edu 402)	Student teacher portfolio (Practical & Practicum of all

		ID.		
		120		
	04	8	90	
Comprehensiveness and neatness -3 Marks Timely submission -1 Mark	Preparation of SWOT -12 Marks Preparation of template -8 Marks Vision Mission Statement -7 Marks Comprehensiveness of the report -12 Marks Timely Submission -1 Mark	20 pages) -2 cance (the journ s	Rejevence of the topic -4 Marks Rejevence of the topic -4 Marks Procedure adopted -10 Marks Analysis and interpretation -5 Marks Summary and conclusion -5 Marks Comprehensiveness of the report Timely Sebritssional -1 Marks	NATIONAL COLUCE FOR TANEPRATHUPADY
	Record	Record and evidence	oject Report	310.4
	College	College	College	mos h
courses) EDU 401, 402	Developing vision and mission as a leacher- SWOT Analysis	Educational journal review (5 research article)	Project on any topic of pedagogic relevance	WO 3
	Pedagogic			
	EDU 404.2			

NATIONAL COLLEGE FOR TEACHE ... Marks
NOBAL SQUARE, TAEPRATHUPADY
VENGOLA, PERUMBANDOR - 683 556

40

				-		2
	50			70		40
50	10	10	.uo	10	VO.	N20
cle -10 Marks le -2 Marks ss of the report -5 Marks naterial uploaded -2 Marks	-5 Marks -2 Marks -1 Mark	ss of the report	Im selected2 Marks ss of the report2 Marks -1 Mark	-5 Marks - 2 Marks -2 Marks	-1 Marks -3 Marks -1 Mark	en Examination INCIPAL EDUCATION 20
Preparation of article -10 Marks Uploading of article -2 Marks Comprehensiveness of the repo - 5 Marks Hard copy of the material uploaded -2 Marks Timely Submission - 1 Mark	Participation Prize Report Timely Submission	Comprehensiveness of the report9 Mar	Refevance of the film selected2 Marks Comprehensiveness of the report2 Marks Timely Submission -1 Mark	Participation Prize Report Timely Submission	Relevance of the theme Script Timely Submission	Written Examination INCIPAL Written Examination INCIPAL
Record	Record and Certificate of the events participated	Record	Record	Record and Certificate of the events participated	Record	Answer
College	College	College	College	College	900 3100 S	College/
Preparation and Uploading of self designed article of pedagogic relevance in the Blog	Credible Participation in games and sports -minimum 2 events	Rules and regulations of Volleyball and shuttle badminton	Film review	Credible Participation in Arts fest minimum 2 events	Script on Street Play	2
	Health and Physical	Education	Drama and Art in Education (EPC 2)			Communica tive English
	EDU 404.3		404.4 404.4			EDU 404.5

	College	Score	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		
				340	340	-
				1260	1260	

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



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 EMVERSITY, KOTTAYAM, KERALA



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

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, Kottayarn.

Members:

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

Minitentty A

2. Dr. Soosamma P. A.,

Head of the M.Ed. Department,

Mt. Carmel College of Teacher Education for Women, Kottayam.

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

ALLOSA (Sm)

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
HATIONAL COLLEGE FOR TEASTER EDUCATION
HOBAL SCHLARE INEPRATHUPADY
VENGOOD PERUMBAVOOR - 683 556

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Dr. N. SETHU MADHAVANI

PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION

IOBAL SQUARE MEPRAPHUPADY

VENGOLA PERUMEAVOOR - 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.

Scope of the Programme

The scope of the Post Graduate Teacher Education Programme spells out its strategie 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 Dr. N. SE PRINCIPAL VARIONAL COLLEGE FOR TEACHER EDUCATION IGBAL SQUARY MERRAHUMATIY

VENGOLA PERCHABAYDOR - 683 556 PROGRAMME STRUCTURE AND SYLLABUS PGCSS - M.Ed.

- √ 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.

Faculty under which the Degree is awarded

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

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 affeld internships, research leading to dissertation, and vivarvoces of procure are PROGRAMME STRUCTURE AND SYLLABUS PGCSS MEd. PERUMBAYOON

CON TEA

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:

- The M.Ed. Programme has a total of 80 credits.
- 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
 - 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
- The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. iii. 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 attedits HU
 - 2) Context and Issues of Secondary and Senior Secondary Education HUCFEDUCATION PROGRAMME STRUCTURE AND STILLABUS PGCSENADED PERUMBAYOOR - 54

- 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
- 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.
- 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
	FIR	ST SEMESTER			
ED010101	Advanced Philosophy of Education	Common Core Course Perspective Course Taught Course & Practicum	5	4	20
ED010102	Advanced Educational Psychology, Learning and Development	- 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		N. SETHU PRINCE		

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	
	SECO	OND SEMESTER			
ED010201	Perspectives on Education Studies	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
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	20
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	

	TH	IRD SEMESTER			
(one Course shall be opt ED800301	Practices in Education of from Thematic Cluster A ed) Educational Evaluation	Specialisation Elective Co - Taught Course & Practicum	ourse 5	4	
ED800302	Educational Technology				
ED800303	Guidance and Counselling				
Thematic C	Higher Education				
- Emerging	Issues in Education from Thematic Cluster B shall	Specialisation Elective Co - Taught Course & Practicum	surse 5	4	22
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	- Field Internship	-	4	
ED010302	Dissertation	Dissertance	N. SETHUN	VDHWAY	
ED010303	Viva Voce	Dissertinare Dr	N. SPRINCH	10.10	Land

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	FOUL	RTH 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	L
Practices of and Senior		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	Marin H			
ED820404	Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit				11
ED820405	Advanced Methodology and Pedagogical Practices of Language Education - Arabic				
ED820406	Advanced Methodology and Pedagogical Practices of Mathematics Education				
D820407	Advanced Methodology and Pedagogical Practices of Science Education				
ED820408	Advanced Methodology and Pedagogical Practices of Social Science Education	Martine 1			
D820409	Advanced Methodology and Pedagogical Practices of Commerce Education				
D8204010	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education				
D010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course - Field Internship	***	4	
D010404	Viva Voce	Comprehensive	-	20123	B.N.

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Summary of Semester-wise Credits

Semester	Credits
1	20
11	20
III	22
IV	18
Total	80

7.3 Specialisation (Taught and Practicum) Courses:

Specialisation Courses are offered in the IInd, IIInd 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 eurricular 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

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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
	10	Primary Schools	1	
111	Primary Teacher Education Institutions	Primary Teacher Education Institutions	2	4
111	30	Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	-1	
	The section of the se	ACT DOCUMENT OF PRINTED STORY	1	
IV		2	4	
***	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 Hnd 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 Hnd Semester.

IQBAT TOWARE, MEPRATHUPADY VENGOLA, PERUMBAYOOR - 583 556 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 III^{nt} Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the III^{nt} 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:

follows.

The minimum requirements for successful completion of the M.Ed. Programme as principal principal principal principal principal principal course for Teacher Education 105AL SQUARE, MEDICAL SQUARE,

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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 pr. N.	Sum of weights SETHU MADHAVAN PRINCIPAL

IOBAL SQUARS NEERATHURADY VENGOCA BERUMBAVOOR - 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
В	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	4	4
Dissertation Viva Voce	D. O.	5
Total	A STATE OF N	SETHU SADA

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	В	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 well-respect to the Spechilisation newly opted a

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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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