

	<p><b>Sri Ramakrishna Mission Vidyalaya College of Education</b>          (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and          Re-accredited with A++ Grade by NAAC with CGPA 3.82)          Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020.          Phone: 80125 33915   E-mail: srkvcoen@yahoo.co.in   Website: www.srvcoe.org</p>	<p>NAAC 3<sup>rd</sup> Cycle</p> <p>Criterion II Metric 2.7.3</p>
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## CRITERION II

### TEACHING-LEARNING AND EVALUATION

#### 2.7 Student Performance and Learning Outcomes

**2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements**

**Any other relevant information**



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NAAC  
3<sup>rd</sup> Cycle

Criterion II  
Metric 2.7.3

## Any other relevant information

### List of Particulars

Sl. No.	Particulars
1	Theory and Practical Components recorded in the Syllabus

**SRI RAMAKRISHNA MISSION VIDYALAYA  
COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

**Coimbatore - 641 020**



**SYLLABUS**

**Bachelor of Education (B.Ed.)**

**2022-2023 Onwards**



**Principal** <sup>1/c</sup>

**Sri Ramakrishna Mission Vidyalaya  
College of Education (Autonomous)  
Coimbatore-641 020.**

## STRUCTURE OF THE TWO YEAR B.Ed., PROGRAMME

### Theory and Practical Components

SEMESTER - I										
Course Code	Course	Hours	Credits	Marks						
				Theory			Practical			G Total (T+P)
				Int	Ext	Total	Int	Ext	Total	
Group A - Perspectives in Education										
B1 CC 01	Educational Philosophy in Indian Context	45	3	50	50	100				100
B1 CC 02	Learner and Learning -I	45	3	50	50	100				100
B1 CC 03	School Organization and Institutional Planning	45	3	50	50	100				100
B1 CC 04	Evaluation, Elements of Statistics and Research	60	4	50	50	100				100
Group B : Curriculum and Pedagogical Studies										
Pedagogy I ( Any One)										
B1 P1 11	Pedagogy of English - Paper I	60	4	50	50	100				100
B1 P1 21	Pedagogy of Computer Science - Paper I									
B1 P1 31	Principles of Commerce and Accountancy Education - Paper I									
Pedagogy II ( Any One)										
B1 P2 11	Pedagogy of Biological Science - Paper I	60	4	50	50	100				100
B1 P2 21	Pedagogy of Commerce and Accountancy - Paper I									
B1 P2 31	Pedagogy of Special English - Paper I									
B1 P2 41	Pedagogy of History - Paper I									
B1 P2 51	Pedagogy of Mathematics - Paper I									
B1 P2 61	Pedagogy of Physical Science - Paper I									
	Total (Theory)	315	21	300	300	600				600
B1 EPC 1	Utilizing Library and Digital Learning Resources	30	1				50		50	50
	Orientation	15								
	Preparation to School Internship, Record Works and Other Activities	180	6							
	Micro Teaching Record - Pedagogy Course I						20		20	20
	Micro Teaching Record -Pedagogy Course II						20		20	20
	Digital Proficiency Record						20		20	20
	Identifying and Analysing the Diverse Needs of Learners						20		20	20
	Socially Useful Productive Work (SUPW)						20		20	20
	Total (Practical)	225	7				150		150	150
	G - Total (Theory +Practical)	540	28	300	300	600	150		150	750



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SEMESTER - II										
Course Code	Course	Hours	Credits	Marks						
				Theory			Practical			G Total (T+P)
				Int	Ext	Total	Int	Ext	Total	
Group A - Perspectives in Education										
B2 CC 05	Emerging Challenges in Indian Education	60	4	50	50	100				
B2 CC 06	Learner and Learning -II	60	4	50	50	100				
B2 CC 07	Educational Technology	60	4	50	50	100				
B2 CC 08	Peace Education	60	4	50	50	100				
Group B : Curriculum and Pedagogical Studies										
Pedagogy I ( Any One)										
B2 P1 12	Pedagogy of English - Paper II	60	4	50	50	100				
B2 P1 22	Pedagogy of Computer Science - Paper II									
B2 P1 32	Principles of Commerce and Accountancy Education - Paper II									
Pedagogy II ( Any One)										
B2 P2 12	Pedagogy of Biological Science - Paper II	60	4	50	50	100				
B2 P2 22	Pedagogy of Commerce and Accountancy - Paper II									
B2 P2 32	Pedagogy of Special English - Paper II									
B2 P2 42	Pedagogy of History - Paper II									
B2 P2 52	Pedagogy of Mathematics - Paper II									
B2 P2 62	Pedagogy of Physical Science - Paper II									
	Total (Theory)	360	24	300	300	600				600
B2 EPC 2	Drama and Art in Education	30	1				50		50	50
B2 EPC 3	Health, Physical Education and Yoga	30	1				50		50	50
	School Internship- Phase I, Record Works and Other Activities	180	6							
	Observation Record - Pedagogy Course I						20		20	20
	Observation Record - Pedagogy Course II						20		20	20
	Innovative School Visit Record						20		20	20
	Techno Pedagogical Competency Record						20		20	20
	Massive Open Online Courses (MOOC) SWAYAM - Record						20		20	20
	Total (Practical)	240	8				200		200	200
	G - Total (Theory +Practical)	600	32	300	300	600	200		200	800



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SEMESTER - III										
Course Code	Course	Hours	Credits	Marks						
				Theory			Practical			G Total (T+P)
				Int	Ext	Total	Int	Ext	Total	
Group B : Curriculum and Pedagogical Studies										
Pedagogy I ( Any One)										
B3 P1 13	Pedagogy of English – Paper III	60	4	50	50	100				100
B3 P1 23	Pedagogy of Computer Science – Paper III									
B3 P1 33	Principles of Commerce and Accountancy Education – Paper III									
Pedagogy II ( Any One)										
B3 P2 13	Pedagogy of Biological Science - Paper III	60	4	50	50	100				100
B3 P2 23	Pedagogy of Commerce and Accountancy – Paper III									
B3 P2 33	Pedagogy of Special English – Paper III									
B3 P2 43	Pedagogy of History – Paper III									
B3 P2 53	Pedagogy of Mathematics – Paper III									
B3 P2 63	Pedagogy of Physical Science – Paper III									
	Total (Theory)	120	8	100	100	200				200
	School Internship – Phase II, Record Works and Other Activities	420	14							
	Teaching Competency - Pedagogy Course I						100		100	
	Lesson Plan Record - Pedagogy Course I						20		20	
	Instructional Aids - Pedagogy Course I						20		20	
	Mentor Assessment in Internship School Record - Pedagogy Course I						10		10	
	Teaching Competency - Pedagogy Course II						100		100	
	Lesson Plan Record - Pedagogy Course II						20		20	
	Instructional Aids - Pedagogy Course II						20		20	
	Mentor Assessment in Internship School Record - Pedagogy Course II						10		10	
	Total (Practical)	420	14				300		300	300
	G – Total (Theory + Practical)	540	22	100	100	200	300		300	500



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SEMESTER - IV										
Course Code	Course	Hours	Credits	Marks						
				Theory			Practical			G Total (T+P)
				Int	Ext	Total	Int	Ext	Total	
Group A - Perspectives in Education										
B4 CC 09	Curriculum Development and Instruction	60	4	50	50	100				100
B4 CC 10	Educational Management	60	4	50	50	100				100
B4 CC 11	Development of Moral and Social Values	60	4	50	50	100				100
Group B : Curriculum and Pedagogical Studies										
Pedagogy I ( Any One)										
B4 P1 14	Pedagogy of English - Paper IV	60	4	50	50	100				100
B4 P1 24	Pedagogy of Computer Science-Paper IV									
B4 P1 34	Principles of Commerce and Accountancy Education - Paper IV									
Pedagogy II ( Any One)										
B4 P2 14	Pedagogy of Biological Science - Paper IV	60	4	50	50	100				100
B4 P2 24	Pedagogy of Commerce and Accountancy - Paper IV									
B4 P2 34	Pedagogy of Special English - Paper IV									
B4 P2 44	Pedagogy of History - Paper IV									
B4 P2 54	Pedagogy of Mathematics - Paper IV									
B4 P2 64	Pedagogy of Physical Science- Paper IV									
Electives (Select any one)										
B4 EL GC	Guidance and counselling	60	4	50	50	100				100
B4 EL SE	Introduction to Special Education									
B4 EL DM	Disaster Management									
B4 EL CS	Communication Skills									
B4 EL DR	Diagnostic and Remedial Teaching									
B4 EL EE	Environmental Education									
B4 EL PE	Physical Education									
B4 EL EL	E-Learning Technology									
	Total (Theory)	360	24	300	300	600				600
B4 EPC 4	Development of Inner Self and Professional Identity (DISPI)	30	1				50		50	50
	Record Works and Other Activities	90	3							
	Yoga and Physical Education Record						25		25	25
	Library Use Record						25		25	25
	Psychology Experiment Record						25		25	25
	Case Study Record						25		25	25
	Test and Measurement Record						25		25	25
	Organising Cultural and Student Association Activities Record						25		25	25
	CCE and EMIS Record						20		20	20
	Experiential Learning with Special Needs Children Record						20		20	20
	Camp Record						20		20	20
	Working with Community Record						20		20	20
	Massive Open Online Courses (MOOC) Record						20		20	20
	Practical (External)							50	50	50
	Total (Practical)	120	4				300	50	350	350
	G - Total (Theory +Practical)	480	28	300	300	600	300	50	300	950

## ABSTRACT

Subject	Hours	Credit	Internal	External	Total
Orientation	15				
Theory	1155	77	1000	1000	2000
Practical 1	120	4	200		200
Practical 2	870	29	750	50	800
<b>Total</b>	<b>2160</b>	<b>110</b>	<b>1950</b>	<b>1050</b>	<b>3000</b>

### PRACTICALS

Practical activities are an integral part of the Bachelor of Education (B.Ed) programme. These are aimed at developing competency in student teachers. Through these practical activities, they acquire skills and develop favourable attitude towards the teaching profession.

The practical activities for the two-year B.Ed programme of the college have been classified as Practical I and Practical II. The following practical activities are carried out in the four semesters of the B.Ed programme of Sri Ramakrishna Mission Vidyalaya College of Education.

#### Practical I

The practical of the following four courses constitute Practical I. Theory for these courses are also dealt in detail in the class.

- Utilizing Library and Digital Learning Resources
- Drama and Art in Education
- Health, Physical Education and Yoga
- Development of Inner Self and Professional Identity (DISPI)

#### Practical II

- i) School Internship
- ii) Records to be prepared during the programme of study:
  1. Micro Teaching Record - Pedagogy Course I
  2. Micro Teaching Record - Pedagogy Course II
  3. Digital Proficiency Record
  4. Identifying and Analysing the Diverse Needs of Learners
  5. Socially Useful Productive Work (SUPW)
  6. Observation Record - Pedagogy Course I
  7. Observation Record - Pedagogy Course II



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8. Innovative School Visit Record
9. Techno Pedagogical Competency Record
10. Massive Open Online Courses (MOOC) SWAYAM - Record
11. Teaching Competency - Pedagogy Course I
12. Teaching Competency - Pedagogy Course II
13. Lesson Plan Record - Pedagogy Course I
14. Lesson Plan Record - Pedagogy Course II
15. Instructional Aids - Pedagogy Course I
16. Instructional Aids - Pedagogy Course II
17. Mentor Assessment in Internship School Record - Pedagogy Course I
18. Mentor Assessment in Internship School Record - Pedagogy Course II
19. Yoga and Physical Education Record
20. Library Use Record
21. Psychology Experiment Record
22. Case Study Record
23. Test and Measurement Record
24. Organising Cultural and Student Association Activities Record
25. CCE and EMIS Record
26. Experiential Learning with Special Needs Children Record
27. Camp Record
28. Working with Community Record
29. Massive Open Online Courses (MOOC) Record

#### 4. Scheme of Examination

There will be a total of 12 theory courses (11 core courses and 1 elective course) spread over four semesters under the area 'Perspectives in Education' and 8 theory courses in Pedagogy subjects under the area 'Curriculum and Pedagogic Studies'. Each theory course consists of 50 marks for internal and 50 marks for external assessment.

The various items of practical will run continuously during four semesters and will be assessed continuously, internally and externally. At the end of the programme, there will be an external examination for each candidate by a suitably constituted board of supervising examiners to increase credibility.



  
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### 5. Criteria for the Award of Internal Marks

The internal marks of 50 for each course will be awarded as per the following classification:

a.	Continuous Internal Assessment Test – 1	10 marks
b.	Continuous Internal Assessment Test – 2	10 marks
c.	Model Examination	10 marks
d.	Assignments	10 marks
e.	Seminar/Quiz/Pedagogy based activities	10 marks

### 6. Passing Minimum

The Grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Letter Grade	Description	Classification of Final Result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	High Second Class
50-54.99	5.0-5.49	B	Average	Second Class
Below 50	0.0	RA	Re-Appearence	Re-Appeare
	0	AB	Absent	

### The Semester Grade Point Average (SGPA) is calculated as:

$SGPA = \frac{\text{Sum of Credit Grade Points of all courses of the semester}}{\text{total credit of the semester}}$

A candidate shall be declared to have passed the B.Ed degree examination if he passes in all the theory courses and the practical.

A candidate who fails in one or more of the written course may present himself at subsequent examination in such courses only in which he has failed.

### 7. Improvement of Marks

- Those who desire to improve their marks in the external assessment may do so by reappearing for the courses. They may apply to the college in the prescribed form and pay the prescribed fees. If they score more marks than



  
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what they had already scored, a new mark sheet will be issued stating the improvement. Otherwise the old mark sheet will continue to be valid.

- b. Those who desire to improve their marks in the internal assessment may be permitted to do so by rejoining the college that semester and by taking the prescribed tests etc. They will have to apply in the prescribed form and pay the prescribed fees. In the case of candidates who show improvement, a new mark sheet will be issued showing the improved marks. Otherwise the old mark sheet will continue to be valid.

## DETAILS OF PRACTICAL ACTIVITIES

### A. PRACTICAL I : ENHANCING PROFESSIONAL CAPACITIES (EPC)

Throughout the B.Ed., programme several specialised courses are offered to enhance the professional capacities of a student-teacher. The EPC courses are internally assessed and the practicals of the following four courses constitute Practical I. Theory for these courses are also dealt in detail in the class.

- Utilizing Library and Digital Learning Resources
- Drama and Art in Education
- Health, Physical Education and Yoga
- Development of Inner Self and Professional Identity (DISPI)

#### Utilizing Library and Digital Learning Resources

This course is designed to enable student teachers understand various information sources and their uses in teaching- learning process and to know various library services for effective access to library resources.

#### Drama and Art in Education

Drama and art can play a significant role in moulding one's personality. This course equips the student teachers with the theory and practicals in vocal music and drama.

#### Health, Physical Education and Yoga

This course is designed to enable student teachers learn good health habits and health services; Learn basic skills, rules and regulations of few games; have awareness of the need and importance of physical education and to understand the benefits of Yoga in one's life.





### **Development of Inner Self and Professional Identity (DISPI)**

This course is designed to enable student teachers develop skills for professional identity, acquire social-relational sensitivity and understand about human self and personality.

## **B. PRACTICAL II: SCHOOL INTERNSHIP AND OTHER PRACTICAL ACTIVITIES**

### **I. School Internship**

School Internship is an important part of the B.Ed., curriculum. School Internship is designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. It is an opportunity for the practising teachers to develop the required skills and methods of teaching. Before the commencement of the practice teaching for the student teachers, the faculty/ experts in subject areas arrange at least two demonstration lessons for each of the two pedagogy subjects offered by the college. All student teachers should attend these preparatory demonstration classes without fail.

Internship will be for a minimum duration of 20 weeks (4 weeks in the first year and 16 weeks in the second year). This includes, observing a regular classroom with a regular teacher and peer observation for a duration of 4 weeks during the first year of the programme.

The student teachers start teaching lessons under the direct supervision of the guide teachers for a duration of 16 weeks during the second year of the programme. They are expected to teach a minimum of two periods per day covering a maximum of forty lesson plans for each pedagogical course. The mentor of each pedagogy course and the teacher educators for the pedagogy courses concerned will observe the practice sessions of student teachers.

Every student teacher is expected to serve as one of the teachers of the concerned school and integrate himself with the school system during the teaching practice. Besides playing the role of the subject teacher, the student teacher may also have to serve as a substitute teacher, organiser of functions in the school, teacher aide in the laboratories, during tests and examinations, etc. These experiences contribute to the overall development as a teacher rather than just possessing teaching competencies. The faculty members concerned visit the student teachers from time to time and guide them solve problems, if any.

The supervising faculty members of the college check the following aspects during the practice teaching of the student teachers.



  
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1. Lesson Plans
2. Classroom Teaching
3. Observation Notes/Records
4. Teaching Aids Prepared by the Student Teachers
5. Diary of Events of Student Teachers, and
6. Overall Performance of the Student Teachers

## II. OTHER PRACTICAL ACTIVITIES / RECORDS

### 1. Micro Teaching Record – Pedagogy Course I and II

Micro teaching skills are demonstrated by the faculty and then practised by the student teachers during the first semester. Each student teacher must attend the demonstration classes without fail. Eight micro-teaching skills are practised by the college for demonstration and practice. The student teachers have to write one lesson plan for each of the eight micro teaching skills. They must prepare micro teaching record before they go for (macro) teaching practice in second phase of internship.

### 2. Digital Proficiency Record

All student teachers are exposed to computer applications and contemporary digital tools to be used in curriculum transaction. They are expected to prepare a record on various learning experiences in this aspect. They should describe how the different digital tools and software mastered by them could be used in schools to promote digital literacy among students.

The content of the programme include the proficient usage of

- i. Google Products and Services such as Google Classroom, Google Meet, Google Docs, Google Sheets, Google Slides, Google Forms, etc.
- ii. Blogs and Google Sites
- iii. Kahoot and Padlet

### 3. Identifying and Analysing the Diverse Needs of Learners (IADL) Record

The purpose of this record is to make student teachers aware of identifying and analysing the diverse needs of learners. Identifying and analysing learner needs is a powerful facilitation skill that can assist student teachers at the start of any learning journey. The insights gained can be used to customize instructional strategies that enable learners to reach and exceed personal as well as curricular objectives. While it is easier to elicit and reconcile cognitive and psychomotor learner needs, outstanding facilitation also weaves social and affective needs into instruction. All the student teachers are expected to submit a record on





various methods/strategies applied to identifying the different learning needs of students, application of various strategies and suitable remedial measures to fulfil the needs of students.

#### 4. Socially Useful Productive Work (SUPW) Record

The purpose of this activity is that the student teacher must develop a sense of responsibility by rendering any productive service that is useful to the society. All student teachers are expected to participate in at least six activities including community work and produce any materials that are useful to the society. The student teachers have to prepare a record on these activities in addition to produce them in minimum quantity.

#### 5. Observation Record – Pedagogy Course I and II

During the First Phase of 4-week School Internship in the first year of B.Ed., programme the student teachers have to observe the classes handled by the subject teachers of the school concerned till the end of the first phase of internship. Therefore, a total of 20 observations for each pedagogy course should be made during the first phase of internship.

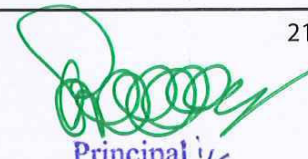
During the Second Phase of 16-week school internship (teaching practice), an initial phase of one week is allotted for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observation of practice lessons.

Besides the observations made by the student teachers for the specified first week, they have to observe the classes handled by the teachers of the schools concerned till the end of the practice teaching. Each student teacher has to observe ten sessions/ classes handled by the regular teachers of the schools concerned and ten sessions/ classes handled by the fellow student teachers and therefore a total of 20 observations for each pedagogy course should be made during the first phase of internship. The observations made by the student teachers should properly be recorded in the format given by the college.

#### 6. Innovative School Visit Record

As part of curriculum all student teachers have to visit innovative schools to develop an understanding of what an innovative school is, by observation, interview and field visit methods of enquiry. All students are expected to visit Five innovative schools following different curriculum (minimum three schools) to observe the innovative practices followed in curriculum, methods of instruction, infrastructure administration, and assessment and evaluation techniques. The



  
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observations made by the student teachers should properly be recorded in the prescribed format.

The Innovative School Visit Record shall contain the following content.

- |  |                           |
|--|---------------------------|
| i. Introduction                          | vi. Innovative School-1   |
| ii. Definition of Innovation             | vii. Innovative School-2  |
| iii. Types of Schools                    | viii. Innovative School-3 |
| iv. Need of Innovative School Visit      | ix. Discussion            |
| v. Components in Innovative School Visit | x. References             |

### 7. Techno Pedagogical Competency Record

The purpose of this record is to enhance the professional capacities of a student teachers in integrating modern digital tools for effective teaching and learning in technology enhanced classroom. Student teachers should know about the advanced techno pedagogy tools that can be used in the classroom teaching learning process. Detailed instruction on the different digital technological tools and its applications in teaching is given by the faculty member concerned and the pedagogy teachers. Some of the Techno Pedagogy Tools and techniques that can be explained in the record may be as follows.

- i. Preparation of Digital Lesson Plan
- ii. Screen Recording
- iii. Simulation Software
- iv. Subject Specific Video Content creation using Augmented Reality (AR) & Mixed Reality (MR)

### 8. Massive Open Online Courses (MOOC) SWAYAM Record

All the student teachers are expected to complete two (2) Massive Open Online Courses (MOOC) that provide an affordable and flexible way to learn new subjects, enhance their skills and advance their academic career during the B.Ed., programme. One course should be completed from SWAYAM Programme in the first year of the B.Ed., programme and another course related to their pedagogical subject should be completed from any standardised organisation like SWAYAM/ NPTEL/ Coursera/ Commonwealth of Learning and Udemy etc., (before the commencement of External Practical examinations). The course completion certificates for both the first and second year need to be submitted along with the record prescribed by the concerned faculty member on the specified time.



### 9. Teaching Competency – Pedagogy Course I and II

The teaching competence of the student teachers are assessed by observing their teaching and marks will be awarded based on the following metrics.

- i. Lesson Plan
- ii. Subject Competence
- iii. Explanation, Illustration, Question and Answers
- iv. Communication
- v. Method of Teaching
- vi. Utilisation of Instructional Aids
- vii. Classroom Management
- viii. Personality and Attitude

### 10. Lesson Plan Record - Pedagogy Course I and II

The student teachers are exposed to different approaches being followed in writing the lesson plans. Though the college encourages variety and creativity in writing lesson plans, the following areas must be emphasised in each lesson plan.

- i. Objective of the Lesson to be Taught
- ii. Motivation / Introduction
- iii. Presentation of the Content/Teaching Points
- iv. Learning Experiences (Teacher Activities and Student Activities)
- v. Instructional Aids and Devices to be used
- vi. Expected Outcome of Each Learning Activity
- vii. Evaluation of Each Learning Activity
- viii. Recapitulation
- ix. Follow up

All the student teachers should prepare a minimum of 40 lesson plans for each pedagogy course in the whole period of second phase of internship programme.

### 11. Instructional Aids – Pedagogy Course I and II

Instructional aids are vital tools to enhance the learning of basic concepts. They play a significant role in the teaching and learning of pupils. The difficulties encountered by the pupils in understanding a concept can be overcome by the correct use of instructional aids. These aids are prepared by the student teachers in the light of specific nature and requirement of the subjects concerned. The student teachers should present the following instructional aids at the time of Practical Examination.





### a. Charts

Charts usually depict the gist of a theme/lesson/ topic. It should be used by the student teacher to supplement his teaching. The standard size of the chart should be 70 cm (length) x 55 cm (breadth). The charts may contain the following:

- i. Diagrams
- ii. Match stick drawings
- iii. Substitution table
- iv. Pictures
- v. Teaching points

Student teachers are expected to prepare the charts during the school internship. They have to create a minimum of 40 charts (20 in each pedagogical course) on their own and should get them signed by the guide teacher.

### b. Three Dimensional Aids

The main objective of three dimensional aids is to provide concrete learning experiences to be taught. These aids are of immense use when the two dimensional picture or the drawings do not give a clear idea to the pupils. The student teachers are expected to prepare a minimum of Four 3D models (Two in each pedagogical course).

### c. Working Model

This is an action oriented teaching aid. It increases the curiosity of the learners and helps them learn better in an interactive way. The student teachers are expected to prepare at least Four working models (Two in each pedagogical course).

### d. Flannel Board and Cutouts

Flannel board provides a unique basis for presentation of ideas and facts. The main purpose of preparing this aid is to have quick rearrangement of small units to be taught to the pupils. When the cut outs of pictures, drawings, signs, symbols are backed with strips of sandpaper, they will adhere to the board. The student teachers have to prepare Two cut outs of this type in pedagogy I and II to work on the flannel board.

### e. Flash Cards

Flash cards are also used to present information in small pieces that will lead to the comprehensive understanding of a particular subject/theme. They are used to teach vocabulary /structure, etc. Information may be given to the pupils as per





the requirement and nature of the subject. The student teachers are expected to prepare at least 20 Flash cards irrespective of the pedagogical courses.

**f. Album**

Album may be of thematic type. It means a series of pictures helping the learner to develop an overall idea or concept. The student teacher has to collect at least 30 pictures/ photos/sayings/newspaper cuttings etc., to give holistic idea of the theme selected by the student teachers. The themes may be one or two depending on the nature of the subject. The student teachers can have discussion with the staff concerned for selecting a theme for preparing albums in pedagogy I and II.

**g. Pedagogy Specific Teaching Aids**

- i. Phonetic Script (for student teachers of English – Pedagogy I): The objective of phonetic script is to develop the efficiency of transcribing (writing the phonetic symbols) among the student teachers. Every student teacher is expected to prepare the phonetic script of any passage from the English Reader of either IX or X standard.
- ii. Flow Chart (for student teachers of Computer Science – Pedagogy I): The objective of preparing a Flow chart is to develop the efficiency of the student teachers to prepare schemata for programmes developed by them. Each student teacher is expected to prepare at least 10 programmes and develop flowcharts for each one of them.
- iii. E-Commerce Collections (for students of Commerce – Pedagogy I): The students of Commerce Pedagogy subject are expected to collect a minimum of 5 materials regarding e-commerce that can be used with commerce students in school.
- iv. Similarly, Pedagogy specific Teaching Aids may include Herbarium and aquarium for Bio-Science, Measurements for Physical Science, 3D Shapes and Geoboard for Mathematics and Maps and Globes for History. Real objects can also be effectively used to teach related ideas/ concepts in all Pedagogic Subjects.

**12. Mentor Assessment in Internship School Record - Pedagogy Course I and II**

The mentorship makes the feedback more effective in modelling the intern student teachers into a professional. A mentor teacher in internship school is capable of creating a more transparent environment, where the student teacher can freely approach them and for their guidance and assistance in teaching learning process. It helps in creating a sense of belonging. This is crucial, as it boosts the





student teaching performance in teaching. The mentor is supposed to assess the student teachers' competency, skills, teaching aids used, classroom behaviour, participation of pupils etc., and provides assessment marks. The student teachers have to submit the mentor assessment and feedback in the prescribed format from the mentor concerned of Pedagogy course I and Pedagogy course II from the internship schools.

### 13. Yoga and Physical Education Record

This record should contain descriptions of the history and concept of Yoga, Astanga Yoga, procedures and benefits of Suryanamaskar, Asanas (5 Asanas in each positions) and Pranayamas. Also, at least five value based games and two major games are to be described. The Description of each game should include the theory, rules and ground lay out of the game. The pictures, diagrams, cut outs, etc., depicting the health education activities should be given in the record. Preparation of an album on health and physical education is desirable.

### 14. Library Use Record

A good use of the Library makes the learner up-to-date with information explosion. The student teachers' use of library references, following library procedures etc., will be given credit at the end of the year.

### 15. Psychology Experiments Record

The primary objective of psychology record is to expose the student teachers to the procedures of conducting various experiments in Psychology directed towards the study of behavioural changes of the pupils. Each student teacher is expected to do at least 10 experiments and the maximum may be 12. The following are the experiments to be done by the student teachers.

#### Attention

- Span of attention
- Distraction of attention
- Division of attention (Physical activities)
- Division of attention (Mental activities)

#### Memory

- Immediate Memory span
- Memory for meaningful and meaningless stimuli
- Span of Memory- Auditory Stimuli.
- Power of recall for meaningful and Meaning less stimuli





### **Learning**

- Transfer of Training
- Influence of Knowledge of results on learning

### **Intelligence**

- Assessment of Intelligence using Alexander Pass along Test

### **Habit Formation**

- Habit Interference

### **Concept Formation**

- Concept Formation

### **Attitude**

- Measuring Attitude for Value Development

### **Aptitude**

- Differential Aptitude Test (DAT)
- Teacher Aptitude Test (TAT)

### **Creativity**

- Assessment of Creativity
- Study of Creativity

### **Assessment of Reasoning Ability**

### **Measuring Emotional Maturity**

### **Measure of Teacher Values**


### **Effect of Feedback**

## **16. Case Study Record**

Case study is considered as a diagnostic technique. During the teaching practice programme, each student teacher should do three case studies of those who have notable problems either in learning or in their adjustment to the environment.

Case study of a pupil should include information on family background, aspirations of parents, aspirations of the pupil, academic potentiality, social adjustment, emotional adjustment, reaction of the regular teacher, attitude of the peers and predictions of the student teacher. The information for the case study should be collected in such a way that it will suggest an intervention programme for the pupil to overcome his/her problems. The guide teacher should approve



  
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of and the student teacher should submit this record at the end of the II phase of the teaching practice programme.

### **17. Test and Measurement Record**

The student teachers are expected to prepare One Test and Measurement Record for Pedagogy course I and Pedagogy course II. The record should contain information on constructing test items, blue prints of the question papers used for tests, interpreting the results of the test/examination, principles of testing and evaluation, etc. This record should contain the following.

- i. Definitions of Test and Measurement
- ii. Characteristics of a Good Test
- iii. Different Types of Tests
- iv. Construction of a Test - Blue Print
- v. Question Paper
- vi. Scoring and Answer Key
- vii. Frequency Table
- viii. Histogram, Bar Diagram and Frequency Polygon
- ix. Range, Mean, Median, Mode
- x. Quartile Deviation, Standard Deviation
- xi. Score Sheet
- xii. Rank Correlation
- xiii. Conclusion

All the student teachers are expected to collect the answer sheets of the students and submit them along with the question papers of both Pedagogy Course I and Pedagogy Course II prepared by him to the staff in charge after the internship is completed. This should be submitted along with the record.

### **18. Organising Cultural and Student Association Activities Record**

The student teachers are expected to actively participate in at least 10 cultural events and /or in student association activities during the academic year. The record should contain information on a) how the activities are organised, b) how actively they engaged in cultural and other activities and c) what educational values are derived.



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### 19. CCE and EMIS Record

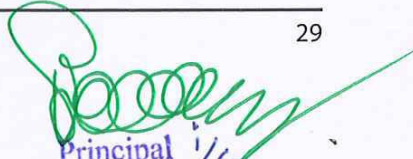
The student teachers are expected to prepare CCE & EMIS Record. The record should contain information on the components of Continuous and Comprehensive Evaluation (CCE), list of Formative Assessment [FA(a)] activities for each pedagogy subject, model question papers for FA(b) and Summative Assessment [SA], CCE data's collected from practiced school, components of Educational Management Information System (EMIS) system followed in school education, etc. This record should contain the following:

- i. Introduction of CCE
- ii. Components of CCE
- iii. List of FA(a) Activities
- iv. FA(b) – Model Question Paper
- v. SA – Model Question Paper
- vi. Grading Calculation
- vii. Subject Teacher Evaluation Format (Data for minimum 10 students should be collected from the school)
- viii. Class Teacher Evaluation Format (Data for minimum 10 students should be collected from the school)
- ix. Co-scholastic Evaluation Format (Data for minimum 10 students should be collected from the school)
- x. Introduction of EMIS
- xi. EMIS School Portal
- xii. EMIS Teacher Portal
- xiii. EMIS Students Exam Portal
- xiv. TNSED App

### 20. Experiential Learning with Special Needs Children Record

The purpose of this record is to make student teachers to identify and assess students with special needs and provide them appropriate remedial measures in teaching learning process. They have to share their experience gained by engaging students with special needs. The student teachers are expected to collect the profile of special children observed their learning and special needs during their internship. To present their experience all the student teachers are expected to prepare a record writing their experience with Special Needs Children. The record shall contain the following contents.



  
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- i. Introduction
- ii. Types of Differently Abled Children
- iii. Teaching Strategies for Students with Special Needs
- iv. Importance of Daily Living Skill
- v. Importance of Assistive Devices in Learning
- vi. Agencies Supporting Children with Special Needs
- vii. Profile of the Special Children
- viii. Suggestion and Discussion

### **21. Camp Record**

This college conducts a Scout Master Training Camp for a period of ten days. This is compulsory for all student teachers. Each of them is expected to record various activities of the camp and get the approval of the Scout Master Trainers. This camp record should be submitted to the faculty in charge concerned at the end of the camp.

### **22. Working with Community Record**

Community work is a part of the teacher education programme. The involvement of the student teachers in self-help skills, community development, Swachh Bharat, Swachh Vidyalaya activities, literacy and numeracy promotion programmes, other community services etc., will be valued and rewarded at the end of the year.

The College hopes that developing these practical skills would enable the student teachers to become efficient and competent teachers. The practical activities would be reviewed from time to time to meet the growing needs of classroom.





## Programme Outcomes of B.Ed., Programme

On the successful completion of the programme, the student-teachers will be able to

PO1	<b>Professional Development:</b> professionally equip with teaching skills and competencies for changing needs and global concerns.
PO2	<b>Technical Expertise:</b> develop scientific temperament, technical knowledge and blended learning approaches in tune with globalization and international competitiveness.
PO3	<b>The Teacher and Society:</b> review the contemporary issues in education and society in general, and the development of our nation in particular.
PO4	<b>Contextual Knowledge:</b> gain deeper understanding of contextual knowledge and apply them in Teaching-Learning situations.
PO5	<b>Diverse Needs of Students:</b> adopt and apply various teaching strategies to handle students with diverse needs and be meticulous in creating adequate support to them.
PO6	<b>Ethics:</b> emerge as responsible citizens and accountable teachers with clear conviction to practice spiritual, moral and social values and inculcate them to learners.
PO7	<b>Well-being:</b> promote physical, mental and emotional well-being of self and thereby disseminate the same to their learners.
PO8	<b>National Integrity:</b> organise events of educational and national importance accommodating different stakeholders of education.
PO9	<b>21<sup>st</sup> Century Skills:</b> enhance their 21 <sup>st</sup> century skills and apply those skills for entrepreneurship and employability.
PO10	<b>Life-long Learning:</b> recognize the need for, and have the preparation and ability to engage in independent, self-directed and life-long learning.





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**SYLLABUS**

**Master of Education (M.Ed.)**

**2022-2023 Onwards**



  
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**STRUCTURE OF THE TWO-YEAR M.ED PROGRAMME  
THEORY & PRACTICAL COMPONENTS**

**SEMESTER - I**

Code	Course	Hours	Credits	Marks						G-Total (T+P)
				Theory			Practical			
				I	E	T	I	E	T	
M1CC01	Philosophical and Sociological Foundations of Education	90	6	50	50	100				100
M1CC02	Advanced Educational Psychology	90	6	50	50	100				100
M1CC03	Introduction to Research Methodology	90	6	50	50	100				100
Total (Theory)		270	18	150	150	300				300
CEP1	Psychology Practical	60	3				75		75	75
CEP2	Yoga	60	3				75		75	75
CEP3	Communication Skills	60	3				75		75	75
PEP1	Test Construction	30	1				25		25	25
PEP2	Preparation of Lecture outline	30	1				25		25	25
PEP3	Content / Syllabi Analysis	30	1				25		25	25
Total (Practical)		270	12				300		300	300
G-Total (Theory + Practical)		540	30	150	150	300	300		300	600



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## SEMESTER – II

Code	Course	Hours	Credits	Marks						G-Total (T+P)
				Theory			Practical			
				I	E	T	I	E	T	
M2CC04	Teacher Education in India	90	6	50	50	100				100
M2CC05	Educational Research and Application of Advanced Statistics	90	6	50	50	100				100
M2CC06	Educational Technology	90	6	50	50	100				100
Total (Theory)		270	18	150	150	300				300
CEP4	Dissertation - I: Problem selection and Collection of Review	60	3				75		75	75
CEP5.1	Development of Professional Competence for NET, SLET, TET and CTET	20	1				25		25	25
CEP5.2	Preparation of Questions for Question Bank	20	1				25		25	25
CEP6	Action Research	20	1				25		25	25
PEP4	Journal Review	30	1				25		25	25
PEP5	Evaluation of e-content material	30	1				25		25	25
I	Orientation on Internship	10	0							0
I	Internship (15 days)	80	4				100		100	100
Total (Practical)		270	12				300		300	300
G-Total (Theory + Practical)		540	30	150	150	300	300		300	600
**MCC-Core Course; CEP-Competence Enhancement Practical; PEP-Performance Enhancement Practical, I - Internship; D – Dissertation										



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## SEMESTER – III

Code	Course	Hours	Credits	Marks						G-Total (T+P)
				Theory			Practical			
				I	E	T	I	E	T	
M3CC07	Curriculum Development and Evaluation	90	6	50	50	100				100
M3CC08	Education for Differently-Abled	90	6	50	50	100				100
M3CC09	Value Education	90	6	50	50	100				100
Total (Theory)		270	18	150	150	300				300
CEP7	Dissertation - II: Tool Development	60	3				75		75	75
CEP8	Preparation of Remedial Teaching	20	1				25		25	25
CEP9	Application of Statistical Packages for Data Analysis	40	2				50		50	50
PEP6	Classroom Observation	30	1				25		25	25
PEP7	Case Study	30	1				25		25	25
I	Orientation on Internship	10	0							0
I	Internship (15 days)	80	4				100		100	100
Total (Practical)		270	12				300		300	300
G-Total (Theory + Practical)		540	30	150	150	300	300		300	600



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## SEMESTER – IV

Code	Course	Hours	Credits	Marks						G-Total (T+P)
				Theory			Practical			
				I	E	T	I	E	T	
M4CC10	Teacher Behaviour and Classroom Communication	90	6	50	50	100				100
M4CC11	Educational Management and Administration	90	6	50	50	100				100
M4CC12	Environmental Education	90	6	50	50	100				100
Total (Theory)		270	18	150	150	300				300
CEP10	Research Colloquium	60	3				75		75	75
PEP8	Preparation of Virtual Learning Material (ECO Consciousness)	30	1				25		25	25
D	Presentation of Research Progress Report	20	0							0
D	Final documentation of Dissertation and Submission	160	8				75	75	150	150
D	Viva – Voce							50	50	50
Total (Practical)		270	12				175	125	300	300
G-Total (Theory + Practical)		540	30	150	150	300	175	125	300	600



#### 4. Scheme of Examination

There will be a total of 12 theory courses spread over four semesters. Each theory course consists of 50 marks for internal and 50 marks for external assessment.

The various items of practical will run continuously during four semesters and will be assessed continuously, internally and externally. At the end of the programme, there will be an external examination for each candidate by a suitably constituted board of supervising examiners to increase credibility.

#### 5. Criteria for the award of Internal Marks

The internal marks of 50 for each paper will be awarded as per the following classification.

- a. Continuous Internal Assessment Test – 1 - 10 marks
- b. Continuous Internal Assessment Test – 2 - 10 marks
- c. Model Examination - 10 marks
- d. Assignments - 10 marks
- e. Paper specific practical - 10 marks

#### 6. Passing Minimum

The Grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	High Second Class
50-54.99	5.0-5.49	B	Average	Second Class
Below 50	0.0	RA	Re-Appearence	Re-Appear
	0	AB	Absent	

The Semester Grade Point Average (SGPA) is calculated as:

SGPA = Sum of credit grade points of all courses of the semester / total credit of the semester.

A candidate shall be declared to have passed the M.Ed degree examination if he/she passes in all the theory courses and the practical.



  
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A candidate who fails in one or more of the written courses may present at subsequent examination in such courses only in which he/she has failed.

### **7. Improvement of Marks**

- a. Those who desire to improve their marks in the external assessment may do so by reappearing for the papers. They may apply to the college in the prescribed form and pay the prescribed fees. If they score more marks than what they had already scored, a new mark sheet will be issued stating the improvement. Otherwise the old mark sheet will continue to be valid.
- b. Those who desire to improve their marks in the internal assessment may be permitted to do so by rejoining the college that semester and by taking the prescribed tests etc. They will have to apply in the prescribed form and pay the prescribed fees. In the case of candidates who show improvement, a new mark sheet will be issued showing the improved marks. Otherwise the old mark sheet will continue to be valid.



## PRACTICALS

### M.Ed. Degree Programme

The two year M.Ed programme has two domains namely, theory part and other-than theory part. The Other than theory part includes practical aspects, internship, and dissertation. The practical aspects are classified as Competence Enhancement Practical (CEP) and Performance Enhancement Practical (PEP).

#### I. Competence Enhancement Practical (CEP)

1. Psychology Practical
2. Yoga
3. Communication Skills
4. Development of Professional Competence for NET, SLET, TET and CTET
5. Preparation of Questions for Question Bank
6. Action Research
7. Preparation of Remedial Teaching Material
8. Application of Statistical Packages for Data Analysis
9. Research Colloquium

#### II. Performance Enhancement Practical (PEP)

1. Test Construction
2. Preparation of Lecture Outline
3. Content/Syllabi Analysis
4. Journal Review
5. Evaluation of e-content material
6. Classroom Observation
7. Case Study
8. Preparation of Virtual Learning Material (Eco Consciousness)

#### III. Dissertation





### Programme Outcomes of M.Ed., Programme

On the successful completion of the programme, prospective teacher educators will be able to

PO1	apply theories, principles and ideas of cognate disciplines like Philosophy, Sociology, Psychology and Technology in their teaching profession, and advances the capacities in teaching, research and extension work in the field of Education in general and Teacher Education in particular.
PO2	familiarize with the process of curriculum development and evaluation, and able to design, develop and integrate innovative methods, approaches, processes and practices in teaching learning process considering recent trends in Education.
PO3	acquire the strong foundation of research knowledge and skills to design and execute qualitative and quantitative research in the field of Education by exploring instructional and professional topics relevant to Education at different levels.
PO4	examine and apply different principles of Teacher Education, Educational Management and Administration and their effectiveness in management of School Education and Higher Education System.
PO5	critically examine and analyse current trends and issues in Teacher Education and apply their knowledge by demonstrating teacher leader competencies within the profession.
PO6	adapt and integrate contemporary ICT enabled Education Techniques and developing the educational technology tools used in curriculum transaction.
PO7	instill professional skills, administrative and managerial skills to work as master trainers in Teacher Education Colleges and Schools in one hand, and equip their Professional Competencies to qualify in competitive examinations on the other hand.
PO8	address the needs of diverse learners by enhancing curriculum, instruction and assessment strategies appropriate for students' cultural backgrounds and different learning needs with an eye on the policies and programmes of Inclusive Education.
PO9	exhibit the professional dispositions of effective teachers by engaging in research-based practice, reflective teaching practice, professional growth and development, and employing effective communication strategies with stakeholders.
PO10	develop social, emotional, spiritual and professional values that pave the way for nurturing an egalitarian society blended with tradition and modernity.
PO11	work professionally as teacher educators in all educational settings with lifelong learning adhering to ethical standards of teaching.

