



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

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)**

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



2.6.2 UG AND PG PROGRAMMES STRUCTURE AND SYLLABUS EXTRACTS

| Sl. No: | Title | Page No. |
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| 1 | Mahatma Gandhi University Kottayam, Kerala Two Year Bachelor Of Education (B.Ed.) Reviewed Degree Programme Credit And Semester System With Grading Reviewed W. E. F July 2018 (Pages 1-45) | 1-45 |
| 2 | M.Ed. Master of Education (Two Year) Programme Structure And Syllabus 2019-20 Admission Onwards (Under Mahatma Gandhi University PG CSS Regulations 2019) (Pages 1-18) | 46-63 |
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**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA**



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

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

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



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Principal in Charge
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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



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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.



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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.



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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.

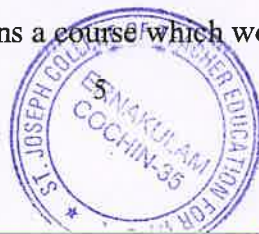
Credit: Credit is a unit of input measured in terms of student’s study hours devoted to various aspects of the teaching-learning process. One credit for the B.Ed. programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits on the basis of the number and types of tasks,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

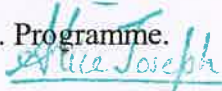
Course: Course means a complete integrated series of instructional content/lessons which are identified by a common title and will be taught and evaluated within a semester.

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.




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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.

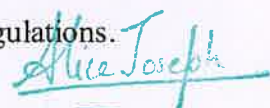
The duration of odd semester shall be from June to October and that of even semesters from November to March. There shall be three days semester break after each semester and two months vacation during April and May in every academic year.

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.




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6. REGISTRATION

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

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

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

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

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

7. MEDIUM OF INSTRUCTION

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

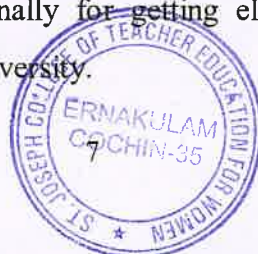
8. ATTENDANCE

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

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

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

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



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

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

9. EXAMINATION

The evaluation of each theory course shall contain two parts.

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

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

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

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

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

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

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

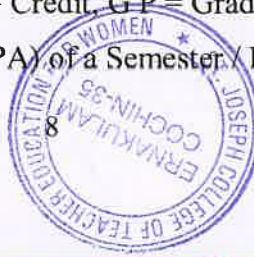
All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

10. CREDIT POINT AND CREDIT POINT AVERAGE

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

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

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



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using the formula,

$$\text{CPA} = \frac{\text{TCP}}{\text{TC}}, \quad \text{Where TCP} = \text{Total Credit Point}$$
$$\text{TC} = \text{Total Credit}$$

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 1st semester and that of 2nd, 3rd and 4th 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.



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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

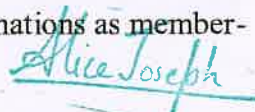
Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level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




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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:



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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.



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Annexure 1a : Model Mark Cum Grade Card (I Sem)
MAHATMA GANDHI UNIVERSITY
 Priyadarshni Hills P.O.

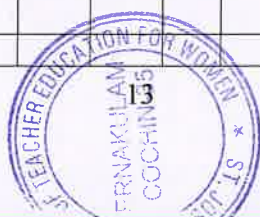
Section:
 Student ID:

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 | | | | | | |
| CORE COURSES | | | | | | | | | | | | | | |
| 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 |
| PEDAGOGIC COURSES | | | | | | | | | | | | | | |
| 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 |
| ASSOCIATE COURSES | | | | | | | | | | | | | | |
| EDU 106 | Elective | 3 | 38 | 50 | 8 | 10 | 46 | 60 | B | 8 | 24 | 16.90 | 21.98 | Pass |
| PRACTICAL COURSES | | | | | | | | | | | | | | |
| 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 |
| TOTAL | | 30 | | | | | | 600 | | | 244 | | | Pass |
| SCPA I : 8.06; SG : B | | | | | | | | | | | | | | |



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Annexure 1b : Model Mark Cum Grade Card (IISem)

MAHATMA GANDHI UNIVERSITY

Priyadarshni Hills P.O.

Section:

Student ID:

Kottayam

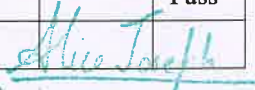
Date:

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 : 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 | | | | | | |
| CORE COURSES | | | | | | | | | | | | | | |
| 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 |
| PEDAGOGIC COURSES | | | | | | | | | | | | | | |
| 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 |
| PRACTICAL COURSES | | | | | | | | | | | | | | |
| 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 |
| TOTAL | | 30 | | | | | | 600 | | 259 | | | | Pass |
| SCPA II 8.63; SG : B | | | | | | | | | | | | | | |




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Annexure 1c : 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 | | | | | | |
| | ASSOCIATE COURSE | | | | | | | | | | | | | |
| EDU 301 | Language Across the Curriculum | 3 | 42 | 50 | 8 | 10 | 50 | 60 | A | 9 | 27 | 24.3 | 18.48 | Pass |
| | PRACTICAL COURSES | | | | | | | | | | | | | |
| 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 |
| | TOTAL | 30 | | | | | | 600 | | | 254 | | | |
| | SCPA III : 9; SG : A | | | | | | | | | | | | | |



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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 | | | | | | |
| CORE COURSES | | | | | | | | | | | | | | |
| 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 |
| PEDAGOGIC COURSE | | | | | | | | | | | | | | |
| EDU 403 | Professional Development of English teacher | 3 | 41 | 50 | 6 | 10 | 47 | 60 | B | 8 | 24 | 58.09 | 52.34 | Pass |
| PRACTICAL COURSES | | | | | | | | | | | | | | |
| 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 |
| TOTAL | | 30 | | | | | 600 | | | 250 | | | | |




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|--------------------------|------|-----|--|--|--|--|--|--|--|--|--|--|--|
| SCPA IV : 8.16, SG : B | | | | | | | | | | | | | |
| SCPA III :9, SG :A | | | | | | | | | | | | | |
| SCPA II :8.63, SG :B | | | | | | | | | | | | | |
| SCPA I :8.06, SG :A | | | | | | | | | | | | | |
| CCPA OF PROGRAMME | 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

| %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 |

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.

| 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 |

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

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

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

Where TCP = Total Credit Point;
 TC = Total Credit



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MAHATHMA GANDHI UNIVERSITY, KOTTAYAM

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

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

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

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

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

I. PROGRAMME FRAMEWORK

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

II. COURSE STRUCTURE OF THE PROGRAMME

A. Theory Courses :

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



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

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

NB: EPC-Enhancing Professional Capacities

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

III.SEMESTER WISE PROGRAMME FRAME

Semester 1

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



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

Semester II

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



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Semester III

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

Semester IV

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



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IV. SCHEME OF ASSESSMENT

A . Internal evaluation of theory courses

a. Theory Courses with Credit 5

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

b. Theory Courses with Credit 3

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

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

B. External evaluation of Theory Courses

Semester 1

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



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Semester II

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

Semester III

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

Semester IV

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



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C. Pattern of Questions

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

I. LIST OF COURSES A.CORE COURSES

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

B. PEDAGOGIC COURSES

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



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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

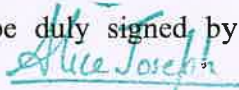
C. ASSOCIATE COURSE –ELECTIVE

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




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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



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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:



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SEMESTER I

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



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



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

SEMESTER II

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



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



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



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

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



Mica Jack
Dr. Athira T.

SEMESTER III

| COURSE CODE | COURSE NAME | NAME OF PRACTICAL | FIELD | DOCUMENTS TO BE MAINTAINED | CRITERIA FOR ASSESSMENT | MARK DISTRIBUTION | TOTAL MARKS | CREDIT |
|-------------|-------------|--|--------|---|---|-------------------|-------------|--------|
| EDU 302.1 | Core : | Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) (Edu 101 & 201) | School | Record & supervision diary cum reflective journal(as per format attached) | Relevance of value selected-4 Marks Lesson Plans - 5 Marks Resources used - 4 Marks Transmission of value - 4 Marks Reflective Journal (one journal entry for two class - 2 Marks Timely Submission -1 Mark | 20 | 80 | 4 |
| | | Case study based on learning problems of school pupils (Edu 102 & 202) | School | Report and reflective journal | Report Writing(15 to 20 pages) -25 Marks Identification of the case - 5 Marks Characteristics of the case - 5 Marks Tools and techniques used - 5 Marks Analysis and interpretation - 5 Marks Suggestions and recommendation - 5 Marks Reflective Journal - 4 Marks Timely Submission -1 Mark | 30 | | |
| | | Action research @1 (Edu 203) | School | Report and reflective journal | Report Writing (15 to 20 pages)- 25 Marks <ul style="list-style-type: none"> • Relevance of the problem - 5 Marks • Action Hypothesis - 5 Marks • Action plan - 5 Marks • Analysis and Interpretation- 5 Marks • Suggestions and recommendation - 5 Marks Reflective Journal - 4 Marks Timely Submission -1 Marks | 30 | | |



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

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

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

SEMESTER IV

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

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|-----------|-----------|---|---------|---------------------|--|---|----|-----|---|
| EDU 404.2 | Pedagogic | courses) EDU 401, 402 | | | | | | | |
| | | Developing vision and mission as a teacher- SWOT Analysis | College | Record | | <p>Comprehensiveness and neatness -3 Marks</p> <p>Timely submission -1 Mark</p> | | | |
| | | Educational journal review (5 research article) | College | Record and evidence | | <p>Identification of SWOT -12 Marks</p> <p>Preparation of template -8 Marks</p> <p>Vision Mission Statement -7 Marks</p> <p>Comprehensiveness of the report -12 Marks</p> <p>Timely Submission -1 Mark</p> | 40 | | |
| | | Project on any topic of pedagogic relevance | College | Project Report | | <p>Report Writing (15-20 pages) -29 Marks</p> <ul style="list-style-type: none"> • Need and Significance -5 Marks • Brief Overview of the journal -5 Marks • Review of articles -15 Marks • Comprehensiveness of the report-4 Marks • Timely submission -1Mark | 30 | 120 | 6 |
| | | | | | | <p>Report Writing(15to 20 pages) - 29 Marks</p> <ul style="list-style-type: none"> • Relevance of the topic - 4 Marks • Procedure adopted -10 Marks • Analysis and interpretation - 6Marks • Summary and conclusion -5 Marks • Comprehensiveness of the report - 4 Marks <p>Timely Submission -1 Marks</p> | 30 | | |

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



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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.




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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



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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.



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M.Ed.
Master of Education
(TWO YEAR)

PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PG CSS REGULATIONS 2019)



EXPERT COMMITTEE IN EDUCATION (PG)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA

2019



PROGRAMME STRUCTURE AND SYLLABUS PGCSS – M.Ed.

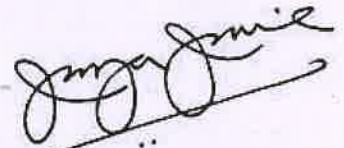
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THE EXPERT COMMITTEE IN EDUCATION (PG)

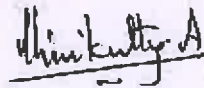
Chairperson:

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



Members:

1. Prof. (Dr.) Minikutty A.,
Faculty,
School of Pedagogical Sciences,
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2. Dr. Soosamma P. A.,
Head of the M.Ed. Department,
Mt. Carmel College of Teacher Education for Women, Kottayam.



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



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



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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 |
|-----------------------|---|---|-------------------------|---------|---------------------------|
| FIRST SEMESTER | | | | | |
| ED010101 | Advanced Philosophy of Education | Common Core Course - Perspective Course - Taught Course & Practicum | 5 | 4 | 20 |
| ED010102 | Advanced Educational Psychology: Learning and Development | Common Core Course - Perspective Course - Taught Course & Practicum | 5 | 4 | |
| ED010103 | Introduction to Educational Research and Statistics | Common Core Course - Tool Course - Taught Course & Practicum | 5 | 4 | |
| ED010104 | Trends, Issues, Innovations and Research in Teacher Education | Common Core Course - Teacher Education Course - Taught Course & Practicum | 5 | 4 | |



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

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



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

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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 IInd, IIIrd and IVth semesters of the Programme as follows:

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

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

7.4 Field Internships:

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

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



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

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

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

7.5 Dissertation and Dissertation Viva Voce:

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

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



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

The internal assessment shall be done by the supervising teacher and the external assessment by the M.Ed. Faculty (also former M.Ed. Faculty) from universities/colleges of teacher education from a panel of examiners decided by the University. All teacher educands who have submitted the dissertation and appeared for the IIIrd Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the IIIrd Semester.

7.6 Comprehensive Viva Voce:

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

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

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

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

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

7.8 Minimum requirements for successful completion of the Programme:

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



| | |
|---|------------|
| 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 (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.



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Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

BOARD OF STUDIES IN EDUCATION (PG)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA



2015

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Preface

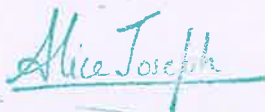
Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviours and skills required to perform their task effectively in the classroom, school and wider community. Teachers' quality is crucial and has been globally accepted to be significantly associated with the quality of students in general and students' learning outcomes in particular. In this context, reforming the policies and procedures of teacher education become inevitable. To make the teacher education programmes vibrant and in response to the emerging demands from the society, it is necessary that a 'paradigm shift' be made in the field of teacher education. The aim of teacher education must therefore be to make a teacher tactful, resourceful, highly educated and disciplined who can cope with the changing situations.

The two year M.Ed. curriculum is designed to provide opportunities for student teachers to extend as well as deepen their knowledge and understanding of education, specialize in select areas, and also develop research capacities leading to specializations in elementary, secondary and senior secondary education.

The present revision emphasizes field based experiences to the prospective teachers at various sectors of teacher education. A significant step in the revised curriculum is the thrust given for process based classroom procedures and reflective sessions through guided discovery, which are based on competency based performance indicators. The curriculum also introduces a variety of courses like Comparative Education, ICT and Skill Development, Quality Assurance in Education and Material and Instructional Design.

The course is designed in such a way as to equip student teachers with hands on experience in their field of specialization. It is expected that this will prove helpful to the prospective teachers in integrating theory and practice. Extensive effort has been taken in preparing the curriculum. Utmost care was taken to prevent any time lag in the conduct of the two year programme.

This work is the result of the combined discourses carried out among very eminent resource persons, senior members in the field of teacher education, and teacher educators from various institutions. The process of curriculum revision became possible through detailed planning, decision making and whole hearted support given by the stakeholders in the field of teacher education. I express my sincere gratitude to Hon'ble Vice -Chancellor Dr. Babu Sebastian and Pro Vice -Chancellor Dr. Sheena Shukkur for their whole hearted support and guidance. I am grateful to Prof.(Dr.)A. Sukumaran Nair, Chairman, Kerala State Education Advisory Board and former Vice-Chancellor of Mahatma Gandhi University for his constructive suggestions. I would like to take this opportunity to thank the Registrar Prof. M.R. Unni, Controller of Examinations Dr. Thomas John Mampra and Finance Officer Shri. Abraham J. Puthumana of this University for all their help and encouragement in this regard. I like to record my sincere thanks to Prof. (Dr.)K. R. Sivadasan, former Professor and Dean, Faculty of Education, University of Kerala for rendering his consultancy. I express my heartfelt gratitude to Dr. P. J. Jacob, Professor, School of Pedagogical Sciences and Director of Research, Mahatma Gandhi University for refining the work with valuable comments and suggestions. I would like to extend special thanks to Dr. Jayasree P. Associate Professor and Dr. Sajna Jaleel, Assistant Professor, School of Pedagogical Sciences for the strenuous effort they have taken in the completion of this work. I thankfully acknowledge my deep sense of gratitude to one and all who have put their time and effort to make this venture a success.



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16-10-2015



Introduction

Quality has become the defining element in 21st century in the context of fast changing world scenario and emergence of new social realities. Due to the impact of globalization on technological revolution, the world education scenario is changing so fast that only a system of education which is dynamic, futuristic and adjusting to the demands of time will exist and compete in the global market. Quality to teacher education envisages the teacher educator's role as knowledge worker, consultant and counselor to create a learning society and sustainable teacher folk. Teachers are the greatest assets of any educational system and they stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of the education system. Teachers quality is therefore, crucial and has been globally accepted to be significantly associated with the quality of education in general and students learning outcomes in particular.

Teacher education institutions have a special role in shaping leaders capable of creating, disseminating and transforming knowledge to society for more ethical and secure lives. Looking at the current scenario of teacher education across the country and its deteriorating plight, quality management seems to be the pressing need of the hour. Our nation demands a regeneration of qualified and dedicated teachers with academic potentialities for developing new generation with strong values and visions.

Some suggestions for improving quality in teacher education are

- updating the curriculum with the changing times and needs of the society
- developing frontline curriculum strategies for all types of teacher education programmes
- developing communication skills and language proficiency among the teachers
- developing an understanding of the impact of forces like liberalization, privatization, globalization and developments in the field of information and communication technology and education
- developing resourcefulness to use locally available resources
- making proper understanding of modern techniques of evaluation
- planning and organising all the components of teacher training courses effectively.

Teachers need to be looked at as crucial mediating agents through whom curriculum is to be transacted. Teaching is one of the most respected profession and the roles, functions,



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and preparation of teachers undergo changes from time to time. The role of teachers in quality teacher education includes

- improving subject knowledge, teaching skills, methods, system and ensuring students participation in the teaching-learning process.
- evaluating students performance properly, honestly and impartially.
- undertaking research, publication of papers and extension activities.
- rendering services for administration and policy making of the teacher education programmes
- developing curricular materials and conducting remedial bridge/add on courses
- organising and participating in seminars/conferences/workshops/symposia
- planning and organising consultancy services.
- developing systems, procedures and programmes for sustainable development and formulating strategies for knowledge management

University Education Commission (1948-49) reported that people in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession. This attitude of the people is still alive and not changed much. In this context teacher educators also need a strong system of professional development and ongoing support. As a professional course in Teacher Education, the M. Ed programme needs to provide an understanding and critical reflection on both theory and practice.

The two-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialise in select areas and also develop research capacities, leading to specialization in elementary, secondary and senior secondary education.



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Programme Objectives

The broad objectives of Teacher Education programme are stated below.

After the completion of the two year programme, the student teacher would be able to

- gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
- be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
- examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities.
- involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
- develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes.
- design in-service teacher professional development program/activities based on the needs of teachers
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspective on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as an effective teacher educator



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M.Ed. CURRICULUM REGULATIONS, 2015

(with effect from 2015 Admissions)

1. Title

These regulations shall be called REGULATIONS FOR THE TWO YEAR M.Ed. PROGRAMME under CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) with indirect grading, conducted by the Mahatma Gandhi University with effect from 2015 admission.

2. Scope

2.1. Applicable to regular M.Ed. programme conducted by the Mahatma Gandhi University, Kottayam. with effect from 2015 admission.

2.2. The provision supersede all the existing regulations for the Regular M.Ed. programme of Mahatma Gandhi University to the extent herein prescribed.

3. Preliminaries

The six major aspects of the revised M.Ed. (CBCSS) programme are:

- Semesterisation
- Credit System
- Continuous Evaluation
- Grading
- Field Attachment
- Internship



Curriculum for

4. Definitions

4.1. **Programme** means a two year course of study and examination spread over four semesters of six months each. The successful completion of the programme would lead to the award of Masters Degree in Education.

4.2 **Semester system** One of two divisions of an academic year having six months duration. The M. Ed programme will have four Semesters.

4.3 **Inter semester break** is the period of break given after I, II and III Semester.

4.4 **Academic Week** is a unit of five working days in which distribution of work is organized from Day 1 to Day 5, with a minimum of 7 contact Hours of one hour duration in each day.

4.5 **Credit (C)** is a unit of input measured in terms of students' study hours devoted to various aspects of the teaching-learning and research process. One credit for the M. Ed programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits



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on the basis of the number and type of work they have successfully completed. All the works that carry credits are compulsory.

4.6 Credit Point (CP) is the assigned credit of the course.

4.7 Grade(G) means a letter symbol (e.g. A,B,C) which indicates the broad level of performance of a student in an answer/course/semester/programme.

4.8 Grade Point(GP) is the numerical indicator of the percentage of marks awarded to a student in a course.

4.9 Semester Credit Point Average(SCPA) is the value obtained by dividing the sum of the Credit Points(TCP) obtained by a student in various courses taken in a semester by the total number of credits taken by him/ her in that semester. SCPA shall be rounded off to two decimal places. The academic performance of a student shall be assessed on a six point scale.

4.10 Cummulative Credit Point Average (CCPA) is the average of SCPA of four semesters. CCPA indicates the broad level of academic performance of a student in a programme and is the index for ranking/grading students. An overall letter grade on a seven Cummulative Grade for the entire programme shall be awarded to a student depending on his or her CCPA. The CCPA shall be rounded off to two decimal places.

4.11 Course means a segment of subject matter to be covered in a semester and it includes common core course and specialisation course.

4.11.1 Common Core Course means a course that comes under the category of courses which are compulsory as specified for all students undergoing the M.Ed. programme. The common core course comprise of Perspective Courses, Tool Courses and Teacher Education Courses with a total of 48 credits.

4.11.1.1 Perspective Courses

The perspective courses are designed to attain the special characteristics of Teacher Education and the following additional demands:

- i. sound knowledge of pedagogy
- ii. a general perspective on society, social needs and concerns for the well being of human beings.
- iii. a wider understanding of human knowledge and an idea of epistemic structure of disciplines.
- iv. in depth and breadth of understanding of the education of teacher educators.

All these leads to the robust theoretical perspective on education in general and teacher education in particular. The Perspective courses comprise a total of 24 credits and the obvious disciplines that might directly contribute to these courses include:



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- (i) Philosophy of Education(4 credits)
- (ii) Advanced Educational Psychology- Learning and Development(4 credits)
- (iii) Introduction to Education Studies (4 credits)
- (iv) Sociology, History and Political Economy of Education(4 credits)
- (v) Advanced Educational Psychology - Individual Differences(4 credits)
- (vi) Curriculum Development and Transaction (4 credits)

4.11.1.2 Tool Courses

The tool courses are envisioned to provide students certain skills that enable them to work as professionals and scholars in the field. These tool courses shall be transacted through or be supplemented by workshops. The tool courses comprise a total of 12 credits and it includes the following

- (i) Introduction to Educational Research and Statistics (4 credits)
- (ii) Advanced Educational Research and Statistics (4 credits)
- (iii) ICT and Skill Development (ICT, Communication Skill, Expository Writing, Academic Writing including Research Proposal and Self Development including Yoga) (4 credits)

4.11.1.3 Teacher Education Courses

Even though all courses in the M.Ed programme will contribute to the making of good teacher educators, it is necessary to provide focused exposure and experiences to each of them. This component on teacher education hence will be compulsory for all students. It would consist of two taught courses transacted on campus and an internship transacted in an institution of teacher education. These courses comprise of 12 credits and it includes the following

- i) Theoretical Bases of Teacher Education (4 credits)
- ii) Teaching, Research, Innovations and Issues in Teacher Education (4 credits)
- iii) Field Internship (4 credits)

4.11.2 Specialisation course means a course in the subject of specialization in the M.Ed. programme. The specialisation component has 24 credits with five courses and field internship.

This includes two specialisation courses as core courses. They are:

- i) Context and Issues of Elementary Education (4 credits)
- ii) Context and Issues of Secondary and Senior Secondary Education (4 credits)
- iii) Specialisation Course opted from Thematic Cluster-A(4 credits)
- iv) Specialisation Course opted from Thematic Cluster-B(4 credits)



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- v) Specialisation Course opted from Thematic Cluster-C(4 credits
- vi) Field Internship (4 credits).

4.12 Credits allotted to Courses

- I. Common core course (Taught Course and Practicum) - 48 credits
 - Perspective courses - 24 credits
 - Tool courses - 12 credits
 - Teacher Education courses including Field Intership -12credits
- II. Specialisation Courses including Field Intership - 24 credits
- III. Dissertation - 6 credits
- IV. Viva voce -2 credits

4.13 Internship

It is the period of supervised training required for qualifying for a profession.

The teacher educand is expected to familiarise himself/herself with the ongoing practices including administration, curricular and co curricular activities that are being imparted in the Schools/ Primary Teacher Education Institutions/ Secondary teacher training institutions and field experience relevant to the area of specialisation opted 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 educators/mentor teacher educator from the respective institutions. Internship in field site relevant to the area of specialisation opted from Thematic Clusters shall be done under the supervision of a teacher educator/field mentor. Each teacher educand has to keep a separate record for the activities in each institution and field site during his or her internship.

Internship programme in the third and fourth semester is to be evaluated through continuous internal evaluation.

Marks Allotted for Internship

| Semester | Institutions for Internship | Marks | Credits |
|--------------|---|-------|---------|
| III Semester | Primary Schools | 25 | 1 |
| | Primary Teacher Education Institutions | 50 | 2 |
| | Field site relevant to the area of specialisation opted from Thematic cluster A&B | 25 | 1 |
| IV Semester | Secondary and Senior Secondary Schools | 25 | 1 |
| | Secondary Teacher Education institutions | 50 | 2 |
| | Field site relevant to the area of specialisation opted from Thematic Cluster C | 25 | 1 |

4.14 Research Dissertation and Viva-Voce

The dissertation is a compulsory component of the M.Ed programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where

students (with guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. dissertation) is important, the process through which it is arrived at is also equally significant.

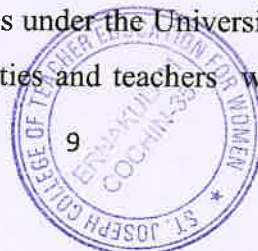
Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (/ies), analysing and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component is spread over in various stages of this process, viz., preparation and presentation of a research proposal, preparation of tools, collection of data, analysis of data, preparation of the draft and final dissertation and presenting it in a viva-voce examination. These could be in the form of special tutorials in relevant courses. All these stages should be given due weightage in the assessment of the dissertation.

The finalization of the title of M.Ed. Dissertation shall be done by a research committee in each institution. Research committee shall be constituted with a minimum of the three members (Head of the Department and two faculty members) and a minimum of one external expert. The finalized title of the M.Ed. Dissertation in each institution shall be approved by the Dean, faculty of Education. If the Dean post is vacant, an expert in the education faculty authorized by the Vice Chancellor shall approve the title of the M.Ed. Dissertation.

Report should be approximately between 10000 to 20000 words depending upon the nature of the topic. For evaluating the Dissertation, there will be external and internal evaluation by experts followed by viva-voce. The viva-voce will be based on Research Methodology and the Dissertation. Out of the 8 credits for Dissertation component, 6 credits are for the Dissertation and 2 credits are for the viva –voce.

For dissertation average marks of Internal and external evaluation is to be taken for calculating the grade of dissertation. The internal evaluation shall be done by the supervising teachers working in the affiliated colleges under the University. The external evaluation shall be done by the teachers in the universities and teachers working in the affiliated colleges



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outside the university. Retired teachers in the universities/ affiliated colleges can also be included in the panel of examiners. All the students who have appeared for the fourth semester examination and submitted the dissertation shall appear before the duly constituted board of examination for viva-voce.

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

4.16 Staff Council means the body of all teachers of the college.

4.17 Course Coordinator is a teacher nominated by the Head of the Institution to coordinate the continuous evaluation undertaken in that course.

4.18 College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college.

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

5 Eligibility for Admission and Reservation of Seats

Eligibility for admission, norms for admission, reservation of seats for M.Ed degree programme shall be in accordance with University/Government/NCTE norms from time to time.

6 Duration

6.1 The duration of M. Ed programme shall be of Four Semesters

6.2 The duration of each semester shall be a minimum of 630 to 700 hours distributed over 90 - 100 working days spread over 18-20 five day working weeks. First Semester and third semester is from June to October in the respective year, Second Semester and fourth Semester is from 16th November to 15th April in the respective year. Inter semester break after I Semeter and III semester will be from 1st to 15th November in the respective year and Inter semester break after II semester will be from 16th April to 31st May.

6.3 The Internship Programme which is a compulsory part of M.Ed programme is scheduled in the Third(40 days) and Fourth(45 days) Semesters.

The internship programme in the III semester is scheduled for 10 days in a Primary school and 30 days in Primary Teacher Education Institutions and field sites relevant to the area of specialisation opted from Thematic cluster A and B.

The internship programme in the IV semester is scheduled for 45 days of which, 15 days in secondary and sr. secondary schools and 30 days in a secondary teacher



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education institution and field site relevant to the area of specialisation opted from Thematic Cluster C.

6.4 Data collection related to Dissertation is to be done in the Third semester for a minimum of 20 days. Data can be collected during internship also without affecting its scheduled activities. The period of Inter semester break can also be utilised for data collection/internship.

6.5 A student has to complete the programme within a period of four semesters from the date of commencement of the first semester of the programme.

7 Medium of Instruction and Examination of the course shall be in English. Those candidates who desire to prepare tools for data collection are permitted to prepare it in Malayalam and in other languages but the English version of the same shall be appended in the Dissertation.

8 Attendance

8.1 One semester of M. Ed programme will normally consist of 100 working days of 7 hours each. A candidate shall earn a minimum of 80% attendance out of the total working days in each semester. For the internship a candidate shall earn a minimum of 90% attendance out of the days allotted for the same.

8.2 Shortage of attendance (each semester) up to 10% may be condoned by the Vice Chancellor on the recommendation of the principal of the college/head of the institution on genuine grounds.

8.3 The percentage of attendance of a candidate shall be calculated based on the total number of working days in the concerned semester as stipulated by University/NCTE. If a candidate is failed to appear for the examination due to shortage of attendance in a semester, he/she shall obtain readmission to the respective semester in any of the subsequent batches and complete the course as per the rules and regulations of the University.

8.4 A candidate who doesn't complete the internship and the requirements of internal evaluation of each course satisfactorily, is not eligible to apply for the final University examination in the fourth semester. After completing the internship and the requirements of internal evaluation of each course satisfactorily, he/she is eligible to apply for the final fourth semester examination.

9. Readmission A student who have shortage of required attendance and couldn't appear for the University examination in a semester is eligible for readmission for the same semester in any of the subsequent years as a term student, with the permission of the Principal and concurrence of the University. This candidate shall be allowed to appear for the examination of that semester only if he/she has completed all the activities (including internship/requirements of internal evaluation) of the semester successfully. Such candidate

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shall take readmission for the respective semester within three years from the last date of the concerned semester.

10 Structure of the M.Ed. Programme

| Programme Duration | 4 Semesters |
|--|-------------|
| Minimum Credits Required for successful completion of the Programme | 80 |
| Minimum credits required for Common core courses (11 courses) and field Internship | 48 |
| Minimum credits required for specialization courses (5 courses) and field Internship | 24 |
| Dissertation and Viva-Voce | 8 |
| Minimum Attendance Required | 80% |
| Minimum attendance required for internship | 90% |

10.1 Programme Structure

Two year programmes in four semesters.

Semester I

5 Courses : 5 Common core courses - 5 X 4 = 20 Credits
(includes 3 perspective courses, one tool course and one teacher education course)

Semester II

5 Courses : 5 Common core courses - 5 X 4 = 20 credits
(includes 3 perspective courses, and a tool course)

Semester III

4 Courses : 1 Common core course - 1 X 4 = 4 Credits
(Teacher Education Course)

3 Specialization courses - 3 X 4 = 12 Credits
(includes one Specialisation core course and two Theme based Specialisation courses.)

Field Internship - 4 Credits

Total = 20 Credits

Semester IV

2 Courses : 2 Specialization courses - 2 X 4 = 8 Credits
(one Specialisation core course and one Theme based specialisation course.)

Field Internship - 4 Credits

Dissertation - 6 Credits

VivaVoce - 2Credits

Total = 20 Credits

Total = 20 + 20 + 20 + 20 = 80 Credits



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Course Summary of Two Year M.Ed. Programme

Semester - 1

| Course Code | Course type | Course Name | Credits | Internal marks | External marks | Total marks |
|----------------------|--|---|---------|----------------|----------------|-------------|
| EDU 901 | Common Core Course - Perspective course (Taught course and Practicum) | Philosophy of Education | 4 | 20 | 80 | 100 |
| EDU 902 | Common Core Course - Perspective course (Taught course and Practicum) | Advanced Educational Psychology- Learning and Development | 4 | 20 | 80 | 100 |
| EDU 903 | Common Core Course - Perspective course (Taught course and Practicum) | Introduction to Education Studies | 4 | 20 | 80 | 100 |
| EDU 904 | Common Core Course - Tool course (Taught course and Practicum) | Introduction to Educational Research and Statistics | 4 | 20 | 80 | 100 |
| EDU 905 | Common Core Course - Teacher Education course (Taught course and Practicum) | Theoretical Bases of Teacher Education | 4 | 20 | 80 | 100 |
| Total | | | 20 | | | 500 |
| Inter Semester Break | | | | | | |



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Course Summary of Two Year M.Ed. Programme

Semester - II

| Course Code | Course type | Course Name | Credits | | Internal marks | External marks | Total marks |
|----------------------|---|--|---------|---|----------------|----------------|-------------|
| EDU 906 | Common Core Course - Perspective course (Taught course and Practicum) | Sociology, History and Political Economy of Education | 4 | | 20 | 80 | 100 |
| EDU 907 | Common Core Course - Perspective course (Taught course and Practicum) | Advanced Educational Psychology - Individual Differences | 4 | | 20 | 80 | 100 |
| EDU 908 | Common Core Course - Perspective course (Taught course and Practicum) | Curriculum Development and Transaction | 4 | | 20 | 80 | 100 |
| EDU 909 | Common Core Course - Tool course (Taught course and Practicum) | Advanced Educational Research and Statistics | 4 | | 20 | 80 | 100 |
| EDU 910 | Common Core Course - Tool course (Taught course and Practicum-internal evaluation only) | ICT and Skill Development* | 1 | 4 | 25 | | 100 |
| | | 1)ICT | | | | | |
| | | 2)Communication Skill & Expository Writing | | | | | |
| | | 3) Academic Writing including Research Proposal | | | | | |
| | | 4) Self Development including Yoga | 1 | | 25 | | |
| Total | | | 20 | | | | 500 |
| Inter Semester Break | | | | | | | |

* Internal evaluation of each component course in ICT and Skill Development shall be done through workshops. Evaluation shall be made on the basis of theoretical (10 marks) and practical knowledge (15 marks) attained by the student in each component course.




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Course Summary of Two Year M.Ed. Programme

Semester 3

| Course Code | Course type | Course Name | Credits | Internal marks | External marks | Total Marks |
|-------------|---|--|---------|----------------|----------------|-------------|
| EDU 911 | Common Core Course - Teacher Education Course (Taught course and Practicum) | Teaching, Research, Innovations and Issues in Teacher Education | 4 | 20 | 80 | 100 |
| EDU 912 | Core within Elementary Specialisation course (Taught course and Practicum) | Context and issues of Elementary education | 4 | 20 | 80 | 100 |
| | | Specialisation Course (one course from Thematic Cluster- A(913) shall be opted) | | | | |
| | | Thematic Cluster-A (913): Current Practices in Education | | | | |
| EDU 913.1 | Specialisation course (Taught course and Practicum) | Educational Evaluation | 4 | 20 | 80 | 100 |
| EDU 913.2 | Specialisation course (Taught course and Practicum) | Educational Technology | 4 | 20 | 80 | 100 |
| EDU 913.3 | Specialisation course (Taught course and Practicum) | Guidance and Counselling | 4 | 20 | 80 | 100 |
| EDU 913.4 | Specialisation course (Taught course and Practicum) | Knowledge and Learning Management | 4 | 20 | 80 | 100 |
| EDU 913.5 | Specialisation course (Taught course and Practicum) | Comparative Education | 4 | 20 | 80 | 100 |
| EDU 913.6 | Specialisation course (Taught course and Practicum) | Material and Instructional Design | 4 | 20 | 80 | 100 |
| EDU 913.7 | Specialisation course (Taught course and Practicum) | Early Childhood Care and Education | 4 | 20 | 80 | 100 |
| EDU 913.8 | Specialisation course (Taught course and Practicum) | Higher Education | 4 | 20 | 80 | 100 |



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|-----------------------------|---|--|-----------|-----|----|------------|
| | | Specialisation Course (one course from Thematic Cluster- B(914) shall be opted) | | | | |
| | | Thematic Cluster-B(914). Emerging issues in Education | | | | |
| EDU 914.1 | Specialisation course (Taught course and Practicum) | Environmental Education | 4 | 20 | 80 | 100 |
| EDU 914.2 | Specialisation course (Taught course and Practicum) | Inclusive Education | 4 | 20 | 80 | 100 |
| EDU 914.3 | Specialisation course (Taught course and Practicum) | Non Formal Education | 4 | 20 | 80 | 100 |
| EDU 914.4 | Specialisation course (Taught course and Practicum) | Education of the Marginalised | 4 | 20 | 80 | 100 |
| EDU 914.5 | Specialisation course (Taught course and Practicum) | Educational Planning and Management | 4 | 20 | 80 | 100 |
| EDU 914.6 | Specialisation course (Taught course and Practicum) | Economics of Education | 4 | 20 | 80 | 100 |
| EDU 914.7 | Specialisation course (Taught course and Practicum) | Quality Assurance in Education | 4 | 20 | 80 | 100 |
| EDU 914.8 | Specialisation course (Taught course and Practicum) | Human Rights and Value Education | 4 | 20 | 80 | 100 |
| EDU 915 | Core Course -Field Internship | Field Internship in primary schools & Primary Teacher Education Institutions and field site relevant to area of specialisation opted from thematic clusters A & B. | 4 | 100 | | 100 |
| | | Total | 20 | | | 500 |
| Inter semester Break | | | | | | |



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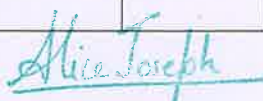
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Course Summary of Two Year M.Ed. Programme

Semester 4

| Course Code | Course type | Course Name | Credits | Internal marks | External marks | Total Marks |
|-------------|--|--|---------|----------------|----------------|-------------|
| EDU 916 | Core within Secondary and Senior Secondary specialisation course (Taught course and Practicum) | Context and issues of Secondary and Senior Secondary Education | 4 | 20 | 80 | 100 |
| | | Specialisation Course (one course from Thematic Cluster- C (917) shall be opted) | | | | |
| | | <u>Thematic Cluster-C (917): Advanced Methodology and Pedagogical Practices of Optional subjects in Secondary and Senior Secondary Education</u> | | | | |
| EDU 917.1 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Language Education - English | 4 | 20 | 80 | 100 |
| EDU 917.2 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Language Education - Malayalam | 4 | 20 | 80 | 100 |
| EDU 917.3 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Language Education - Hindi | 4 | 20 | 80 | 100 |
| EDU 917.4 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Language Education - Sanskrit | 4 | 20 | 80 | 100 |
| EDU 917.5 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Language Education - Arabic | 4 | 20 | 80 | 100 |
| EDU 917.6 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Mathematics Education | 4 | 20 | 80 | 100 |
| EDU 917.7 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Science Education | 4 | 20 | 80 | 100 |




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| | | | | | | |
|------------|---|---|----|-----|-----|-----|
| EDU 917.8 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Social Science Education | 4 | 20 | 80 | 100 |
| EDU 917.9 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of Commerce Education | 4 | 20 | 80 | 100 |
| EDU 917.10 | Specialisation course (Taught course and Practicum) | Advanced Methodology and Pedagogical practices of IT and Computer Science Education | 4 | 20 | 80 | 100 |
| EDU 918 | Core Course -Field Internship | Field Internship in Secondary and Senior Secondary schools & Secondary Teacher Education Institutions and field site relevant to the area of specialisation opted from Thematic cluster - C | 4 | 100 | | 100 |
| EDU 919 | Dissertation | Dissertation | 6 | 150 | 150 | 150 |
| EDU 920 | Dissertation | Viva –Voce | 2 | | 50 | 50 |
| | | Total | 20 | | | 500 |

Semester wise credits and marks

| Semester | Credits | Marks |
|------------|---------|-------|
| Semester 1 | 20 | 500 |
| Semester 2 | 20 | 500 |
| Semester 3 | 20 | 500 |
| Semester 4 | 20 | 500 |
| Total | 80 | 2000 |



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11. Scheme of Evaluation

The academic growth of the student is assessed through continuous internal evaluation and end semester examination

11.1 Internal Evaluation

Components of the Internal Evaluation and their marks are shown below.

| Component | Marks |
|-----------------------------------|-------|
| Assignment/Seminar/Project/Survey | 5 |
| Practicum | 5 |
| Written Examination | 10 |
| Total | 20 |

a) Assignment/Seminar/Project/Survey: The student has to take a minimum of one assignment/seminar/project/survey per course.

b) Practicum: Each student should take up a minimum of two items or do as per directions given in the section -Practicum of each course.

c) Written Examination: A minimum of two class test is to be attended per semester and the average of the two marks to be taken .

11.2 External Evaluation

11.2.1 Theory

The external evaluation of all semesters shall be conducted by the University at the close of each semester. 20 percent marks is given for continuous internal evaluation and 80 percent marks for the end semester examination.

11.2.2 There will be no supplementary exams. For reappearance, students can appear along with the next batch.

11.2.3 Student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester.

12. Pattern of questions

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/She shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of Essay type, short answer and very short answer type questions.



Type of questions and the marks assigned are as follows

| Sl. No. | Type of questions | Number of questions to be answered | Marks |
|---------|------------------------|------------------------------------|---------|
| 1 | Essay type questions | 2 out of 4 | 2x10=20 |
| 2 | Short Answer Type | 10 out of 12 | 10x5=50 |
| 3 | Very short answer Type | 5 out of 7 | 5x2=10 |
| Total | | 17 out of 23 | 80 |

13. Grading

13.1 The Internal and External examinations shall be evaluated using Indirect Grading System based on a 6-point scale as given below.

For all courses (theory) grades are given on a 6-point scale based on the total percentage of marks in both internal evaluation and external evaluation as given below.

| 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 |
| Below 50 | E Failure | 5 |

13.2 Consolidation of credit point of a course: The grade for a course is consolidated by combining the external and internal marks based on 6 point scale. For a particular course, if the grades scored by a student is B his/her grade point is 8. Taking care of their credit, credit point of the course is calculated by finding the product of the credit and grade point.

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

$$CP = C \times GP \quad \text{where } C = \text{Credit}$$

$$GP = \text{Grade Point}$$



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SCPA is obtained by dividing the sum of credit points obtained in a semester by the sum of credits taken in that semester. Semester credit point average(SCPA) of a student in a semester shall be calculated using the formula given.

$$\text{SCPA} = \frac{\text{TCP}}{\text{TC}} \quad \text{where TCP} = \text{Total Credit Point} \\ \text{TC} = \text{Total Credit}$$

The overall grade for a programme for certification shall be based on CCPA with a 6 point Scale. CCPA is calculated by computing the average of SCPA of FOUR semesters. Cumulative Credit Point Average (CCPA) is calculated as follows:

$$\text{CCPA} = \frac{\text{I SCPA} + \text{II SCPA} + \text{III SCPA} + \text{IV SCPA}}{4}$$

Grades for the different semesters and overall programme are given based on the corresponding SCPA/CCPA as shown below:

| SCPA/CCPA | GRADE |
|----------------------------------|-----------------------|
| Above 9 | A+ Outstanding |
| Above 8, but below or equal to 9 | A Excellent |
| Above 7, but below or equal to 8 | B Very good |
| Above 6, but below or equal to 7 | C Good |
| Above 5, but below or equal to 6 | D Satisfactory |
| 5 or below | E Failure |

13.4 Pass Requirement

The minimum marks required for a pass in the M.Ed degree exam shall be 50 percent in the aggregate for theory, internship, dissertation and viva-voce. The minimum requirement for a pass in each paper shall be 40 percent and for a pass in internship, dissertation and viva-voce shall be 50 percent each. A student who fails to secure the minimum percentage of marks required for a pass in a theory paper/papers need to reappear for the examination in that particular paper/papers only and shall secure a minimum of 50 percent marks for each paper. A student who fails to secure the minimum percentage of marks required for a pass in



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dissertation need to resubmit the same along with the examination of any of the subsequent batches and also he/she shall reappear for the viva-voce.

A student who could not successfully complete internship need to redo internship subsequently. Only after satisfactory completion of the internship and the requirements of internal evaluation in all semesters the student shall be allowed to appear for the fourth end semester examination.

A student who is absent or fails to secure the minimum percentage of marks in the viva-voce need to reappear for the same only along with any of the subsequent batches.

14. Grievance Redressal Mechanism

The 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 grade. In order to redress the grievance of students, a three level Grievance Redressal mechanism is envisaged. A student can go to the upper level only if the grievance is not redressed at the lower level.

- Level 1 Teacher Level. The teacher concerned
- Level 2 College level committee with the principal as Chairman, Co-ordinator, a teacher nominated by the College staff council as member
- Level 3 University Level: Committee constituted by the Vice-Chancellor

15. Grade Card

The university under its seal shall issue to the students a 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 Master degree Programme
- d) Name of Semester
- e) Name and Register number of student
- f) Code number, Title and Credits of each course done in the semester
- g) Internal, external and Total marks, Grade, Grade point (GP) and Credit point in each course done in the semester
- h) Institutional average of the Internal exam and University average of the external exam in each course
- i) The total credits, total credit points and SCPA in the semester



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Model Mark cum Grade cards are appended as Annexure A,B, C and D.

15.1 The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the last semester and the total credits acquired for each Semester (SCPA) and the overall Credits (CCPA) acquired for the programme. The model of the final mark cum grade card is appended as Annexure E

16. Additional Specialisation. An M. Ed. degree holder of Mahatma Gandhi University under this regulation is eligible to take another specialisation from the Thematic Cluster A or B or C (one at a time) with the consent of the Head of the college/institution and sanction of the University. The candidate shall remit the semester fee decided by the University. With the sanction of the University, the candidate shall join in the college/ institution at the beginning of the respective semester and complete all the activities of the semester with a minimum of 80 percentage attendance out of the total working days in that semester. For the internship, the candidate shall earn a minimum of 90 percentage attendance out of the days allotted for the same.

A candidate who has done internship during his/her M. Ed degree course taking additional specialisation from Thematic Cluster A or B in the third semester, he/she shall do the field internship with respect to that specialisation. i.e. internship in field site relevant to the specialization.

The candidate taking additional specialisation from Thematic cluster C shall have B.Ed degree in the concerned specialisation with 55% of marks and shall do all the activities of the field internship of the fourth semester.

17. The Board of Studies

Board of studies (PG) in education has designed the scheme, syllabus and model question paper for the M.Ed. programme according to the regulations.

18. Words and Expressions used and not defined in this regulations shall have the same meaning assigned to them in the University Act and Statutes.

19. Transitory Provision

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of two year from the date of coming into force of these regulations, have the power to modify any of these regulations, syllabi and scheme of evaluation as may be necessary.



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Annexure A -Model Mark Cum Grade Card (I Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarshini Hills P.O. Kottayam

Section:

Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree I Semester Examination, November 2015

| Course Code | Course Title | Credits(c) | Marks | | | | | | Grade Awarded(G) | Grade Point (GP) | Credit Point(CxGP) | Institutional Average(IA) | University Maximum(UA) | Result |
|-----------------|---|------------|------------|---------|------------|---------|--------------|---------|------------------|------------------|--------------------|---------------------------|------------------------|--------------|
| | | | External | | Internal | | Total | | | | | | | |
| | | | Awarded(E) | Maximum | Awarded(I) | Maximum | Awarded(E+I) | Maximum | | | | | | |
| | Common Core Course | | | | | | | | | | | | | |
| EDU 901 | Philosophy of Education | 4 | 55 | 80 | 15 | 20 | 70 | 100 | B | 8 | 32 | - | - | Pass |
| EDU 902 | Advanced Educational Psychology: Learning and Development | 4 | 65 | 80 | 15 | 20 | 80 | 100 | A | 9 | 36 | - | - | Pass |
| EDU 903 | Introduction to Education Studies | 4 | 55 | 80 | 10 | 20 | 65 | 100 | C | 7 | 28 | - | - | Pass |
| EDU 904 | Introduction to Educational Research and Statistics | 4 | 75 | 80 | 15 | 20 | 90 | 100 | A+ | 10 | 40 | - | - | Pass |
| EDU 905 | Theoretical Bases of Teacher Education | 4 | 65 | 80 | 10 | 20 | 75 | 100 | B | 8 | 32 | - | - | Pass |
| Total | | | | | | | | 500 | | | 168 | | | |
| SCPA=8.4 | | | | | | | | | | | | | | SG =A |

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Annexure B -Model Mark Cum Grade Card (II Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarshini Hills P.O. Kottayam

Section:

Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Second Semester Examination, May 2016

| Course Code | Course Title | Credits(c) | Marks | | | | | | Grade Awarded(G) | Grade Point (GP) | Credit Point(CxGP) | Institutional Average(IA) | University Maximum(UA) | Result |
|-----------------|--|--------------|------------|---------|------------|---------|--------------|---------|------------------|------------------|--------------------|---------------------------|------------------------|--------|
| | | | External | | Internal | | Total | | | | | | | |
| | | | Awarded(E) | Maximum | Awarded(I) | Maximum | Awarded(E+I) | Maximum | | | | | | |
| | Common Core Course | | | | | | | | | | | | | |
| EDU 906 | Sociology, History and Political Economy of education | 4 | 50 | 80 | 15 | 20 | 65 | 100 | D | 6 | 24 | - | - | Pass |
| EDU 907 | Advanced Educational Psychology - Individual Differences | 4 | 60 | 80 | 10 | 20 | 70 | 100 | C | 7 | 28 | - | - | Pass |
| EDU 908 | Curriculum development and Transaction | 4 | 50 | 80 | 15 | 20 | 65 | 100 | D | 6 | 24 | - | - | Pass |
| EDU 909 | Advanced Educational Research and Statistics | 4 | 65 | 80 | 15 | 20 | 80 | 100 | C | 7 | 28 | - | - | Pass |
| EDU 910 | ICT and Skill Development | 4 | | | 80 | 100 | 80 | 100 | B | 8 | 32 | - | - | Pass |
| Total | | | | | | | | | 500 | | | 136 | | |
| SCPA=6.8 | | SG =C | | | | | | | | | | | | |

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Annexure C -Model Mark Cum Grade Card (III Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarshini Hills P.O. Kottayam

Section:

Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Third Semester Examination, October 2016

| Course Code | Course Title | Credits(c) | Marks | | | | | | Grade Awarded(G) | Grade Point (GP) | Credit Point(CxGP) | Institutional Average(LA) | University Maximum(UA) | Result |
|-------------|--|------------|------------|---------|------------|---------|--------------|---------|------------------|------------------|--------------------|---------------------------|------------------------|--------|
| | | | External | | Internal | | Total | | | | | | | |
| | | | Awarded(E) | Maximum | Awarded(I) | Maximum | Awarded(E+I) | Maximum | | | | | | |
| | Common Core Course | | | | | | | | | | | | | |
| EDU 911 | Teaching, Research, Innovations and Issues in Teacher Education | 4 | 50 | 80 | 15 | 20 | 65 | 100 | D | 6 | 24 | - | - | Pass |
| | Elementary Specialisation Core Course | | | | | | | | | | | | | |
| EDU 912 | Context and Issues of Elementary Education | 4 | 60 | 80 | 10 | 20 | 70 | 100 | C | 7 | 28 | - | - | Pass |
| | Specialisation Courses Thematic Cluster - A (913): Current Practices in Education | | | | | | | | | | | | | |
| EDU 913.1 | Educational Evaluation | | | | | | | | | | | | | |
| EDU 913.2 | Educational Technology | | | | | | | | | | | | | |
| EDU 913.3 | Guidance and Counselling | | | | | | | | | | | | | |
| EDU 913.4 | Knowledge and Learning Management | | | | | | | | | | | | | |



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**Annexure D -Model Mark Cum Grade Card (IV Semester)
Mahatma Gandhi University
Priyadarshini Hills P.O. Kottayam**

Section:

Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :


Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Fourth Semester Examination, May 2017

| Course Code | Course Title | Credits(c) | Marks | | | | | | Grade Awarded(G) | Grade Point (GP) | Credit Point(CxGP) | Institutional Average(IA) | University Maximum(UA) | Result |
|-------------|--|------------|------------|---------|------------|---------|--------------|---------|------------------|------------------|--------------------|---------------------------|------------------------|--------|
| | | | External | | Internal | | Total | | | | | | | |
| | | | Awarded(E) | Maximum | Awarded(I) | Maximum | Awarded(E+I) | Maximum | | | | | | |
| | Secondary Specialisation Core Course | | | | | | | | | | | | | |
| EDU 916 | Context and Issues of Secondary Education | 4 | 70 | 80 | 10 | 20 | 80 | 100 | B | 8 | 32 | - | - | Pass |
| | Specialisation Courses Thematic Cluster-C(917): Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education | | | | | | | | | | | | | |
| EDU 917.1 | Advanced Methodology and Pedagogical Practices of Language Education - English | | | | | | | | | | | | | |
| EDU 917.2 | Advanced Methodology and Pedagogical Practices of Language Education – Malayalam | | | | | | | | | | | | | |




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| | | | | | | | | | | | | | | | |
|------------|--|-------|-----|-----|-----|-----|-----|-----|---|---|-----|---|---|------|--|
| EDU 917.3 | Advanced Methodology and Pedagogical Practices of Language Education - Hindi | | | | | | | | | | | | | | |
| EDU 917.4 | Advanced Methodology and Pedagogical Practices of Language Education - Sanskrit | | | | | | | | | | | | | | |
| EDU 917.5 | Advanced Methodology and Pedagogical Practices of Language Education - Arabic | | | | | | | | | | | | | | |
| EDU 917.6 | Advanced Methodology and Pedagogical Practices of Mathematics Education - | | | | | | | | | | | | | | |
| EDU 917.7 | Advanced Methodology and Pedagogical Practices of Science Education | | | | | | | | | | | | | | |
| EDU 917.8 | Advanced Methodology and Pedagogical Practices of Social Science Education | 4 | 75 | 80 | 10 | 20 | 85 | 100 | A | 9 | 36 | - | - | Pass | |
| EDU 917.9 | Advanced Methodology and Pedagogical Practices of Commerce Education | | | | | | | | | | | | | | |
| EDU 917.10 | Advanced Methodology and Pedagogical Practices of IT and Computer Science Education | | | | | | | | | | | | | | |
| EDU 918 | Field Internship (In secondary and senior secondary schools and secondary Teacher Education Institutions and field site relevant to the area of specializations) | 4 | | | 85 | 100 | 85 | 100 | A | 9 | 36 | - | - | Pass | |
| EDU 919 | Dissertation | 6 | 110 | 150 | 130 | 150 | 120 | 150 | A | 9 | 54 | - | - | Pass | |
| EDU 920 | Viva-voce | 2 | 35 | 50 | | | 35 | 50 | B | 8 | 16 | | | | |
| Total | | | | | | | | 500 | | | 174 | | | | |
| SCPA=8.7 | | SG =A | | | | | | | | | | | | | |

Assistant Section officer Assistant Registrar Controller of Examinations



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Annexure E -Model Grade Card
Mahatma Gandhi University
Priyadarshini Hills P.O. Kottayam

Section:

Date:

Student ID:

Grade Card

Name of the Candidate:

Name of the college : PRIYADARSHINI HILLS

Permanent Register Number(PRN): KOTTAYAM-686 560

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Fourth Semester Examination, May 2017

| Course Code | Course Title | Common Core Course/ Specialisation | Credits(c) | Grade | |
|---|---|------------------------------------|--------------------|-------|--|
| EDU 901 | Philosophy of Education | Common Core Course | 4 | B | |
| EDU 902 | Advanced Educational Psychology- Learning and Development | Common Core Course | 4 | A | |
| EDU 903 | Introduction to Education Studies | Common Core Course | 4 | C | |
| EDU 904 | Introduction to Educational Research and Statistics | Common Core Course | 4 | A+ | |
| EDU 905 | Theoretical Bases of Teacher Education | Common Core Course | 4 | B | |
| Total credits acquired for I Semester 20credits | | | I SCPA 8.4 | | |
| EDU 906 | Sociology, History and Political Economy of education | Common Core Course | 4 | D | |
| EDU 907 | Advanced Educational Psychology - Individual Differences | Common Core Course | 4 | C | |
| EDU 908 | Curriculum development and Transaction | Common Core Course | 4 | D | |
| EDU 909 | Advanced Educational Research and Statistics | Common Core Course | 4 | C | |
| EDU 910 | ICT and Skill Development | Common Core Course | 4 | B | |
| Total credits acquired for II Semester 20credits | | | II SCPA 6.8 | | |



| | | | | | |
|--|---|--|---|----|--|
| EDU 911 | Teaching, Research, Innovations and Issues in Teacher Education | Common Core Course | 4 | D | |
| EDU 912 | Context and Issues of Elementary Education | Specialisation Course | 4 | C | |
| EDU 913.6 | Material and Instructional Design | Specialisation Course | 4 | B | |
| EDU 914.6 | Economics of Education | Specialisation Course | 4 | B | |
| EDU 915 | Field Internship (in primary schools, Primary Teacher Education Institutions and field site relevant to the area of specialisations) | Common Core Course/ Specialisation Course | 4 | A+ | |
| Total credits acquired for III Semester 20credits | | III SCPA 8.6 | | | |
| EDU 916 | Context and Issues of Secondary Education | Specialisation Course | 4 | B | |
| EDU 917.8 | Advanced Methodology and Pedagogical Practices of Social Science Education | Specialisation Course | 4 | A | |
| EDU 918 | Field Internship (In secondary and senior secondary schools and secondary Teacher Education Institutions and field site relevant to the area of specialization) | Common Core Course/ Specialisation Course | 4 | A | |
| EDU 919 | Dissertation | Dissertation | 6 | B | |
| EDU 920 | Viva-voce | Viva-voce | 2 | B | |
| Total credits acquired for IV Semester 20credits | | IV SCPA 8.7 | | | |

Curriculum for

Total Credits acquired for the programme 80

CCPA 8.13

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME



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(Back Side of the Grade Card)

Mahatma Gandhi University

Grading System

| Grade | Performance | Percentage Equivalence | Grade point |
|-------|--------------|---------------------------|-------------|
| A+ | Outstanding | 90 and above | 10 |
| A | Excellent | 80-89 | 9 |
| B | Very good | 70-79 | 8 |
| C | Good | 60-69 | 7 |
| D | Satisfactory | 50-59 | 6 |
| E | Failure | Below 50 | 5 |

Grades based on SCPA/CCPA

| SCPA/CCPA | GRADE |
|-----------------------------------|----------------|
| Above 9 | A+ Outstanding |
| Above 8 , but below or equal to 9 | A Excellent |
| Above 7, but below or equal to 8 | B Very good |
| Above 6, but below or equal to 7 | C Good |
| Above 5, but below or equal to 6 | D Satisfactory |
| 5 or below | E Failure |

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

TCP = Total Credit Point
TC = Total Credit

$$CCPA = \frac{I SCPA + II SCPA + III SCPA + IV SCPA}{4}$$

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SCPA = Semester Credit Point Average

CCPA = Cumulative Credit Point Average



MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

**SYLLABUS FOR
CHOICE BASED CREDIT AND SEMESTER SYSTEM
(CBCSS) OF TWO YEAR MASTER IN EDUCATION
(M.Ed.) PROGRAMME**

CHOICE BASED CREDIT AND SEMESTER SYSTEM

Alice Joseph

TWO YEAR MASTERS IN M.Ed.



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