
CURRICULUM REGULATIONS AND SYLLABUS FOR M.Ed. PROGRAMME

*Teaching is a noble profession that shapes the character,
caliber and future of an individual. If the people remember me
as a good teacher, that will be the biggest honour for me.*

- Dr. A.P.J. Abdul kalam

Curriculum Vision

*Moulding prospective teacher educators who are professionally competent
and socially committed, upholding the principles of **Gnana, Dharma and Sneha**.*

Graduate Attributes

A graduate of NVKSD College of Education shall possess

- GA1. Academic Excellence
- GA2. Capacity Building
- GA3. Digital Literacy
- GA4. Team Building Skills
- GA5. Creative, Critical and Reflective Thinking
- GA6. Commitment towards Society
- GA7. Professional Ethics and Social Values
- GA8. Research related Skills
- GA9. Sustainable Development Practices
- GA10. Self-directed and Lifelong Learning

Programme Learning Outcomes (PLO)

Structuring of the curriculum for two year M.Ed. Programme is designed to
enable the prospective teachereducators to

1. illustrates skills in conceptual analysis
2. Possesses insight about various levels of school education and innovative
pedagogic practices in teacher education
3. Demonstrates digital competency using appropriate digital tools.
4. Performs as an effective teacher educator with multiple roles, leadership
skills, ample values and right attitude.

5. Examines critically the role and contributions of various agencies and regulating bodies in enhancing the quality of teacher education through creative and reflective thinking.
6. Appreciates the challenges of theorizing education and identifies relationships between theory and practice leading to national development.
7. Exhibits professional competency and ethical practices, values and interests needed to function as an effective teacher educator.
8. Engages in quality research and appreciate the research perspective on various practices in teacher Education
9. Practises sustainability as a part of life
10. Engages in self paced, self directed and lifelong learning.

M.Ed. Curriculum Regulations

(with effect from the academic year 2022-24)

The Master of Education (M.Ed.) degree is a professional degree programme that prepares the prospective Teacher Educators to handle B.Ed. and D.T.Ed. programmes. The regulations for the two year M. Ed. Programme under Choice Based Credit and Semester System (CBCSS) with grading, framed by N.V.K.S.D. College of Education (Autonomous) shall be applicable for the students who enroll for two year M.Ed. programme (2022-2024) in the academic year 2022-23.

The major aspects of revised M. Ed. programme are:

- Choice Based Credit and Semester System
- Continuous Evaluation
- Online Test (internal)
- Online submission of assignments
- Semesterwise practical examination
- Internship Programme

Programme and Duration

Programme means a patterned combination and sequence 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 Master's degree in education.

The duration of the programme shall be two academic years comprising four semesters. The total number of days of an academic year will be 200 working days inclusive of internship and data collection in connection with the dissertation work, field attachment activities and exclusive of admission and examination. However the candidate shall be permitted to complete the programme requirements within a period of three years from the date of joining the programme.

Eligibility for Admission to the Programme

Admission to the programme will be on the basis of eligibility requirements, rules and regulations for M.Ed. admission fixed by the government of Tamil Nadu and Tamilnadu Teachers Education University from time to time.

Course

A course is essentially a constituent of a programme and may be a composite of several subject matters to be covered in a semester. The course consists of both theory components and practical components. Theory components include Perspective Courses, Tool Courses, Specialisation Courses and Elective Courses. Practical components include hands on experiment, academic writing, self development programme, internship in collaborating schools, special schools, teacher education institutions and dissertation work.

To augment the curriculum, Value Added Courses are offered in each semester that helps to develop the skill of teacher educators and to enrich their interest and aptitude in their chosen field of study. Each course is for two credit and the assessment for Value Added Course is purely internal and the credit obtained shall figure in the mark sheet under the title Value Added Courses. The Value Added Courses offered are the following.

- i). English for Professional Communication
- ii). Open Educational Resources: Theory and Practices
- iii). Instructional Technology in Learning
- iv). Counselling Skills
- v). Sustainable Eco-Practices
- vi) Cyber Safety

- vii) Indigenous Games of South India
- viii) Waste Management and Recycling
- ix) Food Safety
- x) Photography

As the college is also a centre for NPTEL local chapter, various courses on SWAYAM, the online learning platform developed by Ministry of Education and NPTEL are offered. The prospective Teacher Educators shall be guided to select the relevant courses offered by SWAYAM and mentored to enroll for the course. After the successful completion of the course, certificates will be issued by NPTEL and separate credit is entered in the mark sheet.

Semester System

The semester system is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time. It accelerates the teaching/learning process that enables vertical and horizontal mobility in learning. The M.Ed. programme comprises of four semesters, each consisting of 100 working days, excluding admission and semester end examinations.

Choice Based Credit and Semester System (CBCSS)

The Choice Based Credit and Semester System provide choice for students to select from the prescribed courses namely Level based Specialisation, Specialisation Courses based on Disciplines and Elective courses. The CBCSS provides flexibility by assigning credits, based on the course content and hours of teaching.

Credit (C)

A credit is a unit of input measured in terms of ‘Study Hours’. It represents the number of study hours in a particular period of time devoted to various aspects of teaching-learning process such as attending classes, engaging in assignments, projects, community related activities, gathering information from library and internet sources and other practical work required by the course.

A credit is equal to 30 hours of teaching learning process and one credit is considered as 25 marks for evaluation. The teachereducands shall earn and

accumulate credits on the basis of the number and type of tasks they have successfully completed. All the activities that carry credits are compulsory.

Credit Point (CP)

It is the product of grade points and number of credits for a course.

Grade Point (GP)

It is a numerical weight allotted to each letter grade on a 10-point scale.

Grade (G)

It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B, C and D. It is the transformation of actual marks secured by a student in a course.

Letter Grade	Level of Performance	Grade Point
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B	Good	7
C	Satisfactory	6
D	Re-appear	0-5
Ab	Absent	-

Semester Grade Point Average (SGPA)

SGPA is a measurement of performance of work done and credits corresponding to the grades earned by a The prospective Teacher Educator in a semester. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a The prospective Teacher Educator in all the courses and the sum of the number of credits of all the courses undergone by The prospective Teacher Educators. It shall be expressed up to two decimal places.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

Cumulative Grade Point Average (CGPA)

It is a measurement of overall cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various

courses in all semesters and the sum of the total number of credits. It is expressed up to two decimal places.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Transcript/Grade Card/Certificate

Based on the grades secured, grade certificate shall be issued to all the registered candidates after every semester. The grade certificate displays the course details (code, title, number of credits, marks scored and grade secured) along with SGPA of that semester. A student obtaining Grade D shall be required to reappear in the next semester examination.

Fairness in Assessment

Assessment of The prospective Teacher Educators, for each course shall be done by internal continuous assessment and semester end examinations. Internal assessment shall be conducted through out the semester based on internal examinations, assignments, seminars and suggested activities as specified in the syllabus using prescribed proforma. Double valuation procedure is adopted for theoretical components. To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations is conducted at the end of each semester.
- ii) Assessment of theoretical and practical components of each semester is undertaken by the external examiners duly appointed by the office of the Controller of Examination.
- iii) The question papers for each course are set by external examiners from the panel list of examiners approved by statutory bodies.
- iv) Provision for revaluation and photocopy of the answer sheet.

Curriculum Transaction

As curriculum transaction is the backbone of educational programme, the transaction methods adopted are Lecture, Lecture cum Discussion, Seminar,

Assignment, Workshop, Group works, Brain Storming, Fieldwork, Project work, Peer teaching, Online platforms, Co-operative learning, and use of judicious blend of technology are some of the modes of curriculum transaction.

Evaluation

Continuous and Comprehensive Evaluation (CCE) would be carried out with Choice Based Credit and Semester System (CBCSS). Its purpose would be to improve the performance of the prospective Teacher Educators and their competencies on teacher education that would be formative and summative in nature. Both internal and external evaluation will be done for theoretical and practical components. Evaluation for the practical components shall be conducted internally and externally for every semester.

Courses of Study

The two year M.Ed. programme has 80 credits in total, in which 60 credits are allotted for theoretical components that includes perspective courses, tool courses, teacher education course, specialization courses, elective courses and 20 credits are allotted for practical components. The course of study includes

I. **Core Courses** which are mandatory for the prospective Teacher Educators in order to meet the requirements of M.Ed. programme, which include both theory and suggested activities. The core courses comprises of

- i) Perspective Courses
- ii) Tool Courses
- iii) Teacher Education Course

II. The **Specialisation Course** include both theory and suggested activities which comprises

- i) Level based Specialisation
- ii) Specialisation based on Discipline
- iii) Elective Courses

III. **Internship programme** as an inevitable part of the M.Ed. programme is been conducted in Collaborating schools, Teacher Education institutions and Special schools.

IV. **Research leading to Dissertation** is related to discipline based specialisation

V. **Practical Activities**

1. Communication skills: Expository writing related to education.
2. Self-development programme - Yoga
3. Academic writing

COMPONENTS OF THE PROGRAMME STRUCTURE

I. Theoretical Components (60 Credits)

A) Perspective Courses(24 credits)

Perspective courses are meant for the prospective Teacher Educators to attain the robust theoretical perspectives in education. The perspective courses included are

- i) History and Political Economy of Education
- ii) Advanced Educational Psychology
- iii) Emerging Trends in Educational Technology
- iv) Philosophical and Sociological Perspectives in Education
- v) Curriculum Development
- vi) Trends in Educational Management and Administration.

B) Tool Courses (16 credits)

Tool courses are envisioned to provide skill to the prospective Teacher Educators that enable them to work as professionals and scholars in the field of action. The tool courses included are

- i) Basics in Educational Research
- ii) Essentials in Educational Research and Statistics
- iii) Advanced Research Methodology
- iv) Approaches and Practices of Counselling Psychology

C) Teacher Education Course(4 credits)

Teacher education course is intended to provide . The prospective Teacher Educators with focused exposure and experience. This course is offered in the second semester and titled as

- i) Teacher Education in India: Emerging Scenario

D) Level Based Specialisation(8 credits)

1. *Context and Issues in*

- i) Early Childhood Care and Education
- ii) Elementary Education
- iii) Secondary and Higher Secondary Education
- iv) Higher Education

2. *Curricular Practices in*

- i) Early Childhood Care and Education
- ii) Elementary Education
- iii) Secondary and Higher Secondary Education
- iv) Higher education

The prospective Teacher Educators shall select any one course from *context and issues* in the first semester and *curricular practices* in the second semester as level based specialisation course.

E) Specialisation based on Discipline (4 credits)

Advanced Methodology in:

- i) Language Education
- ii) Mathematics Education
- iii) Science Education
- iv) Social Science Education

The prospective Teacher Educators shall select any one course from Advanced Methodology courses based on their major discipline studied in their Bachelor of Education (B.Ed.) programme.

F) Elective Courses – (4 credits)

- i) Economics of Education
- ii) Inclusive Education: Practices and Issues
- iii) Lifelong Learning
- iv) Life Skills Education : Issues and Practices
- v) Education for Sustainable Development

The prospective Teacher Educators shall select any one course as elective from the above given elective options as their choice.

II. Practical Components (20 credits)

1. Self-development programme – Yoga and social project (*1 credit*)
2. Case Study on any curriculum framing institution: NCERT/SCERT/DIET/Universities/Autonomous Teacher Education institutions (*1 credit*).
3. Communication Skill: Expository writing (*2 credit*)
4. Internship in:
 - (i) Collaborating schools, on the basis of discipline based specialisation for two weeks (*2 credits*)
 - (ii) Teacher education institutions for two weeks (*2 credits*)
 - (iii) Special Schools (*1 credit*)
5. Preparation and presentation of research proposal (*1 credit*)
6. Hands-on experience: Analysis of data using software (*2 credits*)
7. Academic writing (*2 credits*)
8. Dissertation (*4 credits*)
9. Viva-voce (*2 credits*)

DESCRIPTION OF THE PRACTICAL COMPONENTS**1. Self-Development Programme**

This programme aims to develop the mental and physical well being through modalities such as yoga, gender issues, health and hygiene issues, socio-environmental issues etc. These programmes should engage in reflecting on the linkages between the self and one's professional practice.

- a) On successful completion of the course on yoga offered by the college the prospective Teacher Educator shall conduct five sessions of yoga to the students of collaborating schools during internship. Proceedings of these activities have to be recorded and submit the report for evaluation.
- b) The prospective Teacher Educators shall undertake a project and submit the project report on any one of the following.
 - Gender Issues
 - Health and Hygiene

- Psycho-Social Dimensions of Exclusion
- Socio-Environmental Issues

2. Case study of Curriculum Framing Institution

The prospective Teacher Educators shall visit and study any one of the curriculum framing institutions such as NCERT / SCERT / DIET / Universities / Autonomous Teacher Education institutions and prepare a case study report of the institution that includes curriculum regulations, curriculum transaction, mode of evaluation, internship of student teachers, infrastructure and other co-curricular activities.

3. Communication skill: Expository writing related to Education

Expository writing related to education provides The prospective Teacher Educators an opportunity to practice and develop their expository writing skills in the related aspects. It focuses on getting The prospective Teacher Educators acquaint with the basics of expository writing through a series of discussions and writings. Based on this each Teacher educand shall,

- a) Organize an in-house seminar for student teachers on any relevant educational theme.
- b) Attend a minimum of two seminars/workshops /conferences in teacher education institutions / university department of education and present papers.
- c) Prepare an analytical report on any one event/ news (identified from electronic/ print media) related to education.
- d) Writing the conceptual framework related to the research topic chosen for dissertation and presents it in there search colloquium for discussion and suggestion.

4. Internship programme

The The prospective Teacher Educator shall undergo internship programmeduring the first and second semester in the following institutions.

- i) *Collaborating School* (two weeks)

The The prospective Teacher Educator shall be present in the collaborating schools of the teacher education institution for a period of two weeks and observe the classes of student teachers followed by preparation of report. They also have to prepare reflective reports on the administration, curriculum transaction, mode of evaluation, curricular and co-curricular activities of the collaborating school.

ii) Teacher Education Institution (two weeks)

Each The prospective Teacher Educator shall be present in a teacher education institution as part of internship programmes for a period of two weeks and carry out the following activities:

- (i) Engaging twelve classes in an innovative manner at B.Ed. /D.Ed. level.
- (ii) Preparation and submission of comprehensive report on profile, administration, curriculum transaction and evaluation.

iii) Special School (one week)

The prospective Teacher Educators has to visit any special school and write reflective report on the academic practices followed, by highlighting the curricular and co-curricular activities, pedagogic approaches, educational planning, management and administration.

5. Preparation of Research Proposal and Presentation

The prospective Teacher Educators shall prepare a research proposal based on their selected topic for the dissertation for about 10 to 12 pages. The proposal shall include the title of the topic, introduction and significance of the study, objectives, hypotheses, methodology in brief, sample and tools for the study, statistical techniques, time schedule and references. After preparation of the proposal the prospective Teacher Educator shall present in the research colloquium through power point presentation.

6. Hands on Experience: Analysis of Data using Software

The prospective Teacher Educators shall prepare a master sheet based on the data collected for the research topic and analyze the data using SPSS software. The output of the data has to be submitted for evaluation.

7. Academic Writing

The prospective Teacher Educators shall involve in the following academic activities.

- a) Publication of minimum one research paper (3-5 pages) related to the dissertation topic in peer reviewed educational journals and the same need to be appended in the dissertation.
- b) Writing reviews of any two books on education / recent research report.
- c) Preparation of one abstract of M.Ed. / M.Phil. / Ph. D. dissertation.

8. Dissertation

Dissertation as a mandatory, each prospective teacher educator is required to select one research topic under the guidance of teacher educator, and shall submit a dissertation. The dissertation should preferably be in the area/ specialization based on discipline and shall be submitted at the end of the fourth semester before the commencement of theory examination.

The title of the research study shall be fixed in the second semester, that will be approved in the research colloquium / committee. The prospective Teacher Educator shall submit two research proposals on their area of specialisation. The dissertation should be approximately between 18,000 to 22,000 words, and shall follow APA style manual. The weightage of assessment of the dissertation component shall include:

- a) Suitability of research topic and presentation
- b) Appropriateness of the methodology selected for the study
- c) Analysis of data and interpretation
- d) Suitability of the findings and relevance of the recommendations
- e) References and relevant appendices

The prospective Teacher Educators have to submit four copies of the dissertation with soft copy in pdf format. The evaluation of dissertation will be done by external examiners followed by viva-voce.

7. Viva - Voce

The open viva voce examination which is mandatory for the award of M.Ed. degree, shall be conducted by the external examiners on the basis of the dissertation submitted.

SEMESTER OVERVIEW

Semester	Components	Credits	Marks	Hours	Duration
First Semester	Theory	16	400	480	100 days
	Practical	4	100	120	
	Total	20	500	600	
Second Semester	Theory	16	400	480	100 days
	Practical	4	100	120	
	Total	20	500	600	
Third Semester	Theory	16	400	480	100 days
	Practical	4	100	120	
	Total	20	500	600	
Fourth Semester	Theory	12	300	360	100 days
	Practical	8	200	240	
	Total	20	500	600	

100 days x 6 hours per day = 600 hours per semester

**PROGRAMME STRUCTURE AND SEMESTER WISE DISTRIBUTION OF
THEORETICAL AND PRACTICAL COMPONENTS**

As M.Ed. is a skill development programme, water tight compartmentalisation of theory and practical components is not possible and hence they have been combined together. Here one credit is considered as 30 hours of teaching learning process.

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		Perspective Courses				
	MED1PC001	History and Political Economy of Education	4	30	70	100
	MED1PC002	Advanced Educational Psychology	4	30	70	100
B		Tool Course				
	MED1TC001	Basics in Educational Research	4	30	70	100

D	Level Based Specialisation – 1 (any one)		4	30	70	100
		<i>Context and issues in:</i>				
	MED1LS001	i) Early Childhood Care and Education				
	MED1LS002	ii)Elementary Education				
	MED1LS003	iii) Secondary and Higher Secondary Education				
	MED1LS004	iv) Higher Education				
Total			16			400

Second Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		Perspective Courses				
	MED2PC003	Emerging Trends in Educational Technology	4	30	70	100
B		Tool Course				
	MED2TC002	Essentials in Educational Research and Statistics	4	30	70	100
C		Teacher Education Course				
	MED2TE001	Teacher Education in India: Emerging Scenario	4	30	70	100
D	Level Based Specialisation - 2 (any one)					
	MED2LS005	<i>Curricular Practices in</i> i) Early Childhood Care and Education.	4	30	70	100
	MED2LS006	ii) Elementary Education				
	MED2LS007	iii) Secondary and Higher Secondary Education				
	MED2LS008	iv) Higher Education				
Total			16			400

Third Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
A		Perspective Courses	4	30	70	100
	MED3PC004	Philosophical and Sociological Perspectives in Education				
	MED3PC005	Curriculum Development				
B		Tool Course	4	30	70	100
	MED3TC003	Advanced Research Methodology				
E		Specialisation based on Discipline (any one)	4	30	70	100
	MED3SD001	<i>Advanced Methodology in</i> <i>i) Language Education</i>				
	MED3SD002	<i>ii) Mathematics Education</i>				
	MED3SD003	<i>iii) Science Education</i>				
	MED3SD004	<i>iv) Social Science Education</i>				
Total			16			400

Fourth Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total Marks
				Internal	External	
A		Perspective Course	4	30	70	100
	MED4PC006	Trends in Educational Management and Administration				
B		Tool Course	4	30	70	100
	MED4TC004	Approches and Practices of Counselling Psychology				
F		Elective Courses (any one)	4	30	70	100
	MED4EC001	<i>i) Economics of Education</i>				
	MED4EC002	<i>ii) Inclusive Education: Practices and Issues</i>				
	MED4EC003	<i>iii) Lifelong Learning</i>				

	MED4EC00 4	iv) Life Skills Education : Issues and Practices			
	MED4EC00 5	v) Education for Sustainable Development			
Total			12		300

G. PRACTICAL COMPONENTS

Semester- I (Code: MEDPR001)	Credits	Marks
i) Self-development programme: Yoga and Social project	1	25
ii) Internship in Collaborating School	2	50
iii) Case Study of Curriculum framing Institutions	1	25
Semester -II (Code: MEDPR002)		
i) Communication skill: Expository writing related to Education	2	50
ii) Internship in Teacher Education Institution	2	50
Semester -III (Code: MEDPR003)		
i) Preparation and presentation research proposal	1	25
ii) Hands on Experience in Data analysis	2	50
iii) Internship in Special Schools	1	25
Semester -IV (Code: MEDPR004)		
i) Academic writing	2	50
ii) Dissertation	4	100
iii) Viva - Voce	2	50
Total	20	500

Components of Internal Assessment

Sl.No.	Components	Maximum Marks
1.	Average marks of three tests (<i>online test, open book examination, mid semester exam</i>)	10
2.	Suggested activities(2 for each course)	10
3.	Seminar	5
4.	Assignment (<i>online submission</i>)	5
	Total	30

Attendance

Each candidate whose admission is approved by the affiliated university should gain 85% of attendance, failing which they shall not be permitted to appear for the examination (both theoretical and practical). However the candidate who gains attendance upto 75% on medical grounds shall be permitted to appear for the examination after condonation of attendance.

QUESTION PAPER DESIGN FOR M.Ed. DEGREE EXAMINATION

The question paper for each theory course is designed for three hours duration in four sections (ie) Section – A, B, C and D. Number of questions for each sections and allotment of marks are as follows.

Section	Type of Question	Number of Questions	Marks	Maximum word limit for each answer
A	Multiple choice questions	Ten (no choice)	10 x 1 = 10	one word each
B	Very short answer	Five (no choice)	5 x 3 = 15	100words each
C	Short answer	Five (out of 7)	5 x 5 = 25	200 words each
D	Essay	Two (with internal choice)	2 x 10 = 20	500words each
	Total		70	

SEMESTER-WISE DISTRIBUTION OF MARKS

Semester	Theory	Practical	Total
First	400	100	500
Second	400	100	500
Third	400	100	500
Fourth	300	200	500

Total marks for Theory	-	1500
Total marks for Practical	-	500
Grand Total	-	2000

Passing Minimum

Every candidate should appear for both the theory and practical examinations. A candidate will be awarded the M.Ed. degree only if he/she has passed both theory and practical examinations. A candidate will be declared to have passed both the theory and practical examination if he/she secure not less than 50% of marks in each of the theory courses and also in each of the practical components. A candidate shall be declared to have passed in the M.Ed degree examination if he / she secured a minimum of 50% of marks for internal assessment, external assessment and in total.

Photocopying of answer sheets and Revaluation

There is a provision for obtaining photocopies of the answer sheets by remitting the fee, prescribed by the college.

Candidates who secure a minimum of 18 marks in the external examination only can apply for revaluation. The application and fee prescribed shall be remitted within 10 days of the publication of the semester result.

Re-appearance

A candidate who fails in one or more papers in the theory examination shall be permitted to reappear in the next semester. The supplementary examination for both the theory and practical examination will be conducted for outgoing students at the end of the final semester with in one month from the date of publication of the final result.

Transitory Regulation

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old regulations/syllabus. The candidates who have not appeared the

examination or failed, shall take the examination subsequently according to the changed curriculum and syllabus.

Classification of Successful Candidates

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.0 -10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	
70-79	8	7.01-8.00	A	Very Good	First class
60-69	7	6.01-7.00	B	Good	
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below50	0	0.00-5.00	D	Not Satisfactory	Re-appear