



# **MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN**

**Muttambalam P.O., Kanjikuzhy, Kottayam- 686004**

*(Recognised by NCTE, Affiliated to Mahatma Gandhi University)*

## **CRITERION II**

### **2.6 Evaluation Process**

#### **METRIC: 2.6.2**

**2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- **Copy of university regulation on internal evaluation for teacher education**



**Prof. (Dr.) Suma Joseph  
Principal**

**Mount Carmel College of Teacher  
Education for Women  
Kottayam- 686 004**

**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**

## **BOARD OF STUDIES (PASS)**

|                                |  |
|--------------------------------|--|
| <b>Dr. Varghese K Cheriyan</b> | <b>Chairman, Board of Studies</b><br>St. Joseph's Training College<br>Mannanam, Kottayam |
| <b>Dr. Sunila Thomas</b>       | Titus II Teachers College, Thiruvalla  |
| <b>Dr. S. M Anitha</b>         | N S S Training College, Changnacherry  |
| <b>Dr. Shaiju Francis</b>      | St. Joseph's Training College Mannanam   |
| <b>Mr Pramod Thomas George</b> | Titus II Teachers College, Thiruvalla  |
| <b>Dr. Jaya Jaise</b>          | School of Pedagogical Sciences, M G University   |
| <b>Dr. V Sreekumar</b>         | N S S Training College, Changnacherry  |
| <b>Dr. Suma Joseph</b>         | Mount Carmel College of Education  |
| <b>Mrs Jaya P. J</b>           | Mount Carmel College of Education  |
| <b>Dr. Bindu David</b>         | St. Thomas College of Teacher Education, Pala.   |
| <b>Dr. Jayasree N</b>          | N S S Training College, Pandalam   |

## PREFACE

As per the NCTE regulations 2014 a two year B.Ed curriculum was structured and implemented in 2015. Two batches have passed out since the implementation and a need was thus felt among the teaching and student community for minor modifications with regard to the content in the syllabus of theory and practicals. It is at this juncture that the Board of Studies (UG) initiated this venture to review the two year B.Ed curriculum.

As an initial step, a review sub-committee was formed with Dr. Sunila Thomas as convener and Dr. Anitha S M, Dr. Shaiju Francis and Mr. Pramod Thomas George as members. The review committee invited feedback and suggestions from students, teachers and stakeholders via mail. For reviewing the syllabus, several meetings of BOS members were arranged. A workshop was arranged from 22/5/18 to 24/5/18 with teachers of various training colleges and members of Board of Studies as conveners for various courses. Based on the suggestions and recommendations from subject experts, the syllabus was reviewed with minor modifications.

We deeply acknowledge with gratitude the whole hearted cooperation rendered by honorable Vice Chancellor Dr. Babu Sebastian, Pro Vice Chancellor Dr. Sabu Thomas, Registrar Prof. M R Unni, Dean, faculty of education, Dr. T V Thulaseedharan, Syndicate Members and subject experts from various training colleges.

Kottayam  
18/06/2018

Dr. Varghese K Cheriyan  
Chairman  
Board of Studies in Education (UG)  
Mahatma Gandhi University

## **CURRICULUM VISION**

Enrichment of the new generation teachers with values and life skills, equip them to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's eternal quest for knowledge

### **The Vision Highlights**

- Facing the challenges of Education in the modern world.
- Development of Teacher Competence, Sensitivity and Teacher Motivation.
- Laying importance on professional preparation.
- Making conformity with the values enshrined in the constitution.
- Moulding teachers to be technologically competent.
- Knowing of ICT enabled curriculum and e-learning.
- Realizing the importance of inclusive education and gender issues.
- Imbibing Yoga, Health and Physical Education for future life styles.
- Knowing about the 'nature' and measures for environmental sustainability.
- Nurturing children's creativity and aesthetic sensibilities.
- Realizing the importance of evidence based performance assessment.
- Experiencing life skill training.

## **GENERAL OBJECTIVES**

Structuring of the curriculum for two year B Ed programme is designed to enable the student teacher to:

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and teacher motivation.
4. get ready for professional preparation.
5. become technologically competent and realize the importance of ICT and e-learning.
6. apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.
7. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
8. focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.
9. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners.
10. enhance drama and art education to nurture children's creativity and aesthetic sensibilities.
11. enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.
12. acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

# **CURRICULUM REGULATIONS, 2015**

## **(WITH EFFECT FROM 2015 ADMISSIONS)**

### **1. TITLE**

These regulations shall be called “Regulations for the Two Year B.Ed. Programme” under Credit and Semester System with Indirect Grading, 2015.

### **2. SCOPE**

Applicable to Regular B.Ed. programme conducted by Mahatma Gandhi University, Kottayam with effect from 2015-2017 Admissions.

The Programme conducted in distance /off campus and private registration shall not come under the purview of this regulation.

The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

### **3. DEFINITIONS**

**Programme:** - Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, according to the regulations, the successful completion of which would lead to the award of the degree.

**Semester:** Semester means a term consisting of a minimum of 600 contact hours distributed over 100 working days exclusive of admission and examination days within 20 academic weeks.

**Academic week:** Academic week is a unit of five working days in which distribution of work is organized from day one to day five, with six contact hours on each day. A sequence of 20 such academic weeks constitutes a semester.

**Credit:** Credit is a unit of input measured in terms of student’s study hours devoted to various aspects of the teaching-learning process. One credit for the B.Ed. programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits on the basis of the number and types of tasks, they have successfully completed. All the tasks that carry credits are compulsory.

**Course:** Course means a complete integrated series of instructional content/lessons which are identified by a common title and will be taught and evaluated within a semester.

**Core course:** Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

**Pedagogic Course:** - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

**Associate Course:** Associate Course means a course which would enrich B.Ed. Programme.

**College Coordinator:** College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college. He/ She shall be nominated to the college level monitoring committee.

**Course coordinator:** Course coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.

**Staff Council:** Staff Council means the body of all teachers of the college.

**Faculty Advisor:** Faculty Advisor means a teacher from the college nominated by the staff council who will advise the students in the academic matters.

**Grace Marks:** Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.

**Grade:** Grade means a letter symbol (eg: A, B, C, etc.) which indicates the broad level of performance of a student in a Course/ Semester/ Programme.

**Grade Point:** Grade point is the numerical indicator of the percentage of marks awarded to a student in a course.

Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the University Act and Statutes.

#### **4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS:**

Eligibility for admission, Norms for admission and Reservation of seats for B.Ed. Programme shall be according to the rules framed by the University and Government from time to time.

#### **5. DURATION**

Duration of B.Ed. programme shall be 4 semesters spread over two years.

The duration of odd semester shall be from June to October and that of even semesters from November to March. There shall be three days semester break after each semester and two months vacation during April and May in every academic year.

A student may be permitted to complete the programme, on valid reasons within a period of three years from the date of admission to the programme.

**Re-admission:** Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

**Transitory regulations:** Whenever a course/ scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ scheme. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed syllabus/ regulations.



## **6. REGISTRATION**

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

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

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

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

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

## **7. MEDIUM OF INSTRUCTION**

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

## **8. ATTENDANCE**

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

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

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

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

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,

$$\text{CP} = \text{C} \times \text{GP}, \text{ Where C= Credit, G P = Grade Point}$$

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

using the formula,

$$\text{CPA} = \frac{\text{TCP}}{\text{TC}}$$

Where TCP = Total Credit Point  
TC = Total Credit

Semester Credit Point Average shall be denoted as SCPA and Cumulative Credit Point Average as CCPA.

$$\text{Cumulative Credit point Average (CCPA)} \\ = \frac{\text{SCPA I} + \text{SCPA II} + \text{SCPA III} + \text{SCPA IV}}{4}$$

where, SCPA is Credit Point Average (CPA) of a Semester

For all courses (Theory and Practical), grades are given on a 7 point scale based on the total percentage of marks as given below. For theory courses total mark is calculated by adding internal and external marks. For practical courses total mark is calculated by considering the internal assessment of each component during 1<sup>st</sup> semester and that of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters are calculated by considering internal marks and the standardization procedure executed by the respective external examination boards.

| Percentage of Marks | Grade            | Grade Point |
|---------------------|------------------|-------------|
| 90 and above        | A+ - Outstanding | 10          |
| 80-89               | A - Excellent    | 9           |
| 70-79               | B - Very Good    | 8           |
| 60-69               | C - Good         | 7           |
| 50-59               | D - Satisfactory | 6           |
| 40-49               | E - Adequate     | 5           |
| Below 40            | F - Failure      | 4           |

Note: Decimals are to be rounded to the next whole number

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below.

**Grades for the different semesters and overall programme based on the corresponding CPA**

| CPA                                | Grade            |
|------------------------------------|------------------|
| Above or equal to 9.5              | A+ - Outstanding |
| Above or equal to 9, but below 9.5 | A - Excellent    |
| Above or equal to 8, but below 9   | B -Very Good     |
| Above or equal to 7, but below 8   | C - Good         |
| Above or equal to 6, but below 7   | D – Satisfactory |
| Above or equal to 5, but below 6   | E –Adequate      |
| Below 5                            | F – Failure      |

For a pass in the examination of B.Ed. programme, a candidate should secure a minimum of E Grade (CPA= 5) in aggregate for each semester with a minimum of E Grade (40% marks) in each theory course and D Grade (50% marks) for each practical course (Engagement with the field) and viva-voce. A separate minimum of 30% marks each for internal and external assessment of all individual theory courses is required for pass for a course.

## **11. GRIEVANCE REDRESSAL MECHANISM**

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

**Level 1: Dept. Level:** The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

**Level 2: College Level:** A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

**Level 3: University Level:** A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub-committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

## 12. **INTERNAL ASSESSMENT**

The internal assessment of all components of theory courses are to be published before the University Examinations and are to be acknowledged by the candidates. All the details of internal assessment are to be kept in the college for two years after the end of the programme and shall be made available for verification by the University if needed. All the documents and records pertaining to the practical courses shall be made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

## 13. **MARK CUM GRADE CARD**

The University under its seal shall issue to the students a **MARK CUM GRADE CARD** on completion of each semester, which shall contain the following information:

- (a) Name of the University
- (b) Name of the College
- (c) Title of the Programme
- (d) Name of the Semester
- (e) Name and Register Number of the student
- (f) Code, Title, Credits and Max. Marks (Int., Ext. & Total) of each course opted in the semester.
- (g) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester
- (h) University Average of the External Exam in each course.
- (i) The total credits, total marks (Max. & Awarded) and total credit points in the semester
- (j) Semester Credit Point Average (SCPA) and corresponding Grade.
- (k) Cumulative Credit Point Average (CCPA) corresponding to Core courses, Pedagogic Courses and Associate Courses (separately and together) and whole programme, as the case may be.
- (l) The final Mark Cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from **I to III** Semesters, as the case may be, and the overall grade/marks for the total programme.

14. There shall be **3 level monitoring committees** for the successful conduct of the Programme. They are:

**Level 1: Dept. Level:** The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

**Level 2: College Level:** A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

**Level 3: University Level:** A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub- committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

## **15. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

## **16. PROVISION**

The CBCSS Regulations 2014, now in force are applicable to programme offered by the University to admissions made up to and including the academic year 2014-2015.

**Annexure Ia : Model Mark Cum Grade Card (I Sem)**  
**MAHATMA GANDHI UNIVERSITY**  
Priyadarshni Hills P.O.

Section:  
Student ID:

Kottayam  
Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
Name of the College :  
Permanent Register Number (PRN) : Degree : Bachelor of Education  
Programme : B.Ed  
Stream : English Education  
Name of Examination : First Semester Examination November 2015

| Course Code              | Course Title   | Credits (C) | Marks       |     |             |     |               |     | Grade Awarded (G) | Grade Point (GP) | Credit Point (C x GP) | Institution Average (IA) | University Average | Result |
|--------------------------|--|-------------|-------------|-----|-------------|-----|---------------|-----|-------------------|------------------|-----------------------|--------------------------|--------------------|--------|
|                          |  |             | External    |     | Internal    |     | Total         |     |                   |                  |                       |                          |                    |        |
|                          |  |             | Awarded (E) | Max | Awarded (I) | Max | Awarded (E+I) | Max |                   |                  |                       |                          |                    |        |
| <b>CORE COURSES</b>      |  |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 101                  | Contemporary India and Education                     | 5           | 62          | 80  | 15          | 20  | 77            | 100 | B                 | 8                | 40                    | 34.32                    | 28.48              | Pass   |
| EDU 102                  | Childhood and Growing up                             | 5           | 46          | 80  | 16          | 20  | 62            | 100 | C                 | 7                | 35                    | 29.34                    | 27.89              | Pass   |
| EDU 103                  | Development and Resources in Educational Technology. | 3           | 37          | 50  | 6           | 10  | 43            | 60  | B                 | 8                | 24                    | 18.09                    | 12.34              | Pass   |
| <b>PEDAGOGIC COURSES</b> |  |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 104.11               | Understanding the Discipline of English              | 3           | 46          | 50  | 6           | 10  | 52            | 60  | A                 | 9                | 27                    | 22.46                    | 20.45              | Pass   |
| EDU 105.11               | Learning to function as English teacher              | 3           | 48          | 50  | 7           | 10  | 55            | 60  | A+                | 10               | 30                    | 26.89                    | 20.34              | Pass   |
| <b>ASSOCIATE COURSES</b> |  |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 106                  | Elective   | 3           | 38          | 50  | 8           | 10  | 46            | 60  | B                 | 8                | 24                    | 16.90                    | 21.98              | Pass   |
| <b>PRACTICAL COURSES</b> |  |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 107.1                | Core   | 2           | -           | -   | 30          | 40  | 30            | 40  | B                 | 8                | 16                    | 12                       | 13                 | Pass   |
| EDU 107.2                | Pedagogic  | 4           | -           | -   | 70          | 80  | 70            | 80  | B                 | 8                | 32                    | 30                       | 29                 | Pass   |
| EDU 107.3                | Health & Physical Education                          | 1           | -           | -   | 15          | 20  | 15            | 20  | B                 | 8                | 8                     | 6                        | 5                  | Pass   |
| EDU 107.4                | Drama & Art in Education                             | 1           | -           | -   | 15          | 20  | 15            | 20  | B                 | 8                | 8                     | 6                        | 5                  | Pass   |
|                          | <b>TOTAL</b>   | 30          |             |     |             |     |               | 600 |                   |                  | 244                   |                          |                    | Pass   |
|                          | <b>SCPA I : 8.06; SG : B</b>                         |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |

**Annexure 1b : Model Mark Cum Grade Card (IISem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID:

Kottayam  
Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Second Semester Examination November 2015

| Course Code | Course Title   | Credits (C) | Marks       |     |             |     |               |     | Grade Awarded (G) | Grade Point (GP) | Credit Point (C x GP) | Institution Average (IA) | University Average (UA) | Result |
|-------------|--|-------------|-------------|-----|-------------|-----|---------------|-----|-------------------|------------------|-----------------------|--------------------------|-------------------------|--------|
|             |  |             | External    |     | Internal    |     | Total         |     |                   |                  |                       |                          |                         |        |
|             |  |             | Awarded (E) | Max | Awarded (I) | Max | Awarded (E+I) | Max |                   |                  |                       |                          |                         |        |
|             | <b>CORE COURSES</b>                                      |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 201     | Knowledge and Curriculum                                 | 5           | 62          | 80  | 15          | 20  | 77            | 100 | B                 | 8                | 40                    | 34.32                    | 28.48                   | Pass   |
| EDU 202     | Learning and Teaching                                    | 5           | 60          | 80  | 16          | 20  | 76            | 100 | B                 | 8                | 40                    | 39.34                    | 37.89                   | Pass   |
| EDU 203     | Assessment for Learning                                  | 3           | 40          | 50  | 6           | 10  | 46            | 60  | B                 | 8                | 24                    | 18.09                    | 22.34                   | Pass   |
|             | <b>PEDAGOGIC COURSES</b>                                 |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 204.11  | Pedagogical Dimensions of English                        | 3           | 46          | 50  | 6           | 10  | 52            | 60  | A                 | 9                | 27                    | 22.46                    | 20.45                   | Pass   |
| EDU 205.11  | Curriculum and Resource Development in English Education | 3           | 48          | 50  | 7           | 10  | 55            | 60  | A+                | 10               | 30                    | 26.89                    | 30.34                   | Pass   |
|             | <b>PRACTICAL COURSES</b>                                 |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 206.1   | Core   | 4           | -           | -   | 75          | 80  | 75            | 80  | B                 | 8                | 32                    | 30.9                     | 31.98                   | Pass   |
| EDU 206.2   | Pedagogic  | 5           | -           | -   | 91          | 100 | 91            | 100 | A+                | 10               | 50                    | 42.90                    | 40                      | Pass   |
| EDU 206.3   | Health & Physical Education                              | 1           | -           | -   | 15          | 20  | 15            | 20  | B                 | 8                | 8                     | 7                        | 6                       | Pass   |
| EDU 206.4   | Drama & Art in Education                                 | 1           | -           | -   | 15          | 20  | 15            | 20  | B                 | 8                | 8                     | 7                        | 5                       | Pass   |
|             | <b>TOTAL</b>   | 30          |             |     |             |     |               | 600 |                   | 259              |                       |                          |                         | Pass   |
|             | <b>SCPA II 8.63; SG : B</b>                              |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |



**Annexure Ic : Model Mark Cum Grade Card (III Sem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID:

Kottayam

Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Third Semester Examination November 2015

| Course Code | Course Title                   | Credits (C) | Marks       |     |             |     |               |     | Grade Awarded (G) | Grade Point (GP) | Credit Point (C x GP) | Institution Average (IA) | University Average | Result |
|-------------|--------------------------------|-------------|-------------|-----|-------------|-----|---------------|-----|-------------------|------------------|-----------------------|--------------------------|--------------------|--------|
|             |                                |             | External    |     | Internal    |     | Total         |     |                   |                  |                       |                          |                    |        |
|             |                                |             | Awarded (E) | Max | Awarded (I) | Max | Awarded (E+I) | Max |                   |                  |                       |                          |                    |        |
|             | <b>ASSOCIATE COURSE</b>        |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 301     | Language Across the Curriculum | 3           | 42          | 50  | 8           | 10  | 50            | 60  | A                 | 9                | 27                    | 24.3                     | 18.48              | Pass   |
|             | <b>PRACTICAL COURSES</b>       |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |
| EDU 302.1   | Core                           | 4           | -           | -   | 72          | 80  | 72            | 80  | A                 | 9                | 36                    | 34.5                     | 27.89              | Pass   |
| EDU 302.2   | Pedagogic                      | 18          | -           | -   | 300         | 360 | 300           | 360 | B                 | 8                | 144                   | 133.13                   | 123.34             | Pass   |
| EDU 302.3   | Health & Physical Education    | 2           | -           | -   | 36          | 40  | 36            | 40  | A                 | 9                | 18                    | 18.017                   | 10.45              | Pass   |
| EDU 302.4   | Drama & Art in Education       | 1           | -           | -   | 17          | 20  | 17            | 20  | A                 | 9                | 9                     | 9.1                      | 8.6                | Pass   |
|             | Viva-voce                      | 2           | -           | -   | 35          | 40  | 35            | 40  | A+                | 10               | 20                    | 18                       | 17                 | Pass   |
|             | <b>TOTAL</b>                   | 30          |             |     |             |     |               | 600 |                   |                  | 254                   |                          |                    |        |
|             | <b>SCPA III : 9; SG : A</b>    |             |             |     |             |     |               |     |                   |                  |                       |                          |                    |        |

**Annexure Id : Model Mark Cum Grade Card (IVSem)**  
**MAHATMA GANDHI UNIVERSITY**

Section: Priyadarshni Hills P.O.

Student ID: Kottayam  
 Date:

**MARK CUM GRADE CARD**

Name of the Candidate :  
 Name of the College :  
 Permanent Register Number (PRN) : Degree : Bachelor of Education  
 Programme : B.Ed  
 Stream : English Education  
 Name of Examination : Fourth Semester Examination November 2015

| Course Code              | Course Title                                | Credits (C) | Marks       |     |             |     |               |     | Grade Awarded (G) | Grade Point (GP) | Credit Point (C x GP) | Institution Average (IA) | University Average (UA) | Result |
|--------------------------|---|-------------|-------------|-----|-------------|-----|---------------|-----|-------------------|------------------|-----------------------|--------------------------|-------------------------|--------|
|                          |   |             | External    |     | Internal    |     | Total         |     |                   |                  |                       |                          |                         |        |
|                          |   |             | Awarded (E) | Max | Awarded (I) | Max | Awarded (E+I) | Max |                   |                  |                       |                          |                         |        |
| <b>CORE COURSES</b>      |   |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 401                  | Gender, School and Society                  | 5           | 62          | 80  | 15          | 20  | 77            | 100 | B                 | 8                | 40                    | 54.32                    | 48.48                   | Pass   |
| EDU 402                  | Personality Dynamics in Education           | 5           | 46          | 80  | 16          | 20  | 62            | 100 | C                 | 7                | 35                    | 49.34                    | 47.89                   | Pass   |
| <b>PEDAGOGIC COURSE</b>  |   |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 403                  | Professional Development of English teacher | 3           | 41          | 50  | 6           | 10  | 47            | 60  | B                 | 8                | 24                    | 58.09                    | 52.34                   | Pass   |
| <b>PRACTICAL COURSES</b> |   |             |             |     |             |     |               |     |                   |                  |                       |                          |                         |        |
| EDU 404.1                | Core  | 7           | -           | -   | 130         | 140 | 130           | 140 | A                 | 9                | 63                    | 62                       | 53                      | Pass   |
| EDU 404.2                | Pedagogic                                   | 6           | -           | -   | 110         | 120 | 110           | 120 | A                 | 9                | 54                    | 30                       | 29                      | Pass   |
| EDU 404.3                | Health & Physical Education                 | 1           | -           | -   | 15          | 20  | 15            | 20  | B                 | 8                | 8                     | 6                        | 5                       | Pass   |
| EDU 404.4                | Drama and Art in Education                  | 1           | -           | -   | 10          | 20  | 15            | 20  | B                 | 8                | 8                     | 6                        | 5                       | Pass   |
| EDU 404.5                | Communicative English                       | 2           | -           | -   | 30          | 40  | 30            | 40  | B                 | 9                | 18                    | 17                       | 16                      | Pass   |
| <b>TOTAL</b>             |   | 30          |             |     |             |     |               | 600 |                   |                  | 250                   |                          |                         |        |

|   |      |     |  |  |  |  |  |  |  |  |  |  |  |  |
|---|------|-----|--|--|--|--|--|--|--|--|--|--|--|--|
| SCPA IV : 8.16, SG : B<br>SCPA III :9, SG :A<br>SCPA II :8.63, SG :B<br>SCPA I :8.06, SG :A |      |     |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>CCPA OF PROGRAMME</b>  | 8.46 | G:B |  |  |  |  |  |  |  |  |  |  |  |  |

**Annexure - Reverse side of the Mark Cum Grade Card (common to all semesters)**

**Description of the Evaluation Process**

**Grade and Grade Point**

Grades and Grade Points are given on a 7-point Scale based on the percentage of Total Marks as given in Table 1

**Table 1**

| <b>%Marks</b> | <b>Grade</b>     | <b>Grade Point</b> |
|---------------|------------------|--------------------|
| 90 and above  | A+ - Outstanding | 10                 |
| 80-89         | A - Excellent    | 9                  |
| 70-79         | B - Very Good    | 8                  |
| 60-69         | C - Good         | 7                  |
| 50-59         | D - Satisfactory | 6                  |
| 40-49         | E - Adequate     | 5                  |
| Below 40      | F - Failure      | 4                  |

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

| <b>CPA</b>                         | <b>Grade</b>     |
|------------------------------------|------------------|
| Above or equal to 9.5              | A+ - Outstanding |
| Above or equal to 9, but below 9.5 | A - Excellent    |
| Above or equal to 8, but below 9   | B -Very Good     |
| Above or equal to 7, but below 8   | C - Good         |
| Above or equal to 6, but below 7   | D – Satisfactory |
| Above or equal to 5, but below 6   | E –Adequate      |
| Below 5                            | F – Failure      |

Credit point (**CP**) of a Course is calculated using the formula  
**CP = C x GP** , where **C = Credit**, **GP = Grade Point**

Credit Point Average (**CPA**) of a **Semester** is calculated using the formula

$$\text{SCPA} = \frac{\text{TCP}}{\text{TC}}$$

Where **TCP = Total Credit Point**;  
**TC = Total Credit**

## MAHATHMA GANDHI UNIVERSITY, KOTTAYAM

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

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

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

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

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

#### I. PROGRAMME FRAMEWORK

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

#### II. COURSE STRUCTURE OF THE PROGRAMME

##### A. Theory Courses :

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

**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-<br>EPC1,EPC2,EPC3,EPC4         | EDU 107.1  | EDU 206.1   | EDU 302.1    | EDU 404.1   |
| Pedagogic-<br>EPC1,EPC2EPC3,EPC4     | EDU 107.2  | EDU 206.2   | EDU 302.2    | EDU 404.2   |
| Health & Physical<br>Education, EPC4 | EDU 107.3  | EDU 206.3   | EDU 302.3    | EDU 404.3   |
| Drama and Art in<br>Education-EPC2   | EDU 107.4  | EDU 206.4   | EDU 302.4    | EDU 404.4   |
| Communicative English-<br>EPC 1      | -----      | -----       | -----        | EDU 404.5   |

**NB: EPC-Enhancing Professional Capacities**

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

**III.SEMESTER WISE PROGRAMME FRAME**

**Semester 1**

| Category | Course Code         | Course Name   | Instructional Hours | Marks    |          |       | Credit |
|----------|---------------------|---|---------------------|----------|----------|-------|--------|
|          |                     |   |                     | External | Internal | Total |        |
| Theory   | Core<br>EDU101      | Contemporary India and Education                    | 100                 | 80       | 20       | 100   | 5      |
|          | Core<br>EDU102      | Childhood and Growing Up                            | 100                 | 80       | 20       | 100   | 5      |
|          | Core<br>EDU103      | Development and Resources in Educational Technology | 60                  | 50       | 10       | 60    | 3      |
|          | Pedagogic<br>EDU104 | Understanding the Discipline of ----- Education     | 60                  | 50       | 10       | 60    | 3      |
|          | Pedagogic<br>EDU105 | Learning to function as.....teacher                 | 60                  | 50       | 10       | 60    | 3      |

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

## Semester II

| Category   | Course code         | Course name  | Instructional<br>Hours | Marks      |            |            | Credit    |
|--|---------------------|--|------------------------|------------|------------|------------|-----------|
|  |                     |  |                        | External   | Internal   | Total      |           |
| <b>Theory</b>  | Core<br>EDU201      | Knowledge and<br>Curriculum                                  | 100                    | 80         | 20         | 100        | 5         |
|  | Core<br>EDU202      | Learning and Teaching  | 100                    | 80         | 20         | 100        | 5         |
|  | Core<br>EDU203      | Assessment for<br>learning                                   | 60                     | 50         | 10         | 60         | 3         |
|  | Pedagogic<br>EDU204 | Pedagogical<br>Dimensions of... ..                           | 60                     | 50         | 10         | 60         | 3         |
|  | Pedagogic<br>EDU205 | Curriculum and<br>Resource<br>Development<br>in....Education | 60                     | 50         | 10         | 60         | 3         |
| <b>Practical/<br/>Engagement with the<br/>field<br/>(Includes School</b> | EDU206.1            | Core-<br><b>EPC1,EPC2,EPC3,E<br/>PC4</b>                     | 80                     | --         | 80         | 80         | 4         |
|  | EDU206.2            | Pedagogic-<br><b>EPC1,EPC2,<br/>EPC3,EPC4</b>                | 100                    | --         | 100        | 100        | 5         |
|  | EDU206.3            | Health& Physical<br>Education-<br><b>EPC4</b>                | 20                     | --         | 20         | 20         | 1         |
|  | EDU206.4            | Drama and Art in<br>Education- <b>EPC2</b>                   | 20                     | --         | 20         | 20         | 1         |
| <b>Semester Total</b>  |                     |  | <b>600</b>             | <b>310</b> | <b>290</b> | <b>600</b> | <b>30</b> |

### Semester III

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

### Semester IV

| Category                                      | Course code         | Course name                                    | Instructional Hours | Marks      |             |             | Credit     |
|---|---------------------|--|---------------------|------------|-------------|-------------|------------|
|   |                     |  |                     | External   | Internal    | Total       |            |
| Theory  | Core<br>EDU401      | Gender, School and<br>Society                  | 100                 | 80         | 20          | 100         | 5          |
|   | Core<br>EDU402      | Personality Dynamics<br>in Education           | 100                 | 80         | 20          | 100         | 5          |
|   | Pedagogic<br>EDU403 | Professional<br>Development of.....<br>Teacher | 60                  | 50         | 10          | 60          | 3          |
| Practical/<br>Engagement<br>with the<br>field | EDU404.1            | Core- <b>EPC1,EPC2,<br/>EPC3,EPC4</b>          | 140                 | --         | 140         | 140         | 7          |
|   | EDU404.2            | Pedagogic-<br><b>EPC1,EPC2,<br/>EPC3,EPC4,</b> | 120                 | --         | 120         | 120         | 6          |
|   | EDU404.3            | Health& Physical<br>Education- <b>EPC4.</b>    | 20                  | --         | 20          | 20          | 1          |
|   | EDU404.4            | Drama and Art in<br>Education- <b>EPC2</b>     | 20                  | --         | 20          | 20          | 1          |
|   | EDU404.5            | Communicative<br>English-<br><b>EPC 1</b>      | 40                  |            | 40          | 40          | 2          |
| <b>Semester Total</b>                         |                     |  | <b>600</b>          | <b>210</b> | <b>390</b>  | <b>600</b>  | <b>30</b>  |
| <b>Programme Total</b>                        |                     |  | <b>2400</b>         | <b>970</b> | <b>1430</b> | <b>2400</b> | <b>120</b> |

#### IV. SCHEME OF ASSESSMENT

##### A . Internal evaluation of theory courses

###### a. Theory Courses with Credit 5

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

###### b. Theory Courses with Credit 3

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

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

##### B. External evaluation of Theory Courses

###### Semester 1

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



## Semester II

| Course Code          | Course name   | Duration of examination<br>External<br>(Hrs) | Marks    |          |       |
|----------------------|---|--|----------|----------|-------|
|                      |   |  | External | Internal | Total |
| Core<br>EDU 201      | Knowledge and Curriculum                                | 3  | 80       | 20       | 100   |
| Core<br>EDU 202      | Learning and Teaching                                   | 3  | 80       | 20       | 100   |
| Core<br>EDU 203      | Assessment for Learning                                 | 2  | 50       | 10       | 60    |
| Pedagogic<br>EDU 204 | Pedagogical Dimensions of<br>.....Education             | 2  | 50       | 10       | 60    |
| Pedagogic<br>EDU 205 | Curriculum and Resource<br>Development in.....Education | 2  | 50       | 10       | 60    |

## Semester III

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

## Semester IV

| Course code          | Course name                                    | Duration of examination-<br>External (Hrs) | Marks    |          |       |
|----------------------|--|--|----------|----------|-------|
|                      |  |  | External | Internal | Total |
| Core<br>EDU 401      | Gender, School and<br>Society                  | 3  | 80       | 20       | 100   |
| Core<br>EDU 402      | Personality Dynamics in<br>Education           | 3  | 80       | 20       | 100   |
| Pedagogic<br>EDU 403 | Professional<br>Development of<br>.....Teacher | 2  | 50       | 10       | 60    |

### C. Pattern of Questions

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

#### I. LIST OF COURSES A.CORE COURSES

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

#### B. PEDAGOGIC COURSES

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

**EDU 105.1 7 Learning to function as Physical Science teacher**  
**EDU 105.1 8 Learning to function as Natural Science teacher**  
**EDU 105.1 9 Learning to function as Social Science teacher**  
**EDU 105.20 Learning to function as Commerce teacher**  
**EDU 105.21 Learning to function as IT and Computer Science teacher**  
**EDU 204.11 Pedagogical Dimensions of English**  
**EDU 204.12 Pedagogical Dimensions of Malayalam**  
**EDU 204.13 Pedagogical Dimensions of Hindi**  
**EDU 204.14 Pedagogical Dimensions of Sanskrit**  
**EDU 204.15 Pedagogical Dimensions of Arabic**  
**EDU 204.16 Pedagogical Dimensions of Mathematics**  
**EDU 204.17 Pedagogical Dimensions of Physical Science**  
**EDU 204.18 Pedagogical Dimensions of Natural Science**  
**EDU 204.19 Pedagogical Dimensions of Social Science**  
**EDU 204.20 Pedagogical Dimensions of Commerce**  
**EDU 204.21 Pedagogical Dimensions of IT and Computer Science**  
**EDU 205.11 Curriculum and Resource Development in English Education**  
**EDU 205.12 Curriculum and Resource Development in Malayalam Education**  
**EDU 205.13 Curriculum and Resource Development in Hindi Education**  
**EDU 205.14 Curriculum and Resource Development in Sanskrit Education**  
**EDU 205.15 Curriculum and Resource Development in Arabic Education**  
**EDU 205.16 Curriculum and Resource Development in Mathematics Education**  
**EDU 205.17 Curriculum and Resource Development in Physical Science Education**  
**EDU 205.18 Curriculum and Resource Development in Natural Science Education**  
**EDU 205.19 Curriculum and Resource Development in Social Science Education**  
**EDU 205.20 Curriculum and Resource Development in Commerce Education**  
**EDU 205.21 Curriculum and Resource Development in IT and Computer Science Education**  
**EDU 403.11 Professional Development of an English teacher** **EDU 403.12 Professional Development of Malayalam teacher** **EDU 403.13 Professional Development of Hindi teacher**  
**EDU 403.14 Professional Development of Sanskrit teacher** **EDU 403.15 Professional Development of Arabic teacher** **EDU 403.16 Professional Development of Mathematics teacher**  
**EDU 403.17 Professional Development of Physical Science teacher** **EDU 403.18 Professional Development of Natural Science teacher** **EDU 403.19 Professional Development of Social Science teacher** **EDU 403.20 Professional Development of Commerce teacher**  
**EDU 403.21 Professional Development of IT and Computer Science teacher**

#### **C. ASSOCIATE COURSE –ELECTIVE**

**EDU 106.11 Health and Physical Education**  
**EDU 106.12 Guidance and Counselling** **EDU 106.13 Elementary Education**  
**EDU 106.14 Environmental Education** **EDU 106.15 Special Education**

#### **VI PROCEDURE OF ASSESSMENT**

The performance of student teachers shall be evaluated by both external and internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by course

coordinator, college coordinator, and the principal and shall be made available for verification. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate.

Competency Profile shall be prepared by the institution. The following competencies may be considered for preparing competency profile.

- Knowledge management
- Communication
- Instructional Designing
- Class room Management
- Instructional Management
- Student Assessment
- Student Diagnosis
- Professionalism

**A. EXTERNAL EVALUATION:**

- i. External evaluation of all theory courses** shall be done by End Semester Examinations conducted by the university.
- ii. External evaluation of practical courses** in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I and II semesters. The present practice of appointing Zonal Examination Boards on the basis of existing norms shall be continued. In addition, each Zonal Examination Board shall have one expert from the stream of core or associate courses. The examination board of the IV semester shall comprise of the Zonal chairperson and one expert from the stream of Core or Pedagogic courses. The examination board of the III semester shall comprise of the Zonal chairperson and experts from the stream of Pedagogic Courses and Health and Physical Education. The examination board shall evaluate the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters. The standardization process of internal assessment shall be done by estimating the average of internal and external assessment marks assigned by the Institution and External Board respectively. The institution shall hand over the internal assessment marks only to the Zonal Chairperson/Coordinating Chairperson. It is the duty of the Zonal Chairperson to compile the internal assessment and external assessment marks. If there exists a difference of 20% or above between internal and external assessment, a third evaluation by the Zonal chairperson shall be done. The decision of the Zonal chairperson shall be the final. If any discrepancies are observed in the matter of documental evidences, it shall be reported to the

University. A minimum of 16 school students are to be present for conducting classes for practical examination.

**B. INTERNAL EVALUATION**

- i. Internal evaluation of theory courses** shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course. The detailed report of internal assessment shall be maintained in the college and shall be produced if needed.
- ii. Internal evaluation of practical courses** shall be done by means of appropriate instruments and suitable criteria designed and developed by teacher educators or by means of standardized instruments. Details in this regard are given below:

## SEMESTER I

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

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

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

## SEMESTER II

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



|           |        |  |        |   |  |    |    |   |
|-----------|--------|--|--------|---|--|----|----|---|
|           |        | Awareness class on adolescent problems ( based on the learning material prepared in first semester) ( <b>Edu 202</b> )   | School | Record & Supervision diary cum Reflective journal | <b>Lesson Plan -5Marks</b><br><b>Report -2Marks</b><br><b>Supervision diary cum Reflective Journal -2Marks</b><br><b>Timely Submission -1Mark</b>  | 10 | 80 | 4 |
| EDU 206.1 | Core : | Critical Analysis of the status of exceptional children in the school (Statistics of Children with special needs and their characteristics) ( <b>Edu 202</b> ) | School | Record & Reflective journal                       | <b>Report Writing(10-15 pages) -15Marks</b> <ul style="list-style-type: none"> <li>• Identifying the exceptional children using appropriate psychological test - 5Marks</li> <li>• Analysis and Interpretation of the test -7Marks</li> <li>• Sociogram -3 Marks</li> </ul> <b>Reflective Journal -4Marks</b><br><b>Timely Submission -1 Mark</b>        | 20 |    |   |
|           |        | Analysis of prevailing assessment practices in schools ( <b>Edu 203</b> )  | School | Record & Reflective journal                       | <b>Report writing (5-10 pages) - 7 Marks</b> <ul style="list-style-type: none"> <li>• Identifying the prevailing assessment practices in school - 2 Marks</li> <li>• Analysis and interpretation -3 Marks</li> <li>• Comprehensiveness of the report - 2Marks</li> <li>• <b>Reflective journal - 2 Marks</b></li> </ul> <b>Timely submission -1 Mark</b> | 10 |    |   |

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

|              |  |  |         |   |   |    |    |   |
|--------------|--|--|---------|---|---|----|----|---|
| EDU<br>206.3 | Health<br>and<br>Physical<br>Education | Credible participation in games and sports                                 | College | Record and Certificate of the events participated | <b>Participation Prize Report</b> -5 Marks<br>- 2Marks<br>-2 Marks  | 10 | 20 | 1 |
|              |  | Organising sports meet and rules and regulations of long jump and shot put | College | Record & Evidence                                 | <b>Timely Submission</b> -1 Mark<br><b>Role in committee</b> -2 Marks<br><b>Report on sports meet</b> -3 marks<br><b>Record on rules, regulations and diagrams</b> -4 Marks<br><b>Timely submission</b> -1 mark |    |    |   |

|                       |                                   |  |           |                   |   |            |            |           |
|-----------------------|-----------------------------------|--|-----------|-------------------|---|------------|------------|-----------|
| EDU<br>206.4          | Drama and Art in Education (EPC2) | Interview a local folk artist and prepare a report on the local community art forms  | Community | Record & Evidence | <b>Preparation of interview schedule</b> -2Marks<br><b>Conducting Interview</b> - 2 Marks<br><b>Report on the interview</b> -2Marks<br><b>Report on local community art form</b> -3 Marks<br><b>Timely Submission</b> -1 Mark | 10         | 20         | 1         |
|                       |                                   | Preparation of criteria for evaluating different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2 ) | College   | Record            | <b>Description of criteria of any two art forms</b> - 5 Marks<br><b>Report writing</b> - 4 Marks<br><b>Timely submission</b> - 1 Mark   | 10         |            |           |
| <b>Semester total</b> |                                   |  |           |                   |   | <b>220</b> | <b>220</b> | <b>11</b> |

**SEMESTER III**

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

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

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

|              |                                     |   |        |  |  |    |    |   |
|--------------|-------------------------------------|---|--------|--|--|----|----|---|
| EDU<br>302.3 | Health and<br>Physical<br>Education | Physical Education<br>Lesson Plan and class @ 3   | School | Record &<br>supervision<br>diary cum<br>reflective<br>journal (as<br>per format<br>attached) | <b>Lesson Plans</b> - 6Marks<br><b>Teaching competency</b> -6 Marks<br><b>Supervision Diary cum Reflective<br/>journal (one journal entry for three<br/>classes)</b> - 3 Marks | 15 | 40 | 2 |
|              |                                     | Health Education Lesson<br>Plan and class@2   | School | Record<br>Supervision<br>diary cum<br>reflective<br>journal(as per<br>format<br>attached)    | <b>Lesson Plans</b> - 4Marks<br><b>Teaching competency</b> -4 Marks<br><b>Supervision Diary cum Reflective<br/>journal (one journal entry for two<br/>classes)</b> - 2 Marks   | 10 |    |   |
|              |                                     | Yoga Lesson Plan and<br>Class@ 3  | School | Record<br>Supervision<br>diary cum<br>reflective<br>journal(as per<br>format<br>attached)    | <b>Lesson Plans</b> - 6Marks<br><b>Teaching competency</b> -6 Marks<br><b>Supervision Diary cum Reflective<br/>journal(one journal entry for three<br/>classes)</b> - 3 Marks  | 15 |    |   |
| EDU<br>302.4 | Drama and Art<br>in education       | Class on different Art<br>Forms and cultural heritage<br>of India   | School | Record and<br>evidence   | <b>Learning materials used</b> - 3 Marks<br><b>Class</b> - 4 Marks<br><b>Comprehensiveness of the record</b><br>-3 Marks   | 10 | 20 | 1 |
|              |                                     | Organize an activity among<br>students to conscientise<br>National integration/<br>patriotism/ universal<br>brotherhood | School | Record and<br>evidence   | <b>Relevance of the activity</b> - 2 Marks<br><b>Organization Skill</b> - 4 Marks<br><b>Report with evidence</b> -3 Marks<br><b>Timely Submission</b> -1 Mark                  | 10 |    |   |

|                       |   |  |         |   |   |            |            |           |
|-----------------------|---|--|---------|---|---|------------|------------|-----------|
|                       |   | etc.(Quiz/competition/seminar/ exhibition etc.)                          |         |   |   |            |            |           |
|                       | Viva-voce&<br>Student<br>teacher<br>Portfolio | Student teacher portfolio<br>(Practical and Practicum of<br>all courses) | College | Portfolio<br>(sem1to<br>sem 3)              | <b>Experiences with report and evidence</b><br>-6 Marks<br><b>Meaningful reflection</b> - 4 Marks<br><b>Comprehensiveness and neatness</b><br>-4 Marks<br><b>Oral presentation</b> -6 Marks | 20         | 40         | 2         |
|                       |   | Viva -voce   | College | Work done<br>in 3 <sup>rd</sup><br>semester | <b>Subject competence</b> -5 Marks<br><b>Communication skill</b> -5 Marks<br><b>Genuinity of evidences</b> -10 Marks  | 20         |            |           |
| <b>Semester total</b> |   |  |         |   |   | <b>540</b> | <b>540</b> | <b>27</b> |

#### SEMESTER IV

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



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

|              |           |   |         |                     |  |    |     |   |
|--------------|-----------|---|---------|---------------------|--|----|-----|---|
|              |           | courses)<br>EDU 401, 402                                  |         |                     | <b>Comprehensiveness and neatness</b><br>-3 Marks<br><b>Timely submission</b> -1 Mark  |    |     |   |
| EDU<br>404.2 | Pedagogic | Developing vision and mission as a teacher- SWOT Analysis | College | Record              | <b>Identification of SWOT</b> -12 Marks<br><b>Preparation of template</b> -8 Marks<br><b>Vision Mission Statement</b> -7 Marks<br><b>Comprehensiveness of the report</b> -12 Marks<br><b>Timely Submission</b> -1 Mark   | 40 | 120 | 6 |
|              |           | Educational journal review ( 5 research article)          | College | Record and evidence | <b>Report Writing (15-20 pages)</b><br>-29 Marks<br>• Need and Significance -5 Marks<br>• Brief Overview of the journal - 5 Marks<br>• Review of articles -15 Marks<br>• Comprehensiveness of the report- -4 Marks<br>• <b>Timely submission</b> - 1Mark                                     | 30 |     |   |
|              |           | Project on any topic of pedagogic relevance               | College | Project Report      | <b>Report Writing(15to 20 pages)</b><br>- 29 Marks<br>• Relevance of the topic - 4 Marks<br>• Procedure adopted -10 Marks<br>• Analysis and interpretation - 6Marks<br>• Summary and conclusion -5 Marks<br>• Comprehensiveness of the report - 4 Marks<br><b>Timely Submission</b> -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<br>Uploading of article -2 Marks<br>Comprehensiveness of the report - 5 Marks<br>Hard copy of the material uploaded - 2 Marks<br>Timely Submission - 1 Mark | 20 |    |   |
| EDU 404.3 | Health and Physical Education      | Credible Participation in games and sports -minimum 2 events                          | College | Record and Certificate of the events participated | Participation -5 Marks<br>Prize -2Marks<br>Report -2 Marks<br>Timely Submission -1 Mark  | 10 | 20 | 1 |
|           |                                    | Rules and regulations of Volleyball and shuttle badminton                             | College | Record  | Comprehensiveness of the report -9 Marks<br>Timely Submission -1 Mark  | 10 |    |   |
| EDU 404.4 | Drama and Art in Education (EPC 2) | Film review   | College | Record  | Relevance of the film selected - -2 Marks<br>Comprehensiveness of the report – -2 Marks<br>Timely Submission -1 Mark   | 5  | 20 | 1 |
|           |                                    | Credible Participation in Arts fest minimum 2 events                                  | College | Record and Certificate of the events participated | Participation -5 Marks<br>Prize - 2Marks<br>Report -2 Marks<br>Timely Submission -1 Mark   | 10 |    |   |
|           |                                    | Script on Street Play   | College | Record  | Relevance of the theme -1 Marks<br>Script - 3Marks<br>Timely Submission -1 Mark  | 5  |    |   |
| EDU 404.5 | Communicative English              | Internal test –   | College | Answer Script                                     | Written Examination  | 20 | 40 | 2 |

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

## **VII SCHOOL INTERNSHIP**

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers. In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the schools within the purview of 30 kilometers from the Institution and shall be with the concurrence of the institution.

## **VIII SUPERVISION OF SCHOOL INTERNSHIP**

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of internship and three lessons (probably at the beginning, middle and at the end of Practice Teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.

## **IX COMMUNITY LIVING CAMP/CITIZENSHIP TRAINING CAMP**

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

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

- i. developing social responsibility.
- ii. imbibing social, moral and cultural values.
- iii. learning to plan and execute community service.
- iv. learning to live together, sharing duties and responsibilities.
- v. developing personal and social skills.
- vi. practising democratic living and managing events.
- vii. practising division of labour, dignity of labour, community work.

A record mentioning all the activities have to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience in a convenient location or in the institution, keeping certain formalities and following a well planned time table.

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

**Programme suggested for community living camp:**

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

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

1. Attendance
2. Active participation

3. Responsibility

4. Teamwork

5. Discipline

## **X STUDY TOUR**

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

- i. providing a platform for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work.
- ii. getting an understanding about the environment around.

A Report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement, for duration of minimum 3 working days. It can be conducted either as a three day study tour or one day study tour and two one-day field visits.

**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**



## THE EXPERT COMMITTEE IN EDUCATION (PG)

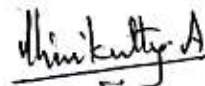
### **Chairperson:**

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



### **Members:**

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Faculty,  
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Mahatma Gandhi University, Kottayam.



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



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

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**M.Ed. Degree Programme (Two Year)**  
**(Mahatma Gandhi University Regulations PG CSS 2019 from 2019-20 Academic Year)**

**1. Aim of the Programme**

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

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

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

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

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

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

**2. Scope of the Programme**

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

- ✓ have crystal clear knowledge about the pedagogical sciences.
- ✓ attain sound foundations of the multi-dimensional bases of teacher education.
- ✓ be equipped with innovative talents in the art and science of teaching.
- ✓ acquire specific skills related to lifelong learning, teaching, and research.
- ✓ be fortified with abilities to transact soft skills and life skills in professional life.
- ✓ be conversant with up-to-date information in the discipline of education.
- ✓ harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- ✓ be groomed as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
- ✓ be inspired to broaden their horizons and nurture social responsibility.

### **3. Admission**

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

### **4. Medium of Instruction and Assessment**

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

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

### **5. Faculty under which the Degree is awarded**

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

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

In compliance with the UGC's Act, the M.Ed. Degree offered by the Mahatma Gandhi University shall observe the minimum standards of instruction and norms prescribed by the National Council for Teacher Education (NCTE). The Two Year M.Ed. Programme shall be imparted by duly qualified teaching faculty and shall have appropriate academic physical infrastructure facilities.

### **7. The Programme Structure**

In tune with the framework suggested by NCTE, the M.Ed. Programme comprises theory courses (including common core courses and branches of specialization courses), field internships, research leading to dissertation, and viva voces. A series of Practicum are

organised along with the Theory Courses. The Programme is intended to provide supervision to students for guided reading, field internship and research dissertation.

### **7.1 Credits allotted to the Courses:**

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

- i. The M.Ed. Programme has a total of 80 credits.
- ii. The Common Core Courses (Taught Course & Practicum) have 48 credits.
  - Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives on Education, in general, and Teacher Education, in particular. The Courses include:
    - 1) Advanced Philosophy of Education - 4 credits
    - 2) Advanced Educational Psychology: Learning and Development - 4 credits
    - 3) Perspectives on Education Studies – 4 credits
    - 4) History, Sociology and Political Economy of Education - 4 credits
    - 5) Advanced Educational Psychology: Individual Differences - 4 credits
    - 6) Curriculum Development and Transaction - 4 credits
  - Tools Courses have a total of 12 credits. They are envisioned to provide students skills that enable them to work as professionals and scholars in the field. The Courses include:
    - 1) Introduction to Educational Research and Statistics - 4 credits
    - 2) ICT and Skill Development (ICT, Communication Skill & Expository Writing, Academic Writing & Research Proposal, Self-Development including and Yoga) - 4 credits
    - 3) Advanced Educational Research and Statistics - 4 credits
  - Teacher Education Courses have a total of 12 credits. They are intended to provide students with focussed exposure and experiences. The Courses include:
    - 1) Trends, Issues, Innovations and Research in Teacher Education - 4 credits
    - 2) Two Field Internships - 4 credits each
- iii. The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. They are aimed for any one of the school levels/areas, such as elementary and/or secondary and senior secondary, and further thematic specialisations/elective clusters in thematic areas pertinent to that stage. The Courses include:
  - 1) Context and Issues of Elementary Education - 4 credits
  - 2) Context and Issues of Secondary and Senior Secondary Education - 4 credits

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

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

## 7.2 Semester-wise Course Summary of the Programme:

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

| Course Code           | Title of Course   | Type of Course  | Teaching hours per week | Credits | Total Credits in Semester |
|-----------------------|---|---|-------------------------|---------|---------------------------|
| <b>FIRST SEMESTER</b> |   |   |                         |         |                           |
| ED010101              | Advanced Philosophy of Education                              | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum       | 5                       | 4       | <b>20</b>                 |
| ED010102              | Advanced Educational Psychology: Learning and Development     | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum       | 5                       | 4       |                           |
| ED010103              | Introduction to Educational Research and Statistics           | Common Core Course<br>- Tool Course<br>- Taught Course & Practicum              | 5                       | 4       |                           |
| ED010104              | Trends, Issues, Innovations and Research in Teacher Education | Common Core Course<br>- Teacher Education Course<br>- Taught Course & Practicum | 5                       | 4       |                           |



|                        |   |  |   |                  |           |
|------------------------|---|--|---|------------------|-----------|
| ED010105               | ICT and Skill Development<br>– ICT<br>– Communication Skill & Expository Writing<br>– Academic Writing & Research Proposal<br>– Self-Development including Yoga | Common Core Course<br>- Tool Course<br>- Taught Course & Practicum<br>(Internal assessment only) | 5 | 1<br>1<br>1<br>1 |           |
| <b>SECOND SEMESTER</b> |   |  |   |                  |           |
| ED010201               | Perspectives on Education Studies   | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum                        | 5 | 4                | <b>20</b> |
| ED010202               | History, Sociology and Political Economy of Education   | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum                        | 5 | 4                |           |
| ED010203               | Advanced Educational Psychology: Individual Differences   | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum                        | 5 | 4                |           |
| ED010204               | Advanced Educational Research and Statistics  | Common Core Course<br>- Tool Course<br>- Taught Course & Practicum                               | 5 | 4                |           |
| ED010205               | Context and Issues of Elementary Education  | Specialisation Core Course<br>- Taught Course & Practicum  | 5 | 4                |           |

|   |  |   |     |   |           |
|---|--|---|-----|---|-----------|
| <b>THIRD SEMESTER</b>   |  |   |     |   |           |
| Thematic Cluster A<br>– Current Practices in Education<br>(one Course from Thematic Cluster A shall be opted) |  | Specialisation Elective Course<br>- Taught Course & Practicum | 5   | 4 | <b>22</b> |
| ED800301  | Educational Evaluation   |   |     |   |           |
| ED800302  | Educational Technology   |   |     |   |           |
| ED800303  | Guidance and Counselling   |   |     |   |           |
| ED800304  | Higher Education   |   |     |   |           |
| Thematic Cluster B<br>– Emerging Issues in Education<br>(one Course from Thematic Cluster B shall be opted)   |  | Specialisation Elective Course<br>- Taught Course & Practicum | 5   | 4 |           |
| ED810301  | Environmental Education  |   |     |   |           |
| ED810302  | Inclusive Education  |   |     |   |           |
| ED810303  | Non Formal Education   |   |     |   |           |
| ED810304  | Human Rights and Value Education   |   |     |   |           |
| ED010301  | Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B | Common Core Course<br>- Field Internship                      | --- | 4 |           |
| ED010302  | Dissertation   | Dissertation  | --- | 8 |           |
| ED010303  | Viva Voce  | Dissertation  | --- | 2 |           |

| <b>FOURTH SEMESTER</b>   |   |   |     |           |
|--|---|---|-----|-----------|
| ED010401   | Curriculum Development and Transaction  | Common Core Course<br>- Perspective Course<br>- Taught Course & Practicum | 5   | 4         |
| ED010402   | Context and Issues of Secondary and Senior Secondary Education  | Specialisation Core Course<br>- Taught Course & Practicum                 | 5   | 4         |
| Thematic Cluster C<br>– Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education<br>(one Course from Thematic Cluster C shall be opted) |   | Specialisation Elective Course<br>- Taught Course & Practicum             | 5   | 4         |
| ED820401   | Advanced Methodology and Pedagogical Practices of Language Education – English  |   |     |           |
| ED820402   | Advanced Methodology and Pedagogical Practices of Language Education – Malayalam  |   |     |           |
| ED820403   | Advanced Methodology and Pedagogical Practices of Language Education – Hindi  |   |     |           |
| ED820404   | Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit   |   |     |           |
| ED820405   | Advanced Methodology and Pedagogical Practices of Language Education – Arabic   |   |     |           |
| ED820406   | Advanced Methodology and Pedagogical Practices of Mathematics Education   |   |     |           |
| ED820407   | Advanced Methodology and Pedagogical Practices of Science Education   |   |     |           |
| ED820408   | Advanced Methodology and Pedagogical Practices of Social Science Education  |   |     |           |
| ED820409   | Advanced Methodology and Pedagogical Practices of Commerce Education  |   |     |           |
| ED8204010  | Advanced Methodology and Pedagogical Practices of IT and Computer Science Education   |   |     |           |
| ED010403   | Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C | Common Core Course<br>- Field Internship                                  | --- | 4         |
| ED010404   | Viva Voce   | Comprehensive   | --- | 2         |
| <b>TOTAL CREDITS FOR THE PROGRAMME</b>   |   |   |     | <b>80</b> |

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### Summary of Semester-wise Credits

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

### 7.3 Specialisation (Taught and Practicum) Courses:

Specialisation Courses are offered in the II<sup>nd</sup>, III<sup>rd</sup> and IV<sup>th</sup> semesters of the Programme as follows:

- In the II<sup>nd</sup> semester, one Specialisation Core Course, viz. Context and Issues of Elementary Education.
- In the III<sup>rd</sup> 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 IV<sup>th</sup> semester, one Specialisation Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialisation Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

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

### 7.4 Field Internships:

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

Each teacher educand shall take a minimum of five classes in the Primary and Secondary Teacher Education Institutions under the supervision of the teacher educator from the respective institutions. Internships in field sites relevant to the areas of specialisation opted from the three Thematic Clusters shall be completed under the supervision of a teacher

educator/field mentor. Separate records/reports shall be maintained for the activities undertaken in each Institution and field site during the internship.

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

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

### 7.5 Dissertation and Dissertation Viva Voce:

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

The dissertation should preferably be from the areas of specialisation opted by the teacher educand or the areas in the perspective courses. The dissertation work shall be commenced in the II<sup>nd</sup> 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 II<sup>nd</sup> 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 III<sup>rd</sup> 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<sup>rd</sup> Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the III<sup>rd</sup> 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 I<sup>st</sup> semester of the Programme.

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

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

#### **7.8 Minimum requirements for successful completion of the Programme:**

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

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

### 7.9 The Assessment Process:

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

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

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

**Type and weight of questions for Theory Courses:** Questions shall be set such that due weight is given to each module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that questions covering all skills are included. A question paper shall be a judicious mix of short answer type questions, short essay type questions, and long essay type questions. The different types of questions shall be awarded different weights to quantify their range as follows.

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

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

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

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

The Grade Point of a Course =  $\text{Sum of WGP} / \text{Sum of Weight}$

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

| Assessment | Weights |
|------------|---------|
| Internal   | 5       |
| External   | 15      |

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

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

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

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

**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<br>(all Courses from Semesters I to IV) | 5        | 15       |
| Total   | 5        | 15       |

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

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

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

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

#### **7.10 Additional Specialisation:**

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



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.