

# **N.V.K.S.D. COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

*(Reaccredited by NAAC with A<sup>++</sup> Grade)*

*Affiliated to Tamilnadu Teachers Education University, Chennai*

*Attoor, Kanniyakumari District, Tamil Nadu*



## ***Curriculum Framework & Syllabus***

*for*

**TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME**

**Choice Based Credit and Semester System (CBCSS)**

**2025-2027**

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## PREFACE

N.V.K.S.D. College of Education (Autonomous), Attoor framed the curriculum of the existing two years M.Ed. Programme in 2017 on attaining Autonomous status. Considering the feed backs from different stakeholders and NEP 2020 implementation, Board of Studies of N.V.K.S.D. College of Education (Autonomous), Attoor has decided to restructure the curriculum of existing two year M.Ed. Programme incorporating institutional vision of Gnana, Dharma and Sneha aiming at the latest pedagogical practices and evolving global standards.

This curriculum has been meticulously crafted to align with the key pillars of NEP 2020—Access, Equity, Quality, Affordability and Accountability and in tune with the vision and mission of the college. It emphasizes a flexible and learner-centric approach, blending traditional knowledge systems with modern methodologies. The framework is designed to be interdisciplinary focusing on critical thinking, creativity, collaboration and effective communication. By doing so, it supports both the academic and socio-emotional development of every learner.

The framework also reflects the latest changes in educational paradigms, including the integration of digital tools, competency-based learning and inclusive practices that cater to diverse learners' needs. It ensures a seamless blend of theoretical and experiential learning, preparing students for the complexities of the real world. The revised curriculum emphasises enhanced credit allocation for practical components, research embedded tasks and practicum, alongside opportunities for institutional twinning programme, self development programme and a variety of self development courses. The restructuring was done based on suggestions of NCTE guidelines for M.Ed. Programme and UGC norms and regulations. The revision will be applicable to 2025 admission onwards.

The Board of Studies express our sincere gratitude to University Grants Commission, National Council for Teacher Education, Tamilnadu Teachers Education University, all Teacher Educators, experts and stakeholders who have contributed their invaluable insights and expertise in shaping this document. We also extend sincere thanks to all the Experts, Teacher Educators and Teachers participated in the workshops and Pre Board meetings for the revision of the curriculum. We extend our heartfelt gratitude to our Secretary Adv. S.Krishnakumar, who has generously shared his knowledge, time and insights throughout the development of this curriculum. We are grateful to our Principal Dr.S.Sreelatha for her dedication and guidance throughout. The Board also with profound respect, place our words of gratitude to all the members of Governing Body and Academic Council for all their valuable insights and suggestions in fine tuning the document. We sincerely appreciate and acknowledge the collaborative spirit, thoughtful reflections and innovative ideas of all the faculty members that have illuminated the path towards a transformative process. A

curriculum can be well framed only with the cooperation and rigorous assistance of all the stakeholders of the institution. We sincerely thank all of them.

By equipping our future educators with the tools, knowledge and skills, they need to succeed, we aim to make a sustainable impact on the quality of education and the lives of countless students. We are confident that the restructured curriculum will empower our graduates to become transformative leaders in the field.

Prof.(Dr.) K.Rajeswari  
Chairperson  
Board of Studies

## CURRICULUM FRAMEWORK 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, by upholding the principles of **Gnana, Dharma and Sneha**.*

### **Introduction**

The two year M.Ed. programme is a perfect blend of professional skill based and research embedded programme which emphasizes the development of entrepreneurship skills. It is designed to prepare efficient and competent Prospective Teacher Educators for the 21<sup>st</sup> century and to equip them to meet the demands and challenges of the next generation in a productive and constructive way. The major thrust area of the programme is transformational learning which make sense of life experiences of learners. It encourages ways of thinking based on a different understanding of how knowledge is effectively and powerfully constructed and reflects on and shares their feelings and thoughts.

The programme also instills values and ethics which builds on the concept of social equality. The programme offers opportunity to develop academic competencies such as research skills, technical skills, communication skills, digital skills, analytical skills and interpersonal skills. Experiential learning, field based learning and hands on learning are the three approaches adopted in this programme which enhance professional skills of learners.

The curriculum for two year Choice Based Credit and Semester System (CBCSS) M.Ed. Programmew.e.f 2025-2026 academic year has been designed as per NCTE regulations 2014. The present version of this curriculum is revised in line with the Outcome Based Education (OBE) framework 2020 and also in tune with NEP 2020. The changes incorporated in this curriculum have been for enabling the temporal evolution of novel methods of classroom courses and extending the competency through innovative strategies so that the learners will take up major role. The major components of the programme include:

- i) Core courses: Perspective Courses, Tool Courses and Teacher Education Course
- ii) Specialization courses : Level based specializations, Specialization based on disciplines, Theme Specialization Course and Elective courses
- iii) Dissertation work
- iv) Internships spread out in different areas of specialization.

The regulations for the two year M.Ed. Programme under CBCSS 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 (2025-2027) in the academic year 2025-26. The following regulations and programme structure has been designed to fulfill the listed outcomes of various courses.

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

- Choice Based Credit and Semester System
- Skill based and entrepreneurship-based programmes
- Technology and competency based programmes
- Self-Development Courses
- Skill Development Programmes
- Research Embedded Practicums
- Continuous and Comprehensive Evaluation
- Online Tests
- Open Book Examination
- Online submission of assignments
- Semester wise practical examination
- Internship Programme/Field based activities

A post graduate of N.V.K.S.D. 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 Outcomes (PO)**

On successful completion of the programme, the Prospective Teacher Educators

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 digital pedagogy and 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. Produces quality research and appreciate the research perspective on various practices in Teacher Education
9. Practices 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 2025-26)

### **Scope**

The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed.) conducted by N.V.K.S.D. College of Education (Autonomous) w.e.f. 2025-2026 academic year. This provision in this regulation supersedes all the existing regulations for M.Ed. programme of the college to the extent prescribed.

**Eligibility Criteria 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 Tamil Nadu Teachers Education University from time to time.

- i. Candidate with B.Ed. Degree/ four years integrated B.A.B,Ed./B.Sc.B,Ed./B.Com.B.Ed. of any University recognized by the UGC as equivalent with a minimum of 50% of marks in the aggregate are eligible for seeking admission to the M.Ed. programme.
- ii. There is no age limit for admission.
- iii. The whole admission procedure shall be followed as per the rules and regulations prescribed by the Government of Tamil Nadu and Tamil Nadu Teachers Education University.

**Duration of the Programme**

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

**Medium of Instruction**

The medium of instruction and examination will be in English.

**Attendance**

Each candidate whose admission is approved by the affiliated university should gain 85% of attendance in each semester to appear for the examination. The candidate who gains attendance upto 75% on medical ground shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of the institution, on paying the prescribed fee. Condonation of attendance is allowed only for two semesters during the entire programme. The candidates with shortage of attendance below the condonation limit will not be eligible to appear for the end semester examinations. The students who secure the required minimum attendance in the semester and have registered for the end semester examination shall be eligible to continue their studies in the next semester.

**Readmission**

Candidates who have completed the first year and registered for the end-semester examination can be considered for re-admission within a period of three years, subject to availability of seats and the syllabus being the same.

**Transitory Regulations**

Whenever a course or scheme of instruction is changed in a particular academic year, examination for 3 more years shall be conducted immediately following thereafter according to the old regulation and syllabus.

**Revision of Regulation**

Notwithstanding all that has been stated above, the institution has the right to modify any of the regulations, scheme and syllabus of the programme from time to time.

**Definition of Terms****Programme**

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 the Master's Degree in Education.

**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 courses and practical components. Theory courses include Perspective Courses, Tool Courses, Specialisation Courses and Elective Courses. Practical components include Hands on experience, Academic writing, SelfDevelopment Courses, Skill Development Programme, Internship in Teacher Education institutions, Case study of Institutions, Institutional twinning programme and Dissertation work.

**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 provides choice for students to select from the prescribed courses. By assigning credits based on course content and instructional hours, CBCSS offers flexibility in academic planning.

#### 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 related practical activities required for the course.

A credit represents 30 hours of instructional engagement and is assigned a value of 25 marks for evaluation purposes. All credit-bearing activities are mandatory.

#### Grade Point (GP)

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

#### Credit Point (CP)

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

#### Grade (G)

It is an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B, C and D. It is the conversion 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	Below 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 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 in all the courses taken by a Prospective Teacher Educators and the sum of 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  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.

### **Cumulative Grade Point Average (CGPA)**

It is a measurement of overall cumulative performance of Prospective Teacher Educator in all semesters. The CGPA is the ratio of the total credit points secured by a Prospective Teacher Educator in various courses in all semesters and the sum of the total number of credits of all courses. The value shall be rounded off to two decimal places.

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

where  $S_i$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester.

### **Marks and Grade Card/Certificate**

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

## PROGRAMME STRUCTURE AND SEMESTER WISE DISTRIBUTION OF THEORY COURSES AND PRACTICAL COMPONENTS

The two year M.Ed. programme has 90 credits in total, in which 56 credits are allotted for theory courses that includes Perspective courses, Tool courses, Teacher Education course, Specialization courses and Elective courses. 34 credits are allotted for practical components. Here one credit is considered as 30 hours of teaching and learning process.

### SEMESTER OVERVIEW

Semester	Components	Credits	Marks	Duration
<b>First Semester</b>	Theory	16	400	100 days
	Practical	6	150	
	<b>Total</b>	<b>22</b>	<b>550</b>	
<b>Second Semester</b>	Theory	12	300	100 days
	Practical	10	250	
	<b>Total</b>	<b>22</b>	<b>550</b>	
<b>Third Semester</b>	Theory	16	400	100 days
	Practical	8	200	
	<b>Total</b>	<b>24</b>	<b>600</b>	
<b>Fourth Semester</b>	Theory	12	300	100 days
	Practical	10	250	
	<b>Total</b>	<b>22</b>	<b>550</b>	
	<b>Grand Total</b>	<b>90</b>	<b>2250</b>	<b>400 days</b>

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

**SEMESTER-WISE DISTRIBUTION OF THEORY COURSES AND PRACTICAL COMPONENTS**

**I. THEORY COURSES**

**First Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
<b>A Perspective Courses</b>	MED1PC001	Philosophical and Sociological Perspectives in Education	4	30	70	100
	MED1PC002	Advanced Educational Psychology	4	30	70	100
<b>B Tool Course</b>	MED1TC001	Basics of Educational Research	4	30	70	100
<b>D Level Based Specialization (any one)</b>		<i>Context, Issues and Practices in</i>				
	MED1LSC01	i) Early Childhood Care and Education	4	30	70	100
	MED1LSC02	ii)Elementary Education				
	MED1LSC03	iii)Higher Education				
<b>Total</b>			<b>16</b>			<b>400</b>

**Second Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
<b>A Perspective Course</b>	MED2PC003	History and Political Economy of Education	4	30	70	100
<b>B Tool Course</b>	MED2TC002	Educational Research Methodology and Statistics	4	30	70	100
<b>D Level Based Specialization</b>	MED2LSC04	<i>Context, Issues and Practices in Secondary Education</i>	4	30	70	100
<b>Total</b>			<b>12</b>			<b>300</b>

**Third Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total marks
				Internal	External	
<b>C Teacher Education Course</b>	MED3TEC01	Teacher Education: Theory and Practices	4	30	70	100
<b>B Tool Course</b>	MED3TC003	Advanced Research Methodology and Statistics	4	30	70	100
	MED3TC004	Advanced Educational Technology	4	30	70	100
<b>E Specialization based on Discipline (any one)</b>	MED3SD001	<i>Advanced Methodology in</i> i) Language Education	4	30	70	100
	MED3SD002	ii) Mathematics Education				
	MED3SD003	iii) Science Education				
	MED3SD004	iv) Social Science Education				
<b>Total</b>			<b>16</b>			<b>400</b>

**Fourth Semester**

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total Marks
				Internal	External	
<b>A Perspective Course</b>	MED4PC004	Curriculum Design and Development	4	30	70	100
<b>F Theme Specialization Course</b>	MED4TSC01	Educational Management and Administration	4	30	70	100
<b>G Elective Courses (any one)</b>	MED4EC001	Counselling Psychology in Education	4	30	70	100
	MED4EC002	Economics of Education				
	MED4EC003	Education for Sustainable Development				
	MED4EC004	Human Rights Education				
	MED4EC005	Inclusive Education: Practices and Issues				
	MED4EC006	Lifelong Learning				
	MED4EC007	Life Skill Education				
<b>Total</b>			<b>12</b>			<b>300</b>

**II. PRACTICAL COMPONENTS**

Semester- I ( MED1PR001)	Credits	Marks
i) Self Development Courses (SDC):		
a) Yoga and Meditation	1	25
b) Sustainable Practices	1	25
ii) Skill Development Programme:		
a) Digital Skills	2	50
iii) Institutional Case study	1	25
iv) Psychology Practicals	1	25
<b>TOTAL</b>	<b>6</b>	<b>150</b>

<b>Semester –II Course Code( MED2PR002)</b>		
i) E- Content Development	1	25
ii) Expository Writing related to Education	2	50
iii) Internship in Teacher Education Institution (Phase I)	4	100
iv) Preparation of Research Proposal and Presentation	2	50
v) Self Development Course (SDC): Community Empowerment Practices	1	25
<b>TOTAL</b>	<b>10</b>	<b>250</b>
<b>Semester –III Course Code ( MED3PR003)</b>		
i) Social Project	1	25
ii) Hands on Experience in Data analysis using software	2	50
iii) Internship in Parent Teacher Education Institution (Phase II)	2	50
iv) Research Colloquium	1	25
v) Institutional Twinning Programme	2	50
<b>TOTAL</b>	<b>8</b>	<b>200</b>
<b>Semester –IV Course Code ( MED4PR004)</b>		
i) Academic writing	2	50
ii) Dissertation	6	150
iii) Viva - Voce	2	50
<b>TOTAL</b>	<b>10</b>	<b>250</b>
<b>GRAND TOTAL</b>	<b>34</b>	<b>850</b>

## PROGRAMME STRUCTURE

### I. Theory Courses (56 Credits)

#### A) Perspective Courses(16 credits)

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

- i) Philosophical and Sociological Perspectives in Education
- ii) Advanced Educational Psychology
- iii) History and Political Economy of Education
- iv) Curriculum Design and Development

#### B) Tool Courses (16 credits)

Tool courses are envisioned to foster 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 of Educational Research
- ii) Educational Research Methodology and Statistics

iii) Advanced Research Methodology and Statistics

iv) Advanced Educational Technology

### **C) Teacher Education Course(4 credits)**

i)Teacher Education : Theory and Practices

Teacher Education course is intended to provide the Prospective Teacher Educators with focused exposure and experience. This course is titled as Teacher Education in India: Theory and Practices

### **D) Level Based Specialization (8 credits)**

1. Context, Issues and Practices in

i) Early Childhood Care and Education

ii) Elementary Education

iii) Higher Education

The Prospective Teacher Educators shall select any one course from Context, Issues and Practices in the first Semester.

2. Context, Issues and Practices in Secondary Education

### **E) Specialization 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) Theme Specialization Course (4 Credits)**

i) Educational Management and Administration

### **G) Elective Courses – (4 credits)**

i) Counselling Psychology in Education

ii) Economics of Education

iii) Education for Sustainable Development

iv) Human Rights Education

v) Inclusive Education: Practices and Issues

vi) Lifelong Learning

## vii) Life Skill Education

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

**II. Practical Components (34 credits)**

## 1. Self-Development Courses

i) Yoga and Meditation(1 credit)

ii) Sustainable Practices(1 credit)

iii) Community Empowerment Practices (1 credit)

## 2. Skill Developmental Programme

i) Digital Skills (2 credits)

## 3. Psychology Practicals (1 credit)

## 4. E-Content Development(1 credit)

## 5. Institutional Case Study (1 credit)

## 6. Social Project (1 credit)

## 7. Expository writing related to education(2 credits)

## 8. Internship in Teacher Education Institutions -Two phases (6 credits)

## 9. Preparation and presentation of research proposal (2 credits)

## 10. Research Colloquium (1 credit)

## 11. Hands-on experience: Analysis of data using software (2 credits)

## 12. Institutional Twinning Programme (2 credits)

## 13. Academic writing (2 credits)

## 14. Dissertation (6 credits)

## 15. Viva-voce (2 credits)

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

The course aims to develop the mental and physical well being through modalities such as yoga, health and hygiene practices and socio-environmental activities. These programmes should engage in reflecting on the linkages between the self and one's professional practice and are distributed over two semesters.

**i) Yoga and Meditation:**The Prospective Teacher Educators shall conduct five sessions of yoga to the B.Ed students. Proceedings of these activities have to be recorded and submitted as the report for evaluation.

**ii) Sustainable practices**

The inclusion of a self-development course focusing on sustainable practices within the M.Ed. curriculum is essential to cultivate future educators as responsible global citizens. By integrating sustainability into personal and professional lives, M.Ed. students can become effective agents of change, capable of inspiring and guiding the next generation towards a sustainable future. This course aims to foster a deep understanding of sustainability principles, promote critical thinking, and equip students with practical skills to adopt and advocate for sustainable practices. The course focuses on ethical consumption, waste reduction, recycling, healthy and sustainable lifestyles connecting with nature, fostering a sense of responsibility and energy management. Pedagogical approaches for sustainability education include Inquiry-based learning, project-based learning/experiential learning.

The Prospective Teacher Educators are expected to carry out any two of the following activities and submit the report for valuation.

- i) Energy Management Initiatives
- ii) Recycling Practices
- iii) Repairing instead of Replacing
- iv) Making Eco-friendly Products
- v) Preparing your own Cleaning Products

**iii) Community Empowerment Practices**

Empowerment programme for local community on various topics such as gender equity, entrepreneur services, functional literacy are to be organized under the mentor-ship of a faculty member. The Prospective Teacher Educators are expected to carry out any one of the programme and a report comprising of the different phases is to be submitted along with the programme notice and all other documentary evidences.

**2. Skill Development Programme: Digital skills**

The rapid advancement of technology has transformed the educational landscape, necessitating a paradigm shift in teacher preparation. Integrating digital skills is imperative to equip educators with the competencies required to navigate the digital age effectively. The programme aims to enhance digital literacy among Prospective Teacher Educators to leverage technology for innovative teaching and learning experiences and to prepare Future-Ready Teachers equipped with digital skills. The programme comprises of a workshop for a minimum of 3 days. The Prospective

Teacher Educators shall get hands on experiences in using web tools and other AI tools for preparing teaching learning materials. At the end of the workshop they have to submit the report and digital learning materials. By incorporating digital activities like *Video Creation and Editing, Online Debates and Discussions, Digital Art and Design and Virtual Field Trips* into skill development programme, Prospective Teacher Educators will be equipped with the essential 21st century skills needed to thrive in today's digital age.

### **3. Psychology Practicals**

Each Prospective Teacher Educator must conduct five psychology practicals under the supervision of a faculty member with B.Ed. students and submit a report.

#### ***List of Practicals***

##### **Apparatus Tests**

1. Intelligence Test (Bhatia's Performance Test)
2. Problemsolving (Yerkes' Apparatus)
3. Classical Conditioning (Conditioning of winking reflex)
4. Maze Learning
5. Span of Attention

##### **Paper-Pencil Tests**

1. Personality Test
2. Teaching Competency Test
3. Emotional Intelligence Test
4. Metacognition
5. Leadership Behavior

### **4.E- Content Development**

The M.Ed. programme aims to cultivate educational leaders proficient in leveraging technology to enhance teaching and learning. E-content development is a crucial component of this process, equipping Prospective Teacher Educators with the ability to create innovative, engaging, and accessible digital learning resources. Each Prospective Teacher Educator must develop an e-content module on a chosen B.Ed. level topic and submit it online.

### **5. Institutional Case Study**

Prospective Teacher Educators must visit and study one curriculum framing institution (NCERT, SCERT, DIET, University or Autonomous Teacher Education Institution). They must prepare a case study report analyzing the institution's curriculum regulations, implementation, evaluation methods, student teacher internships, infrastructure and other programmes.

### **6. Social Project**

The Prospective Teacher Educators shall undertake a project and submit the project report on any one of the following:

- Health and Hygiene
- Psycho-Social Dimensions of Exclusion
- Socio-Environmental Issues

### **7. 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 acquainted with the basics of expository writing through a series of discussions and writings. Based on this, each Prospective Teacher Educator individually or in group shall organize an in-house seminar for prospective teachers on any relevant educational theme. They have to publish the articles/papers either in an edited book or to publish in the seminar proceedings.

### **8. Internship programme**

Prospective Teacher Educators must complete a two-phase internship during the second and third semesters. Internship assessment will be conducted internally, and a report is to be presented to the External Examination board.

#### **Phase I: Internship in Teacher Education Institutions**

Prospective Teacher Educators must intern in another Teacher Education Institution, delivering a minimum of 12 lessons to B.Ed students and participating in all institutional activities. They must also organize an awareness program on a socially relevant topic, submitting a report with photographs. Additionally, a comprehensive report on institutional profile, administration, curriculum transaction, and evaluation must be prepared and submitted.

**Phase II: Internship in Parent Teacher Education Institution**

Prospective Teacher Educators must intern in the Parent Teacher Education Institution, delivering at least 6 lessons in their optional subject using innovative methods. Other activities to be organized include:

1. Environmental Education: Organizing awareness programmes for B.Ed students and clean-up drives
2. Health and Wellness Programmes: Implementing health education programs for B.Ed. students. After organizing the activity, a report with photographs and documentary evidences is to be submitted.
3. Conducting and supervising practicals in the concerned subject, Laboratory and Pedagogy park and the report is to be submitted.

**9. Preparation of Research Proposal and Presentation**

Prospective Teacher Educators must prepare a 10-12 page research proposal based on their chosen dissertation topic. The proposal should include the title, introduction, need and significance, objectives, hypotheses, method, sample, research tools, statistical techniques, timeline, and references. Students must present their research proposal in a PowerPoint presentation at a research colloquium.

**10. Research Colloquium**

By integrating a research colloquium into the M.Ed. curriculum, students gain invaluable experience in the research process. A formal academic platform where M.Ed. students, faculty, and researchers congregate to present, discuss, and critique ongoing research study of the M.Ed. students. It serves as a dynamic space for intellectual exchange, knowledge dissemination, and the refinement of research methodologies.

**11. Hands on Experience: Analysis of Data using Software**

Prospective Teacher Educators must create a master data set based on their research data and analyze it using software. The analyzed data must be submitted for evaluation. Three-days workshop will be conducted for this purpose.

**12. Institutional Twinning Programme**

The Institutional Twinning Programme (ITP) component of the M.Ed. programme aims to cultivate leadership skills in Prospective Teacher Educators through collaborative inter-institutional visits to nationally or internationally renowned institutions specializing in pure, applied, or interdisciplinary research in pedagogy or

allied social sciences. This one-week programme involves collective academic and co-curricular activities mutually agreed upon by both institutions. The ITP is designed to expose participants to the administrative and research culture of a distinguished institution, culminating in a brief report. This component worths 2 credits and 50 marks, allocated as follows: participation (20 marks), involvement (15 marks) and report/presentation (15 marks).

### **13. Academic writing**

The task is to be carried out in a workshop. The Prospective Teacher Educators shall involve in the following academic activities.

- a) Publication of minimum one research paper related to the dissertation topic in peer reviewed 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. / Ph. D. dissertation.

### **14. Dissertation**

A dissertation is the culminating academic project in an M.Ed. programme. It is an original research study that demonstrates a Prospective Teacher Educators' ability to conduct independent research, analyze data, and contribute to the field of education. It is a compulsory component of the M.Ed. programme. Dissertation is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research and write a dissertation. The main body of the dissertation must be a minimum of 100 pages and a maximum of 150 pages and must adhere to the latest APA Style Manual. The weightage of assessment of the dissertation component shall include:

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

### **A Structured approach to Dissertation completion is given below:**

Semester I: Identification of the Research problem

Semester II: Research proposal presentation and Title finalization

Semester III: Research Tool preparation and validation

Semester IV: Data collection and Submission of Dissertation

The Prospective Teacher Educators have to submit three copies of the dissertation with soft copy in pdf format. The evaluation of dissertation will be done by external examiner followed by a viva-voce. The Dissertation shall be submitted at the end of Semester IV.

### **15.Viva-voce**

A viva voce examination will be conducted at the end of the fourth semester based on the submitted dissertation. This viva is mandatory for the award of the M.Ed. degree and will be conducted by external examiner. Students must attend two seminars during the programme and submit copies of the certificates with their dissertation. The original certificates must be presented to the viva board.

### **VALUE ADDED COURSES**

To augment the curriculum, Value Added Courses are offered in each semester that help to develop the skill of Prospective Teacher Educators and to enrich their interest and aptitude in their chosen field of study. Each course is for two credits 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) AI and Machine Learning
- ii) STEAM Education : A holistic approach
- iii) Energy Management
- iv) Lifestyle Diseases and Fitness
- v) Digital Resources in Teaching Learning and Research
- vi) Multi Cultural Education

### **SWAYAM-NPTEL**

The college is a recognized 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 courses. After the successful completion of the courses, certificates will be issued by NPTEL and separate credit secured is entered in the mark sheet.

### Curriculum Transaction

Curriculum transaction is the cornerstone of any educational programme. To this end, the programme employs a variety of teaching methods, techniques and strategies including lectures, discussions, seminars, assignments, workshops, group work, brainstorming, fieldwork, projects, peer teaching, online platforms, cooperative learning, flipped classrooms, blended learning, and judicious technology integration.

### SCHEME OF EXAMINATIONS

#### 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 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 theory and practical components. Evaluation for the practical components shall be conducted both internally and externally for every semester.

#### Components of Internal Assessment

The distribution of marks of Internal Assessment for courses with 4 credits is given below.

Sl.No.	Components	Maximum Marks
1.	Average marks of three tests - <i>Test 1(Open book )</i> <i>Test 2(Mid-semester -Written)</i> <i>Test 3(Online)</i>	10
2.	One task and one practicum ( <i>2 for each course</i> )	10
3.	Seminar Presentation	5
4.	Assignment ( <i>online submission</i> )	5
	<b>Total</b>	<b>30</b>

#### Practicum

Practicum is a crucial component of M.Ed. programme that bridges the gap between theoretical knowledge and practical application. Practicum is an invaluable platform for developing research-related skills and engaging in research activities. It provides students with hands-on experience in their chosen specialization, allowing them to

apply their learning in real-world educational settings. By engaging in a meaningful practicum experience, Prospective Teacher Educators gain the confidence and competence needed to become effective educators and leaders in their chosen fields. In each course, the Prospective Teacher Educators has to undertake a practicum.

### 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 section and allotment of marks are as follows:

Section	Type of Question	Number of Questions	Marks
A	Multiple choice	Ten (no choice)	10 x 1 =10
B	Very short answer	Five (no choice)	5 x 2 =10
C	Short answer	Six (out of 8)	6 x 5 =30
D	Essay	Two (with internal choice)	2 x 10 =20
	<b>Total</b>		<b>70</b>

### SEMESTER-WISE DISTRIBUTION OF MARKS

Semester	Theory	Practicals	Total
First	400	150	550
Second	300	250	550
Third	400	200	600
Fourth	300	250	550
<b>TOTAL</b>	<b>1400</b>	<b>850</b>	<b>2250</b>

<b>Total marks for Theory</b>	-	<b>1400</b>
<b>Total marks for Practical</b>	-	<b>850</b>
<b>Grand Total</b>	-	<b>2250</b>

### Passing Minimum

A candidate will be awarded the M.Ed. degree only upon successful completion of both theory and practical examinations with a minimum of 50% marks. A candidate will be declared to have passed the theory examination if he/she secures a minimum of 50% marks in both internal and external assessments, as well as an overall minimum of 50% marks.

### Classification of Successful Candidates

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.01 -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

### Photocopying of answer sheets and Revaluation

Students may obtain photocopies of their answer sheets by submitting application with the prescribed fee. Revaluation is available to candidates who score a minimum of 18 marks in the external examination. Revaluation applications and fees must be submitted within 10 days of the declaration of semester results.

### Re-appearance

The candidates who have completed the requirements (Attendance, Internal assessments and practical components) alone will be eligible for appearing the end semester examination and promotion to the next semester. Such students are only eligible for writing the supplementary examination. Those who fail to complete the course requirements have to redo the semester and get promotion to the next semester. A candidate who fails in one or more papers in the theory and practical examinations will be permitted to reappear in the next semester.

**Supplementary Examination**

The supplementary examinations for both the theory courses and practical components will be conducted for those students who couldn't attend or fail in the fourth semester examination. The examination will be conducted within one month of declaration of final result.

**Course Betterment**

Course betterment is limited to theory courses only. For course betterment, candidates have to appear for the concerned examination with the regular schedule. Higher marks of the two (marks before betterment and after betterment) will be considered.

**Fairness in Assessment**

To ensure fairness in assessment, following measures are taken.

- i) Both theory and practical examinations are conducted at the end of the respective semester.
- ii) External assessment of theory courses and practical components of each semester is under taken by a panel of external examiners duly appointed by the office of the Controller of Examinations.
- iii) The question papers for each theory course are set by the panel of examiners approved by the statutory bodies.
- iv) There is a provision for obtaining the photocopies of the answer scripts by remitting the prescribed fee.
- v) Internal marks awarded to the students in each theory course will be published in the examination portal and on the college notice board before the commencement of end semester examination.