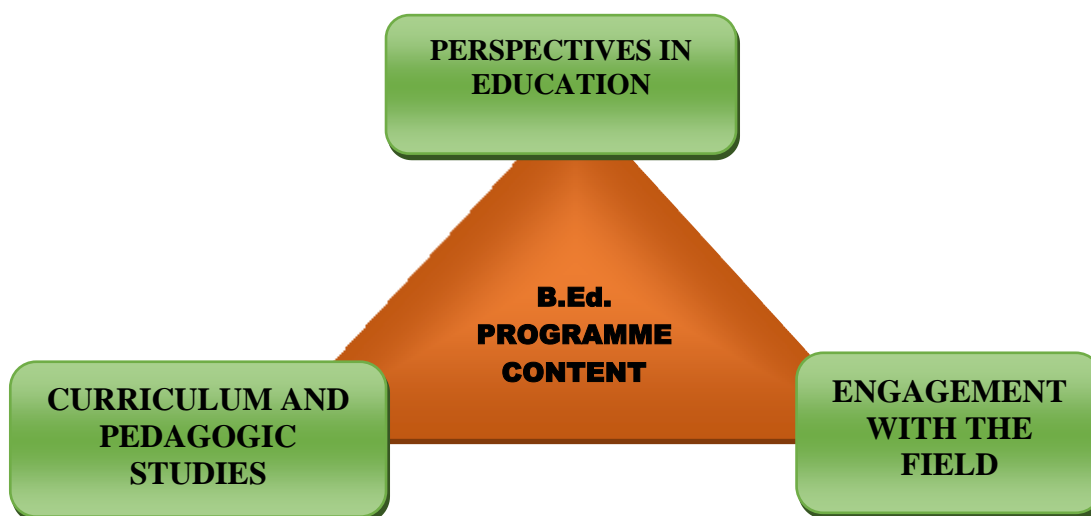




N.K.T. National College of Education for Women (Autonomous)

THEORY AND PRACTICUM COMPONENTS OF B.ED. PROGRAMME (GENERAL)

The programme is comprised of three broad inter-related curricular areas – (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, and (III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from inter disciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student-teachers. Transaction of the courses is to be done using a variety of approaches such as: case studies, group presentations, projects, discussions on reflective journals, observations of children and interactions with the community in multiple socio cultural environments. The programme included under each of the three broad curricular areas are as follows:



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I. Perspectives in Education

Perspectives in Education includes courses in the study of Childhood, Child Development and Adolescence, Contemporary India and Education, Theoretical foundations of Knowledge and Curriculum, Teaching and Learning, Gender in the context of School and Society and Inclusive Education. The following are the seven courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1	PE 1	Childhood and Growing up as a Learner
Course 2	PE 2	Contemporary India and Education
Course 3	PE 3 (a &b)	Learning and Teaching - Part I & Part II
Course 4	PE 4	Psychological Perspectives of Learners
Course 5	PE 5	Knowledge and Curriculum
Course 6	PE 6	Gender, School and Society
Course 7	PE 7	Creating an Inclusive School

The course on ‘Childhood and Growing up as a learner and Psychological Perspectives of Learners’ shall enable student-teachers to acquire knowledge on childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socio-economic and cultural backgrounds (Saraswathi, 1999). The course on ‘Contemporary India and Education’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

This course shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Learning and Teaching’ will focus on aspects of social and emotional development, self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts



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and the relationship between curriculum, policy and learning. 'Gender, School and Society will examine how individuals learn and challenge gender roles in society through varieties of institutions. The course on 'Creating an Inclusive School' shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; Pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at two levels of schools. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period include:

Course 8	CPS 1	Understanding the Disciplines and Subjects
Course 9	CPS 2 (a, b, c & d)	Pedagogy of a School Subject-Part I, I III & IV
Course 10	CPS 3	Evaluation of Learners
Course 11	CPS 4	Language across the Curriculum
Course 12	CPS 5 (a, b, c, d, e, f, g & h)	Optional Course

These courses shall aim to develop in students an understanding of the curriculum, linking school and knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

Optional courses will be offered in areas such as Health and Physical Fitness, Library and Information Science, Peace and Value Education, Guidance and Counselling, Environmental Education, Women's Education, Women Entrepreneurship, Higher Education or an additional pedagogy course (in another subject at the secondary level based on their back ground knowledge in Ancillary or English or Tamil).



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III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course EPC 1	Critical Understanding of ICT
Course EPC 2	Physical Education and Yoga
Course EPC 3	Reading and Reflecting on Texts
Course EPC 4	Skills for Understanding the Self
Course EPC 5	Drama and Art in Education
Course EPC 6	Health and Physical Education

S.No.	Category	No. of Courses offered	No. of courses to be studied for Semester I	No. of courses to be studied for Semester II	No. of courses to be studied for Semester III	No. of courses to be studied for Semester IV	No. of courses to be studied for two years
1	Perspectives of Education (PE)	8	3	2	Nil	3	8
2	Curriculum and Pedagogic Studies (CPS)	39	2	3	1	2	8
3	Enhancing Professional Capacities (EPC)	6	2	1	Nil	3	6
TOTAL		53	7	6	1	8	22



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SEMESTER – I

No of Curriculum Transaction Days: 100 days or 600 hours

No. of Credits: (a) Theory - 18 credits @ 17hrs/credit = 306 hours

(b) Practicum Components – 3.5 credits @ 34 hrs/credit = 120 hours

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment Hours	Maximum Marks		
				Intern	Exter	Total
Perspectives in Education (PE)						
PE 1	Childhood and Growing up as a Learner	2		20	30	50
PE 2	Contemporary India and Education	4		40	60	100
	Learning and Teaching - Part – I	2		20	30	50
Curriculum and Pedagogic Studies (CPS)						
	Understanding the Disciplines and Subjects	2		20	30	50
	Pedagogy of a School Subject- Part (Major Based) Tamil/English/Mathematics/ Physics/ Science/Biological Science/ Elements of Economics/ Computer Science.	4		40	60	100
Enhancing Professional Capacities (EPC)						
	Critical Understanding of ICT	2		50	Nil	50
	Physical Education and Yoga	2		50	Nil	50
		18		240	210	450
	Engagement with the field School Internship (2Weeks)	2				




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Components of Practicum: 375marks

SEMESTER I		
Observation of 5 classes of Level I mentor teachers in their respective UG/PG n subjects, based on which admission is given and Submission of Reflective Journal .		35
Observation of 5 classes of Level II mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.		35
Observation and Submission of Reflective Journal on Demonstration of Level subjects by Subject Experts from the school (Tamil/English/Mathematics/Physi Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)		30
Observation and Submission of Reflective Journal on Demonstration of Level subjects by Subject Experts from the school (Tamil/English/Mathematics/Physi Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science)		30
Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Teacher Educators		30
Observation and Submission of Reflective Journal on Demonstration of Level subjects by Teacher Educators		30
Mini Teaching Record related to Major disciplines		50
Psychology Experiments Record - Part I		35
Educational Technology Record		50
Physical Education and Yoga Record		50
	TC	375

THEORY	PRACTICUM	TOTAL
450	375	825

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.


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SEMESTER – II


No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 16 credits @ 17hrs/credit = 272 hours

(b) Practicum Components – 5 credits @ 34hrs/credit = 170 hrs

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 3b	Learning and Teaching - Part - II		34	20	30	50
PE 4	Psychological Perspectives of Learn		34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part (Major Based) Tamil/English/Mathematics/ Physic Science/Biological Science/ Elemen Economics/ Computer Science.		68	40	60	100
CPS 3	Evaluation of Learners		68	40	60	100
CPS 4	Language across the Curriculum		34	50	Nil	50
Enhancing Professional Capacities (EPC)						
EPC 3	Reading and Reflecting on Texts		34	50	Nil	50
			272	190	210	400
	Engagement with the field School Internship (2 Weeks)		72			


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Components for Internship based Activities: 375 marks

SEMESTER II		
1	Participation in a 5 day Citizenship Training Camp and submission of Camp Record	50
2	Projects on Identifying and Analyzing the Guidance Needs of Learners	50
3	Preparation of 10 Teaching and Learning Materials (TLM) based on Level I Syllabus and 10 Teaching and Learning Materials (TLM) based on Level II pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.	100
4	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practice in the co-operative schools at Level I and Level II based on their Major subjects.	60
5	Development of Question Bank in the School Content (Major Based) -Level II	80
6	Psychology Experiments Record - Part II	35
TOTAL		375

THEORY	PRACTICUM	TOTAL
400	375	775

Note: Practical Examination will be held for 375 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.



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SEMESTER – III

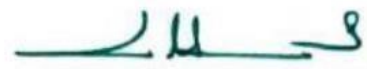
No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 2 credits @ 17hrs/credit = 34 hours

(b) Practicum Components – 0.5 credit @ 34hrs/credit = 17 hrs

School Internship for 15 weeks) - 15.9 credits @ 34hrs/credit = 540 hours

Course Code	Title of the Course	Credits	Allotment Hours	Maximum Marks		
				Internal	External	Total
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part (Major Based) Tamil/English/Mathematics/ Physics Science/Biological Science/ Elements Economics/ Computer Science.	2	34	20	30	50
		2	34	20	30	50
	Engagement with the field School Internship (15 Weeks)	15.9	540	Level I- 150 Level II -150		300




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Components for Internship based Activities: 625 marks

SEMESTER III		
1	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student – teachers	25
2	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student – teachers	25
3	Reflective Journal on Co-teaching with mentor teachers a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks (5 sessions related to the major subjects of the student teachers) b) Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks (5 sessions related to the major subjects of the student teachers)	30
4	Lesson Plan Records - Lesson Plan Record : Level - I - 30 marks (30 Lesson Plans pertaining to the major subjects of the student teachers) Lesson Plan Record : Level - II - 30marks (30 Lesson Plans pertaining to the major subjects of the student teachers)	60
5	Preparation and Use of TLM Preparation and use of 30 TLM : Level - I - 30 marks Preparation and use of 30 TLM : Level - II - 30 marks	60
6	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Level – I (15 marks) and Level – II Teaching and Learning Materials (TLM) in their respective major subjects.	35
7	Assessment of Teaching Competency Level - I - 150 marks Level - II - 150 marks	300
8	Individual case study record (20 marks) and Institutional case study record (20 marks)	40
9	Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers)	25
10	Reflective Journal on School Internship	25
TOTAL		625

THEORY	PRACTICUM	TOTAL
50	625	675

Note: Practical Examination will be held for 625 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.


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SEMESTER – IV


No of Curriculum Transaction Days: 103 or 618 hours

No. of Credits: (a) Theory - 20 credits @ 17hrs/credit = 340 hours

(b) Practicum Components – 7 credits @ 34hrs/credit = 238 hrs

School Internship for 1 week - 1 credit @ 34hrs/credit = 36 hours

Course Code	Title of the Course	Credits	Allotment Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 5	Knowledge and Curriculum	4	68	40	60	100
PE 6	Gender, School and Society	2	34	20	30	50
PE 7	Creating an Inclusive School	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2d	Pedagogy of a School Subject- Part (Major Based) Tamil/English/Mathematics/ Physics/ Science/Biological Science/ Elements Economics/ Computer Science	2	34	20	30	50
Optional Course (Any one of the following)						
CPS 5a	Health and Physical Fitness	4	68	40	60	100
CPS 5b	Library and Information Science					
CPS 5c	Women Entrepreneurship					
CPS 5d	Guidance and Counseling					
CPS 5e	Environmental Education					
CPS 5f	Women Education					
CPS 5g	Peace and Value Education					
CPS 5h	Pedagogy of Higher Secondary Education (Only for PG Students)					
Enhancing Professional Capabilities						
EPC 4	Life Skills for Understanding the Self	2	34	50	-	50
EPC 5	Drama and Art in Education	2	34	50	-	50
EPC 6	Health and Physical Education	2	34	50	-	50
		20	340	290	210	500
	Engagement with the field School Internship (1Week)	1	36			



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Components for Internship based Activities: 325marks

SEMESTER IV		
1	Report on Organization of Co- scholastic activities (Any 5 activities such as Exhibition, Celebration of Important Days, Festivals, Play, Dramatization, Quiz, School Assembly, Awareness Programme, Rally, etc. at the Co-operative Schools (5* 6= 30 marks)	30
2	Test and Measurement Record - Level II (Based on the scores of Achievement Test conducted by the student - teachers in their major Subjects during their internship period)	70
3	Module Preparation Preparation and use of module for any unit pertaining to their major subjects at Level – II	30
4	Website Analysis Report - Level - II (Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)	30
5	Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)	30
6	Report on maintenance of Records and Registers in Schools A detailed report on the maintenance of various records and registers in the Co-operative Schools)	40
7	Field Trip Record	20
8	Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools)	25
9	Health and Physical Education Record	30
10	Drama and Art Record (Any 4 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)	20
TOTAL		325

THEORY	PRACTICUM	TOTAL
500	325	825

Note: Practical Examination will be held for 325 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.


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SCHEME FOR FOUR SEMESTERS

Semester	Credits			Hours of Transaction			Marks for Theory	Marks for Practicum	Total Marks
	T	P	E	T	P	E			
I	18	3.5	2	306	120	72	450	375	825
II	16	5	2	272	170	72	400	375	775
III	2	0.5	16	34	17	540	50	625	675
IV	20	7	1	340	238	36	500	325	825
TOTAL	56	11.5	21	952	545	720	1400	1700	3100

SCHEME OF EVALUATION (FORMATIVE) FOR ALL THE PERSPECTIVE COURSES AND PEDAGOGY COURSES

Components of Continuous Internal Assessment for 40 marks (Formative):


- Seminar – 5 + Theory Assignment - 5
- Task and Assignment – 10
- Test - 10 (Average of 2 Cycle Test)
- Revision Examination – 10

Components of Continuous Internal Assessment for 20 marks (Formative):

- Seminar – 5 + Task and Assignment – 5
- Test - 5 (Average of 2 Cycle Test)
- Revision Examination – 5

Continuous Internal Assessment for 50 marks will be assessed for the Enhancing Professional Capacities Courses (EPC) as follows:

S.No	Activities	Marks Allotted
<i>EPC 1 Critical Understanding of ICT</i>		
1	Preparation of multimedia package on any topic to enrich the teaching-learning process	10 marks
2	Developing report on critical issues in utilization of internet among Learn	10 marks
3	Preparing various types of graphs highlighting the performance of Students	10 marks
4	Using available software or CDs with LCD projection for subject learning interactions	10 marks
5	Critically evaluating any one MIS (Maintaining Institutional records) used for administrative purpose in school system	10 marks
	TOTAL	50 marks


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	<i>EPC 2 Physical Education and Yoga</i>	
1	Performance in Calisthenics or Light Apparatus	5 marks
2	Performance in Marching	5 marks
3	Assessment of any one organized games	10 marks
4	Skill Performance in Athletics	10 marks
5	Performance in Yogasana	20 marks
	TOTAL	50 marks
	<i>EPC 3 Reading and Reflecting on Text</i>	
1	Review of major based State Board School Text book	15 marks
2	Review of an Autobiography	15 marks
3	Review of a reference book related to core courses	10 marks
4	Review of any one Commission reports	10 marks
	TOTAL	50 marks
	<i>EPC 4 Life Skills for Understanding the Self</i>	
1	Ice Breaker Exercise	10 marks
2	Positive thinking exercises	10 marks
3	Identifying emotions	10 marks
4	Time Management skills	10 marks
5	Reflection on Dreams	10 marks
	TOTAL	50 marks
	<i>EPC 5 Drama and Art in Education</i>	
1	Performance of group dances	10 marks
2	Visiting a museum or art gallery and developing a reflective journal	10 marks
3	Craft work on origami	10 marks
4	Painting performance	10 marks
5	Performance in stage drama	10 marks
	TOTAL	50 marks
	<i>EPC 6 Health and Physical Education</i>	
1	Performance in Light Apparatus or Kolattam	10 marks
2	Assessment in any one organized games	15 marks
	Skill Performance in Athletics	15 marks
4	First Aid Record	10 marks
	TOTAL	50 marks



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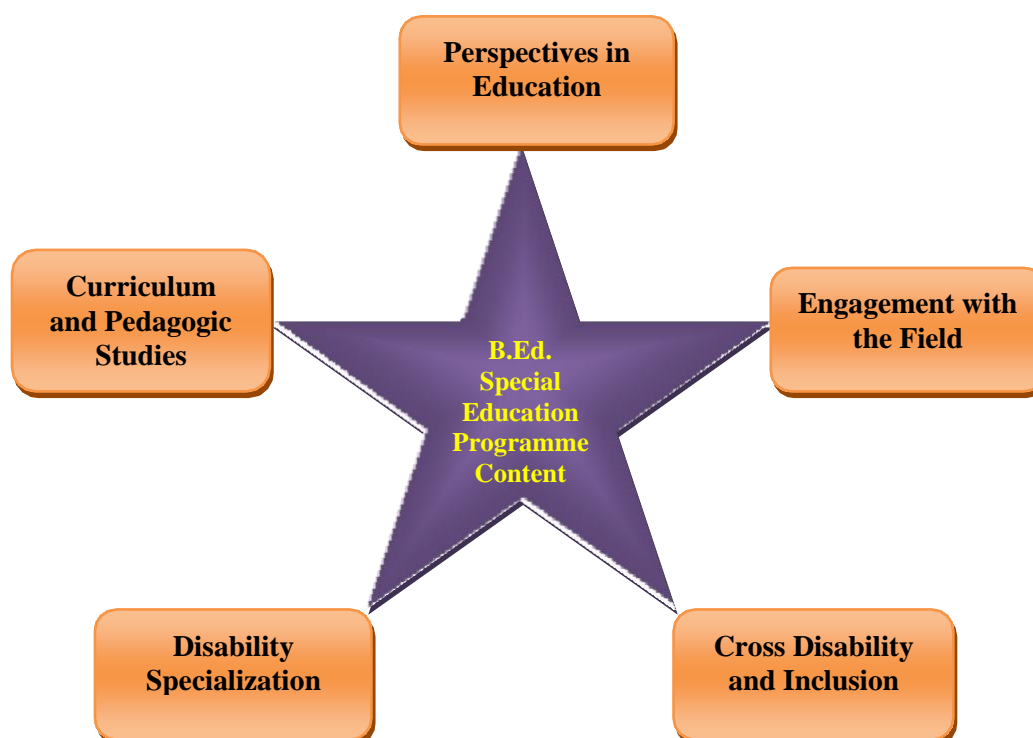


N.K.T. National College of Education for Women (Autonomous)

THEORY AND PRACTICUM COMPONENTS OF B.ED. SPECIAL EDUCATION (VISUAL IMPAIRMENT) PROGRAMME

The programme is comprised of five broad inter-related curricular areas – (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, (III) Disability Specialization (Visual Impairment), (IV) Cross Disability and Inclusion (Other than VI) and (V) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from inter disciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The courses included under each of the five broad curricular areas are as follows:

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I Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of learning, teaching and assessment. The following are the five courses to be transacted in the two-year period, under the curricular area of Perspectives in Education:

Course 1	PE 1	Childhood and Growing up as a Learner
Course 2	PE 2	Contemporary India and Education
Course 3	PE 3 (a &b)	Learning and Teaching - Part I & Part II
Course 4	PE 4	Psychological Perspectives of Learners
Course 5	PE 5	Knowledge and Curriculum

The course on ‘Childhood and Growing up as a learner and Psychological Perspectives of Learners’ shall enable student-teachers to acquire knowledge on childhood, child development and adolescence


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(Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socio economic and cultural backgrounds (Saraswathi, 1999). The course on ‘Contemporary India and Education’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.


This course shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Learning and Teaching’ will focus on aspects of social and emotional development; self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one subject area, at two levels of schools. The courses under the curricular area of ‘Curriculum and Pedagogic Studies’ for the two-year period include:

Course 6	CPS2 (a,b,c&d)	Pedagogy of a School Subject - Part I, II, III &IV
Course 7	CPS3	Evaluation of Learners

The course on ‘Evaluation of Learners’ will focus on aspects of evaluating the qualitative and quantitative.


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II. Disability Specialization (Visual Impairment)

The courses under the curricular area of ‘Disability Specialization (Visual Impairment)’ for the two year period include:

Course 8	C 12	Identification of Children with Visual Impairment and Assessment of Need
Course 9	C 13	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum
Course 10	C 14	Intervention and Teaching Strategies
Course 11	C 15	Technology and Education of the Visually Impaired
Course 12	C 16	Psycho Social and Family Issues

This curricular area would have three components:

- Acquire knowledge and skills about nature and education needs of children with visual impairment.
- Develop conceptual understanding of education provisions and skills for working with visually impaired children in special schools.
- Enhance knowledge and skills for professional development.

IV. Cross Disability and Inclusion:

The courses under the curricular area of ‘Cross Disability and Inclusion ’ for the two year period include:

Course 13	B1	Introduction to Persons with Disabilities
Course 14	B2	Inclusive Education and Orientation & Mobility

This curricular area would have two components:

- Acquire knowledge and skills about nature and education needs of children with various disabilities as well as of few select specific disabilities .
- Develop conceptual understanding of education provisions and skills for working with children with various disabilities in other than specialization and inclusive settings.

It is expected that so far separated general and special education would initiate more bilateral collaboration with each other to fulfil the global objectives of EDUCATION FOR ALL.


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V. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –


- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course EPC2	Physical Education, Adapted Physical Education and yoga
Course EPC3	Reading and Reflecting on Texts
Course EPC5	Drama and Art in Education

S. No.	Category	No. of Courses offered		No. of Courses to be studied for semester I		No. of Courses to be studied for semester II		No. of Courses to be studied for semester III		No. of Courses to be studied for semester IV		No. of Courses to be studied for two years	
		DA	NDA	DA	NDA	DA	NDA	DA	NDA	DA	NDA	DA	NDA
1.	Perspectives of Education(PE)	-	5	-	3	-	2	-	-	-	1	-	5
2.	Curriculum and Pedagogic Studies(CPS)	-	45	-	1	-	2	-	1	-	1	-	5
3.	Disability Specialization (visual impairment)	5	-	1	-	-	-	1	-	3	-	5	-
4.	Cross Disability and Inclusion	2	-	-	-	1	-	-	-	1	-	2	-
5.	Enhancing Professional Capacities(EPC)	1	2	1	-	-	1	-	-	-	1	1	2
	Total	8	52	2	4	1	5	1	1	4	3	8	12

DA- Disability Area

NDA-Non-Disability Area


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SEMESTER – I


No of Curriculum Transaction Days: 100 days or 600 hours

No. of Credits: (a) Theory - 18 credits @ 17hrs/credit = 306 hours

(b) Practicum Components – 3.5 credits @ 34 hrs/credit = 120 hour

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 1	Childhood and Growing up as a Learner	2	34	20	30	50
PE 2	Contemporary India and Education	4	68	40	60	100
PE 3a	Learning and Teaching - Part – I	2	34	20	30	50
Disability Specialization(C)						
C12	Identification of Children with Visual Impairment and Assessment of Needs	4	68	40	60	100
Curriculum and Pedagogic Studies (CPS)						
CPS 2a	Pedagogy of a School Subject- Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science..	4	68	40	60	100
Enhancing Professional Capacities (EPC)						
EPC 2	Physical Education, Adapted Physical Education and Yoga	2	34	50	Nil	50
	Total	18	306	210	240	450
	Engagement with the field School Internship (2Weeks) 1.General & Inclusive (1 Week) 2.Special & other than Special (1 Week)	2	72			



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Components of Practicum: 465 marks

SEMESTER I		
1.	Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal - General School (5)	35
2.	Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal - Inclusive School(5)	35
3.	Observation of 5 classes of Level I (Other than the Special School) and Level II (Special School) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal	35
4.	Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)	30
5.	Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)	30
6.	Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators.(General School)	30
7.	Observation and Submission of Reflective Journal on Demonstration of Level & Level II subjects by Subject Experts from the Inclusive school (Special School)	30
8.	Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators (Special)	30
9.	Mini Teaching Record related to Major disciplines –5Skills(General School)	50
10.	Mini Teaching Record related to Disability Specialization-3 Skills (Special)	30
11.	Psychology Experiments Record - Part I	35
12.	Physical Education, Adapted Physical Education and Yoga Record	50
E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA		
13.	E1 Functional Vision Assessment	20
14.	E1 Learning of Braille – Introduction to Bharati/ Hindi or Regional Braille and English Braille	25
TOTAL		465

THEORY	PRACTICUM	TOTAL
450	465	915

Note: Practical Examination will be held for 465 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.


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SEMESTER – II


No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 16 credits @ 17hrs/credit = 272 hours

(b) Practicum Components – 5 credits @ 34hrs/credit = 170 hrs

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Markss		
				Internal	External	Total
Perspectives in Education (PE)						
PE 3b	Learning and Teaching - Part - II	2	34	20	30	50
PE 4	Psychological Perspectives of Learners	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject- Part II (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	4	68	40	60	100
CPS 3	Evaluation of Learners	4	68	40	60	100
Cross disability and Inclusion(B)						
B 1	Introduction to Persons with Disabilities	2	34	20	30	50
Enhancing Professional Capacities (EPC)						
EPC 3	Reading and Reflecting on Texts	2	34	50	Nil	50
	Total	16	272	190	210	400
	Engagement with the field School Internship (2 Weeks) 1.General & Inclusive-(1 Week) 2.Special School -(1 Week)	2	72			



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Components for Internship based Activities: 510 marks

SEMESTER II		
1	Participation in a 5 day Citizenship Training Camp and submission of camp record(General)	60
2	Projects on Identifying and Analyzing the Guidance Needs of Learners Level I & II (General)	70
3	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus (20 Marks) and 5 Teaching and Learning Materials (TLM) based on Level II (20 Marks) pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.(General)	40
4	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus (20 Marks) and 5 Teaching and Learning Materials (TLM) based on Level II (20 Marks) pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations. (Special)	40
5	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I (General)	40
6	Development of Question Bank in the School Content Level I & II (40 + 40) – (General)	80
7	Lesson planning focusing on adaptation, evaluation in special and inclusive school (major disability).- (Special School)	45
8	Psychology Experiments Record - Part II	45
E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA		
9	E1 Learning of Braille- A) Bharati hindi/Regional Braille B) Braille: Mathematical sign for :Numeric indicator, basic operation ,simple fractions and brackets	30
10	C) Braille Competency Assessment – Regional Language and English	20
11	E1 Learning the use of Assistive Devices- Taylor frame, Abacus :Basics operations using arithmetic and algebraic types	40
TOTAL		510

THEORY	PRACTICUM	TOTAL
400	510	910

Note: Practical Examination will be held for 510 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.


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SEMESTER – III

No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 6 credits @ 17hrs/credit = 102hours

(b) Practicum Components – 3.5 credit @ 34hrs/credit = 120 hrs

(School Internship for 13 weeks) – 13.2 credits @ 34hrs/credit = 450 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Curriculum and Pedagogic Studies (CPS)						
CPS 2c	Pedagogy of a School Subject-Part III (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	2	34	20	30	50
Disability Specialization(C)						
C13	C13 -Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	4	68	40	60	100
	Total	6	102	60	90	150
	Engagement with the field School Internship 1.a.General & b. Inclusive - (6 Weeks) 2.Special - (4 Weeks) 3.other than Special School - (3 Weeks) 13 Weeks	13	450	1(a&b)1 50 2&3-150		300



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Components for Internship based Activities: 740 marks

1	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student – teachers(General)	25
2	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student – teachers(General)	25
3	Reflective Journal on Co-teaching with mentor teachers(General) a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks (5 sessions related to the major subjects of the student teachers) b)Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks (5 sessions related to the major subjects of the student teachers)	30
4	Classroom Observation of all Subjects at different level for other than Major disabilities and Inclusive School	20
5	Lesson Plan Records(General) a) Lesson Plan Record : Level - I - 15 marks (10 Lesson Plans pertaining to the major subjects of the student teachers) b) Lesson Plan Record : Level - II - 15marks (10 Lesson Plans pertaining to the major subjects of the student teachers)	30
6	Lesson Plan Records (Special) a) Lesson Plan Record : Level - I - 20 marks (20 Lesson Plans pertaining to the Major Disability of the student teachers) b) Lesson Plan Record : Level - II - 20 marks (15 Lesson Plans pertaining to the Inclusive School of the student teachers) c) b) Lesson Plan Record : Level - II – 10 marks (10 Lesson Plans pertaining to the Other than Major Disability of the student teachers)	50
7	Preparation and Use of TLM a) Preparation and use of 15 TLM :Level - I & Level – II (General)	15
8	Preparation and use of 45 TLM : Special School (15),Inclusive School (15) &Other than major Disability (15)	45
9	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Level – I and Level – II Teaching and Learning Materials (TLM) in their respective major subjects. (General)	10
10	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Teaching and Learning Materials (TLM) in their respective major subjects. (Special School, Inclusive & other than Special School)	35
11	Assessment of Teaching Competency General -Level – I& Level - II	100
12	Assessment of Teaching Competency Special – (Major Disability, Inclusive and Other than Major Disability)	200
13	Individual case study record(20 marks) and Institutional case study record (20 marks)- (Special School)	40
14	Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers) – (Special)	25

15	Reflective Journal on School Internship (General)	25
16	Reflective Journal on School Internship (Special)	25
	E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA	
17	E1 Preparing Individualized teaching lesson IEP (10) (Special School, Other than Special School and Inclusive School)	40
	TOTAL	740

THEORY	PRACTICUM	TOTAL
150	740	890

Note: Practical Examination will be held for 740 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity


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SEMESTER – IV


No of Curriculum Transaction Days: 103 or 618 hours

No. of Credits: (a) Theory - 20 credits @ 17hrs/credit = 340 hours

(b) Practicum Components – 7 credits @ 34hrs/credit = 238 hrs


School Internship for 1 week - 1 credit @ 34hrs/credit = 36 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 5	Knowledge and Curriculum	4	68	40	60	100
Disability Specialization (C)						
C14	Intervention and Teaching Strategies	4	68	40	60	100
C15	Technology and Education of the Visually Impaired	4	68	40	60	100
C16	Psycho Social and Family Issues	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2d	Pedagogy of a School Subject-Part IV (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	2	34	20	30	50
Cross Disability and Inclusion (B)						
B 2	Inclusive Education and Orientation & Mobility	2	34	20	30	50
Enhancing Professional Capabilities						
EPC 5	Drama and Art in Education	2	34	50	-	50
	Total	20	340	230	270	500
	Engagement with the field School Internship- (1Week – Special School)	1	36			


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Components for Internship based Activities: 485 marks

1.	Report on Organization of Co- scholastic activities- (General) (Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
2.	Report on Organization of Co- scholastic activities – (Special) (Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
3	Test and Measurement Record - Level II(General) (Based on the scores of Achievement Test conducted by the student - teachers in their major Subjects during their internship period)	70
4	Module Preparation (Special) Preparation and use of module for any unit pertaining to their major subjects at Level – II	35
5	Website Analysis Report - Level - II(General) (Identifying and Downloading 2 different web-based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)	30
6	Work Experience Record (General) (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)	30
7	Report on maintenance of Records and Registers in Schools (Special) A detailed report on the maintenance of various records and registers in the Co-operative Schools)	25
8	Field Trip Record (General)	20
9	Field Trip Record (Special)	20
10	Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools) (General)	30
11	Drama and Art Record (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)	25
12	Drama and Art Record – Special School (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Handmade looms, Paper Cutting, Paper folding, Visits to places of importance of Vocational Training Centre for Challenged Persons)	25


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E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA		
13	E1 Orientation and Mobility Training a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	50
14	Teaching lessons on O&M and ADL VI & VIMD Individualized Teaching lessons on orientation and mobility and activities of daily living	40
15	Assistive technology Album for Disabilities	25
Total		485

THEORY	PRACTICUM	TOTAL
500	485	985

Note: Practical Examination will be held for 485 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

SCHEME FOR FOUR SEMESTERS

Semester	Credits			Hours of Transaction			Marks for Theory	Marks for Practicum	Total Marks
	T	P	E	T	P	E			
I	18	3.5	2	306	120	72	450	465	915
II	16	5	2	272	170	72	400	510	910
III	4	3.5	13.2	102	120	450	150	740	890
IV	20	7	1	340	238	36	500	485	985
TOTAL	58	19	18.2	1020	648	630	1500	2200	3700


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**SCHEME OF EVALUATION (FORMATIVE) FOR ALL THE PERSPECTIVE COURSES
AND PEDAGOGY COURSES**

Components of Continuous Internal Assessment for 40 marks (Formative):


- Seminar - 5 + Theory Assignment - 5
- Task and Assignment - 10
- Test - 10 (Average of 2 Cycle Test)
- Revision Examination – 10

Components of Continuous Internal Assessment for 20 marks (Formative):

- Seminar - 5 + Task and Assignment – 5
- Test - 5 (Average of 2 Cycle Test)
- Revision Examination - 5

Continuous Internal Assessment for 50 marks will be assessed for the Enhancing Professional Capacities Courses (EPC) as follows:

S.No	Activities	Marks Allotted
EPC2 Physical Education and Yoga		
1	Performance in Calisthenics or Light Apparatus	05 marks
2	Performance in Marching	05 marks
3	Assessment of any one organized games	10 marks
4	Skill Performance in Athletics	10 marks
5	Performance in Yogasana	10 marks
6.	Adapted Physical Education – Visual Impairment	10 marks
	Total	50 marks
EPC3 Reading and Reflecting on Text		
1	Review of major based State Board School Text book	15 marks
2	Review of an autobiography	15 marks
3	Review of a reference book related to core courses	10 marks
4	Review of any one Commission reports	10 marks
	Total	50 marks
EPC5 Drama and Art in Education		
1	Performance of group dances	10 marks
2	Visiting a museum or art gallery and developing a reflective journal	10 marks
3	Craft work on origami	10 marks
4	Painting performance	10 marks
5	Performance in stage drama	10 marks
	Total	50 marks

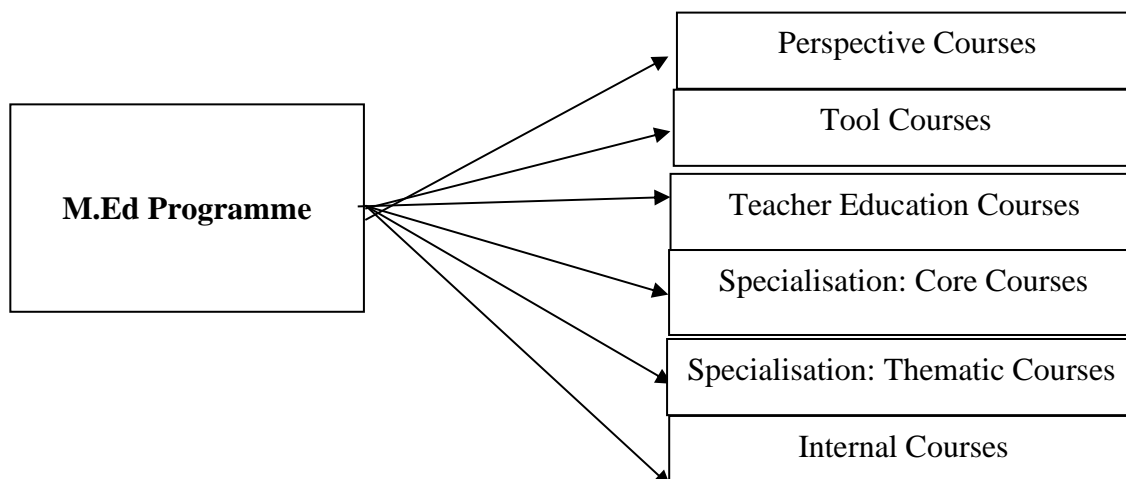

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N.K.T. National College of Education for Women (Autonomous)

CONTENT OF M.ED. PROGRAMME

The programme is comprised of five broad inter-related curricular areas – (I) Perspective Courses, (II) Tool Courses, (III) Teacher Education Courses, (IV) Specialisation: Core Courses and (V) Specialisation: Thematic Courses, (VI) Internal Courses. All the courses include in-built field-based units of study and practicum work tailored to suit the requirements of prospective teacher educators. Transaction of the courses is to be done using a variety of approaches, such as expository writing, academic writing, group presentations, discussions, self-development activities and field visits. The courses included under each of the five broad curricular areas are as follows:



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Theory Components

I. Perspective Courses

Each admitted Prospective Teacher Educator needs to study the following six perspective courses, out of which two will be studied in the first semester, two in the second semester, one in the third semester and one in the fourth semester.

Semester – I

1. Psychology for Classroom Management
2. Philosophical and Sociological Foundations of Education Part – I

Semester – II

3. History and Political Economy of Education
4. Philosophical and Sociological Foundations of Education Part – II

Semester – III

5. Curriculum Design and Development

Semester – IV

6. Advanced Techniques of Instruction

II. Tool Courses

The Prospective Teacher Educators need to study two Tool Courses. The first will be studied in the first semester and the next in the third semester.

Semester – I

1. Introduction to Research in Education

Semester – III

2. Advanced Educational Research and Statistics

III. Teacher Education Courses

The Prospective Teacher Educators need to study two Teacher Education Courses. The first will be studied in the first semester and the next in the third semester.


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Semester – I

1. Teacher Education: Conceptual Framework

Semester – III

2. Teacher Education in India

IV. Specialisation: Core Courses

The Prospective Teacher Educators need to study two Specialisation: Core Courses. The first will be studied in the second semester and the next in the fourth semester.

Semester – II

1. Structure, Status and Issues in Secondary Education

Semester – IV

2. Curriculum, Pedagogy and Assessment at Secondary level

V. Specialisation: Thematic Courses

Each Prospective Teacher Educators need to study two Specialisation: Thematic Courses. The first will be studied in the second semester and the next in the fourth semester. They will have to choose any one among the three courses in the second semester and one among the three courses in the fourth semester.

Semester – II

1. Planning, Administration and Management of Secondary and Higher Secondary Education
2. Adult Education
3. Education of the Disadvantaged Groups

Semester – IV

1. Education for Differently Abled Learners
2. Environmental Education
3. Guidance and Counselling



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VI. Internal Courses:

Each Prospective Teacher Educators needs to study two Internal Courses. The first course will be studied in the third semester and the next in the fourth semester.

Semester III

1. Orientation to NET: Paper I

Semester – IV

1. Orientation to NET: Paper II

All the Prospective Teacher Educators need to study the Perspective course - Philosophical and Sociological Foundations of Education Part – I & II in Semesters I and II respectively. In the First Semester, our students will go to St.Christopher's College of Education to complete the two credit course namely , Philosophical and Sociological Foundations of Education Part – I. In the Second Semester, the students from St.Christopher's College of Education will complete the course, Philosophical and Sociological Foundations of Education Part – II, in our college along with the students of our college.

Practicum Components

Each prospective teacher educator needs to complete the following practicum components.

Semester – I

1. Writing a Research Proposal
2. Communication Skills I: Expository Writing
3. Self – Development: Yoga

Semester – II

1. Field Immersion with Co-operative Schools
2. Field Visit
3. Dissertation Preliminary Work

Semester – III

1. Field Internship in the Teacher Education Institution
2. Communication Skills II: Academic Writing
3. Dissertation – Data Collection and Hands on Training on Data Analysis



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Semester – IV

1. Dissertation
2. Viva- Voce
3. Field Based Activities: Field Internship in the Co-operative School

4. EXAMINATION

I. Eligibility to appear for First, Second, Third and Fourth End Semester Examinations:

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% of attendance, failing which they will not be permitted to appear for the M.Ed. degree examination (both written and practical examination). However, candidates who are able to gain attendance **only upto 75% on medical grounds**, will be permitted to appear for the examination after condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University. The credit wise, hours wise and marks wise weightage given to each paper along with examination details are given below.

II. Scheme of Examination

The subjects and scheme of examination will be as follows:



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M.Ed. FIRST YEAR**Semester – I****No of Curriculum Transaction Days: 100 days or 600 hours****No. of Credits: (a) Theory - 14 credits @ 17 hrs/credit = 238 hours/40 days****: (b) Practicum - 9 credits @ 34 hrs/credit = 308 hours/51 days****Study holidays: 4 days, Revision Examination: 4 days, MOCK Practical Examination: 1 day.****THEORY COMPONENTS**

S. No.	Course Code	Courses	Credits	Instructional Hours	Marks		
					Internal	External	Total
PERSPECTIVE COURSES							
1.	PC 1	Psychology for Classroom Management	4	68	40	60	100
2.	PC 2	Philosophical and Sociological Foundations of Education Part - I	2	34	20	30	50
TOOL COURSE							
3.	TC1	Introduction to Research in Education	4	68	40	60	100
TEACHER EDUCATION COURSE							
4.	TEC 1	Teacher Education: Conceptual Framework	4	68	40	60	100
		TOTAL	14	238	140	210	350



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M.Ed. FIRST YEAR
Semester – I
PRACTICUM COMPONENTS

S. No.	Activities	Credits	Instructional Hours	Marks
1.	Writing a Research Proposal : The prospective Teacher-Educators shall write the research proposal related to the problem/topic chosen for the dissertation. The record of the same need to be submitted during the Practical Examinations.	2	68 + 2 =70	25
2.	Communication Skills I: Expository Writing The prospective Teacher – Educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same need to be submitted during the Practical Examinations.	4	136	75
3.	Self – Development : Yoga The Prospective Teacher – Educators shall demonstrate and conduct five sessions of yoga teaching to practice Yoga by the students of the cooperative schools. Proceeding of these activities has to be recorded and the same has to be submitted on the days of Practical Examinations.	3	102	50
	TOTAL	9	308	150



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M.Ed. FIRST YEAR**Semester – II****No of Curriculum Transaction Days : 100 days or 600 hours****No. of Credits : (a) Theory – 14 credits @ 17 hrs/credit = 238 hours/40 days****(b) Practicum - 9 credits @ 34 hrs/credit = 308 hours/51 days****Study holidays : 4 days, Revision Examination : 4 days, MOCK Practical Examination: 1 day****THEORY COMPONENTS**


S. No.	Course Code	Courses	Credits	Instructional Hours	Marks		
					Internal	External	Total
PERSPECTIVE COURSES							
1.	PC 3	History and Political Economy of Education	4	68	40	60	100
2.	PC 4	Philosophical and Sociological Foundations of Education Part -II	2	34	20	30	50
SPECIALISATION: CORE COURSE							
3.	SCC I	Structure, Status and Issues in Secondary Education	4	68	40	60	100
SPECIALISATION: THEMATIC COURSE (Choose any one of the following courses)							
4.	STC – 1	Planning, Administration and Management of Secondary and Higher Secondary Education	4	68	40	60	100
5.	STC – 2	Adult Education					
6.	STC – 3	Education of the Disadvantaged Groups					
TOTAL			14	238	140	210	350



PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

M.Ed. FIRST YEAR
Semester – II
PRACTICUM COMPONENTS

S. No.	Activities	Credits	Instructional Hours	Marks
1.	Field Immersion with Co-operative Schools: The prospective Teacher-Educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare Reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers’ curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examinations.	3	102	50
2.	Field Visit: The prospective Teacher - Educators shall visit and write reflective reports on anyone of the Teacher Education Institutions that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration etc.	3	102	50
3.	Dissertation Preliminary Work: Instrument / tool selection/ construction; conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examinations.	3	102 + 2 = 104	100
TOTAL		9	308	200


 PRINCIPAL
 N.K.T. NATIONAL COLLEGE OF EDUCATION
 FOR WOMEN (AUTONOMOUS),
 TRIPPLICANE, CHENNAI-600 005.

M.Ed. SECOND YEAR**Semester – III****No of Curriculum Transaction Days: 101 days or 606 hours****No. of Credits : (a) Theory – 13 credits @ 17 hrs/credit = 221 hours/37 days****: (b) Practicum – 10 credits @ 34 hrs/credit = 343 hours/57 days****Study holidays: 3 days, Revision Examination: 3 days, MOCK Practical Examination: 1 day****THEORY COMPONENTS**

S. No.	Course Code	Courses	Credits	Instructional Hours	Marks		
					Internal	External	Total
PERSPECTIVE COURSE							
1.	PC 5	Curriculum Design and Development	4	68	40	60	100
TOOL COURSE							
2.	TC 2	Advanced Educational Research and Statistics	4	68	40	60	100
TEACHER EDUCATION COURSE							
3.	TEC 2	Teacher Education in India	4	68	40	60	100
INTERNAL COURSE							
4.	Internal	Orientation to NET: Paper I	1	17	100	---	100
TOTAL			13	221	220	180	400



PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION
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M.Ed. SECOND YEAR

**Semester- III
PRACTICUM COMPONENTS**

S. No.	Activities	Credits	Instructional Hours	Marks
1.	Field Internship in the Teacher Education Institution: Each prospective teacher educator should be attached with their Parent Teacher Education Institution or anyone of the Teacher Education Institution for field immersion to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions attached with TNTEU, offering B.Ed., programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institutions, where he/she is attached with and the same need to be submitted at the time of Practical examinations.	3	102	50
2.	Communication Skills II: Academic Writing Preparation of minimum ONE Research article (Full paper) related to the dissertation topic of the prospective teacher educators in UGC - CARE Educational Journals. The prepared article / articles should be given for publication.	3	102	50
3.	Dissertation - Data Collection and Hands on Training on Data Analysis: The prospective teacher educators shall administer the tools, collect data and prepare a master table based on the data collected and the data shall be statistically analyzed using any software.	4	136 + 3 =139	75
TOTAL		10	343	175



PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

M.Ed. SECOND YEAR**Semester – IV****No of Curriculum Transaction Days : 101 days or 606 hours****No. of Credits : (a) Theory - 13 credits @ 17 hrs/credit = 221 hours/37days****: (b) Practicum -10 credits @ 34 hrs/credit = 343 hours/57 days****Study holidays : 3 days, Revision Examination : 3 days, MOCK Practical Examination:1****day****THEORY COMPONENTS**

S. No.	Course Code	Courses	Credits	Instructional Hours	Marks		
					Internal	External	Total
PERSPECTIVE COURSE							
1.	PC 6	Advanced Techniques of Instruction	4	68	40	60	100
SPECIALISATION: CORE COURSE							
2.	SCC 2	Curriculum, Pedagogy and Assessment at Secondary level	4	68	40	60	100
SPECIALISATION: THEMATIC COURSE (Choose any one of the following courses)							
3.	STC 4	Education for Differently Abled Learners	4	68	40	60	100
4.	STC 5	Environmental Education					
5.	STC 6	Guidance and Counselling					
INTERNAL COURSE							
6.	Internal	Orientation to NET: Paper II	1	17	100	---	100
TOTAL			13	221	220	180	400



PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

**M.Ed. SECOND YEAR
Semester-IV**

PRACTICUM COMPONENTS

S. No.	Activities	Credits	Instructional hours	Marks
1.	Dissertation: The dissertation includes: Appropriate title/topic, statement of the problem; scope and limitations; objectives; operational definitions of variables; need and importance of the study; review of related studies; method of study; analysis and interpretation of data; results, discussion, recommendations and conclusion; bibliography and appendices. The research article published should be appended in the dissertation.	5	170 + 3 = 173	100
2.	Viva-Voce: The prospective teacher educators shall submit the completed dissertation during the Viva-Voce examination.	2	68	25
3	Field Based Activities :Field Internship in the Cooperative School: The prospective teacher educators shall prepare and take a class employing CAI technique, observe the teaching and other co-curricular activities both at level I & II of student - teachers in the cooperative schools and submit their Reflective records on the same during the practical examinations.	3	102	50
TOTAL		10	343	175

SCHEME OF EVALUATION (FORMATIVE)

Components of Continuous Internal Assessment for 40 marks

(4 credit paper)(Formative):

- Seminar - 10
- Theory Oriented Assignment - 10
- Practical Oriented Assignment - 10
- Internal Assessment Examination - 10 (Average of 2 Internal Assessment Examination)

Components of Continuous Internal Assessment for 20 marks (2credit paper) (Formative):

- Seminar - 10
- Internal Assessment Examination - 10 (Average of 2 Internal Assessment Examination)



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FOR WOMEN (AUTONOMOUS),
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N.K.T. National College of Education for Women
(Autonomous)

THEORY AND PRACTICUM COMPONENTS OF M.PHIL. PROGRAMME

The courses of study for the M.Phil degree shall consist of (a) Part-I comprising two written papers and Preliminary Dissertation Work (b) Part-II comprising of one written paper according to the syllabi duly approved by the Board of Studies from time to time and Dissertation.

Part I shall consist of Paper 1– Advanced Research Methodology and Educational Statistics, a Back-ground paper relating to the proposed dissertation for which Examination will be conducted internally by the College and Preliminary Dissertation Work.

Part II consists of Paper 2 – Contemporary Evolution in Indian Education and submission of Dissertation.

First Semester - Full-Time

Candidates shall study the following papers in the first semester:

MPHARME - Advanced Research Methodology and Educational Statistics MPHBP - Back-ground paper relating to the proposed dissertation MPHPD - Preliminary Dissertation Work

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The credit- wise and hour-wise weightage table to each theory paper is presented below:

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/	No. of Weeks	Grand Total
1.	Part- I	MPHARME-Advanced Research Methodology and Educational Statistics	6	6	2	-	2	-	10	16	160
2.		MPHBP-Back-ground paper relating to the proposed dissertation	6	6	2	-	2	2	12	16	192
3.		MPHPD-Preliminary Dissertation Work	6	6	-	2	2	4	14	16	224

Note: Twenty four hours allotted towards study holidays and revision examination



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TRIPLICANE, CHENNAI-600 005.

Each candidate shall study the paper Contemporary Evolution in Indian Education in the Second Semester and required to submit a Dissertation at the end of the Second Semester.

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/	No. of Weeks	Grand Total Hours
1.	Part- II	MPHCEIE- Contemporary Evolution in Indian Education	6	6	2	-	2	-	10	16	160
2.		MPHDR- Dissertation and Viva – Voce (1 credit = 2 hrs / week) Activities: Literature Survey, Data Collection, Interaction with the Supervisor, Seminar Presentation, Computation, Research Report Preparation and Visit to other Libraries (24 hrs)	12	-	-	2	-	-	26	16	416
3.		Mock Viva – Voce (1 day)									6



PRINCIPAL
N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

M.Phil. (Part – Time)

Eligibility

Teacher candidates working in affiliated colleges or in Departments of the University or in Polytechnic approved by the Department of Technical Education or in approved Higher Secondary Schools as well as High Schools under State Board or Central Board or Education Instructors of Indian Armed Force who possess the qualifications prescribed in regulation 1 supra, shall be eligible to register for the degree of Master of Philosophy (M.Phil.) in Education and undergo the prescribed course of study in this institution.

Duration

The course of study shall extend over a period of two academic years. The examination for Part I shall be taken at the end of first academic year and Part II, at the end of second academic year. The Regulations governing the Full - time M.Phil. Course in Education with regard to course of study, scheme of examination, passing minimum and qualifications of Guide conducting the M.Phil. Course in Education shall apply to part-time candidates also.

With regard to course of study, Part - time Candidates shall study the following papers in the first and second year as mentioned below:

First Year Part-Time

MPHARME - Advanced Research Methodology and Educational Statistics

MPHBP - Back-ground paper relating to the proposed

dissertation MPHPD - Preliminary Dissertation Work



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S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/	No. of Weeks	Grand Total
1.	Part- I	MPHARME-Advanced Research Methodology and Educational Statistics	6	6	2	-	2	-	10	16	160
2.		MPHBP-Back-ground paper relating to the proposed dissertation	6	6	2	-	2	2	12	16	192
3.		MPHPD-Preliminary Dissertation Work	6	6	-	2	2	4	14	16	224

Candidates shall study the following papers in the first year:

Second Year Part –Time Candidates shall study the following papers in the second year:

S. No	Aspects	Title of the Paper	Credits	Lecture	Seminar	Discussion	Library	Field Work	Total Hours/	No. of Weeks	Grand Total
1.	Part- II	MPHCEIE-Contemporary Evolution in Indian Education	6	6	2	-	2	-	10	16	160
2.		MPHDR-Dissertation and Viva – Voce (1 credit = 2 hrs / week) Activities: Literature Survey, Data Collection, Interaction with the Supervisor, Seminar Presentation, Computation, Research Report Preparation and Visit to other Libraries (24 hrs)	12	-	-	2	-	-	26	16	416
3.		Mock Viva – Voce (1 day)									



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FOR WOMEN (AUTONOMOUS),
TRIPPLICANE, CHENNAI-600 005.

SEMESTER - IV

PE 7 CREATING AN INCLUSIVE SCHOOL

Credits: 2

Internal: 20 marks

Hours/Week: Theory-2hrs: Practical - 3hrs

External: 30 marks

Total: 50 marks

Course Learning Outcomes:

At the end of the course, the student-teachers will be able to

- appreciate the need for promoting inclusive practices and point out the aim of Education at the Pre- Primary, Primary and Secondary level;
- identify children with developmental disabilities and provide instruction accordingly; and
- analyze the outcomes of policies and programmes to enhance the inclusive set-up.

Unit I: Introduction, Concept and Nature to Inclusive Education

Definition- Meaning, Concept, Principles and Importance of inclusive education - Historical perspectives on education of children with diverse needs - Difference between special education, integrated education and inclusive education - Advantages of inclusive education for education for all children. Need of Inclusive education – Major reforms and innovations introduced in the education system- Aims and purpose of education at the different levels: Pre primary, Primary and Secondary.

Unit II: Children with Diverse Needs

Definition and characteristics of children - Developmental disabilities - Social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental difficulties and children belonging to other marginal groups- Importance of early detection - Functional assessment for development - Role of teachers working in inclusive settings - Resource teacher in developing and enriching academic skills - Curriculum and co-curricular activities - Intellectual, learning disabled, rural, tribal, girls, minority groups.

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Unit III: Policies, Programmes and Competencies in Development of Inclusive Education

International policies and programmes in Inclusive Education; United Nations Convention on the Rights of Persons with Disability 2006 : Inclusive Education policies and programmes in India, Emergencies of Rehabilitation Council of India, People with Disabilities Act 1995. Developing attitude and competencies for inclusion – Right of Persons with Disabilities (RPWD Act 2016) - Attitude, Self Efficacy, Skill and Ideologies - Social Skills for Inclusion.

Suggested References:

- Advani, Lal., and Chadha, Anupriya.(2003). *You and Your Special Child*. New Delhi: UBS Publishers' Distributors Pvt. Ltd.
- Ahuja, A., and Jangira, N.K.(2002).*Effective Teacher Training; Cooperative Learning Based Approach*. New Delhi: National Publishing.
- Ainscow, M.; and Booth.T.(2003).*The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Devid Fulton Publication.
- Felicity, Armstrong., and Michele.Moore.(2004). *Action Research for Inclusive Education*. London: Routledge.
- Jangira, N.K., and Mani, M.N.G.(1990).*Integrated Education for Visually Handicapped*. Gurgaon: Academic Press.
- Jha,M.(2002). *Inclusive Education for All: Schools without Walls*. Chennai: Heinemann Educational publishers.
- Mike, Adams., and Sally, Brown.(2006). *Towards Inclusive Learning in Higher Education*.London: Routledge,
- Premavathy, and Mittal, (2006). *Integrated and Inclusive Education*. New Delhi: RCI.
- Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*.Mysore: R .I E.
- Sharma, P.L. (1990). *Teachers handbook on IED-Helping children with special needs*. New Delhi: N.C.E.R.T Publication.

LETTER OF APPRECIATION FROM THE HEADS OF TEACHING PRACTICE SCHOOLS



CHENNAI GIRLS HIGHER SECONDARY SCHOOL

No.1, Buddha street, Korukkupet, chennai -2

From:

Mrs.Vylammal,

The Principal,

Chennai Girls Higher Secondary Secondary School,

No.1, Buddha Street, Korukkupet,

Chennai-21

To:

The Principal,

N.K.T.National College of Education for Women,

No: 41, Dr.Besant Road,

Triplicane, Chennai-5.

Subject: Internship Appreciation

Sir/Madam

This is to certify that V.Keerthika (Reg.No.19BEDE172) N.K.T. National College Of Education For Women had done her internship in our esteemed institution.she joined us on 11 january 2021 and worked with us for a period of 90 days. I have been Watching her closely and examining the effort she put in. I am glad to tell you that I am rather impressed.

This internship is challenging, with a heavy workload. Not many are able to perform well. However, she has done quite well so far, especially taking into consideration the fact that this was her first internship. She has been very responsible, hard-working and very dependable. She has turned in good quality work. Also, another thing about her that caught our attention was that in the case of a crisis, she always managed to come up with feasible solutions. We appreciate the efforts that she has put in.

R. Jeyaraj
HEAD MISTRESS
30/04/2021

CHENNAI GIRLS HIGHER SECONDARY SCHOOL
NO.1, BUDHA STREET,
KORUKKUPET, CHENNAI - 600 021.

APPRECIATION LETTER

FROM

The Principal
St. Anne's Girls' Higher Secondary School
Royapuram
Chennai-13

To

The Principal
N.K.T National College of Education for Women
No. 41, Dr. Besant road,
Triplicane
Chennai-35.

Sir/Madam,

This is to certify the students of N.K.T College of Education for women had done their training from (Jan 2021 to May 2021). They learnt from their mentor teachers about learning outcomes, teaching Methodology, Online assessments, handling of both online and offline classes.

They conducted Co- Scholastic activities like women success, skill based test and maintained the laboratory . It was extremely useful for our students and also they are sincere kind, gently optimistic and skilled towards the students and were able to bring out the best in them. All the trainees were co-operative with the teachers. I appreciate them for their success.

Miss N. Bhuvana
Mrs L. Maria Dorathy
Mrs G. Niraimozhi
Miss P. Nithya
Miss K. Parkavi
Miss B. Ramalakshmi

S. Mary Emerance Bai
7/5/21
HEAD MISTRESS
ST. ANNE'S GIRLS HR. SEC. SCHOOL
Royapuram, Chennai-600 013.



CHENNAI GIRLS HIGHER SECONDARY SCHOOL.
No.1 ,Buddha street,Korrukkupet,chennai -21

From,
Mrs.Vylammal,
The Principal,
Chennai Girls Higher Secondary Secondary school,
No.1,Buddha Street, Korukkupet,
Chennai-21

To,
The Principal,
NKT National college of Education,
No.41,Dr.Besant Road,
Triplicane,Chennai-5.

Subject: Internship Appreciation
Sir/Madam,

This is to certify that M.Anitha Gomathi(Reg.No.19BEDCS140) NKT National College of education had done her internship in our esteemed institution. she joined us on 11 january 2021 and worked with us for a period of 90 days. I have been Watching her closely and examining the effort she put in. I am glad to tell you that I am rather impressed.

This internship is challenging, with a heavy workload. Not many are able to perform well. However, she have done quite well so far, especially taking into consideration the fact that this was her first internship. She have been very responsible, hard-working and very dependable. She have turned in good quality work. Also, another thing about her that caught our attention was that in the case of crisis, she always managed to come up with feasible solutions. We appreciate the efforts that she have put in.



Yours sincerely

R. Vylammal
07/05/2021

HEAD MISTRESS
CHENNAI GIRL'S HR. SEC. SCHOOL
No. 1, BUDDA STREET,
KORUKKUPET, CHENNAI-600 021.

LADY M.CT.MUTHIAH CHETTIAR GIRLS HIGHER SECONDARY SCHOOL

NO: 13/14, Dr. Alagappa Road, Purasawalkam, Chennai – 600 084.

Tel : 044-4266 0619, 2642 1283, E-mail : lmctmschool@gmail.com

Dr.C PONMUDI , M.Sc.,M.Ed.,M.Phil.,Ph.D.

DATE: 30.04.2021

Headmistress

This is certify that the trainee teacher Miss Sandhiya .T from N.K.T College of Education for Women has conducted Co-scholastic activities in the school.

She gave a speech on an article. "A WOMEN SUCCESS" to motivate the students. She conducted activities on Women's day, 8th March 2021 under the guidance and support from the school principal and mentor teacher.

She conducted activities like Quiz, Just a minute and Test, showing charts. It was very useful to our students to build their path to success.

c. Ponmudi
30.04.2021

Headmistress
Lady M.Ct.M. Girls Higher Secondary School,
Purasawalkam, Chennai-600 084.

Lady Sivaswami Ayyar Girls' Higher Secondary School

Old. No.26, East Mada Street, Mylapore, Chennai - 600 004.

[Run by The National Boys' and Girls' Education Society, Mylapore, (Regd)]

☎: 24941513

email - sivaswamitech@eth.net

LETTER OF APPRECIATION

This is to Certify that the Trainee Student Teachers, **S.M.Aysha Bahujath, Padmavathi.P.G and S.Sowmeya** from **NKT National College of Education for Women** has actively participated in the Scholastic and Co-Scholastic activities that took place in the school during their internship period (Jan 2021- April 2021)

They trained the students in various academic aspects under the guidance and support of the **Headmistress, Mentor and Management Staff** and helped them give their best. It was very useful to our students during the pandemic situation.

We wish them all the very best in their future endeavours.

U. S. S. S. S.
21.4.21
HEADMISTRESS,
LADY SIVASWAMI AYYAR GIRLS'
HR. SEC. SCHOOL, MYLAPORE,
CHENNAI - 600 004.

Appreciation Letter

From :

THE HEADMISTRESS

Chennai Girls Higher Secondary School,

Nungambakkam,

Chennai - 34.

To :

The PRINCIPAL

N.K.T. NATIONAL COLLEGE OF EDUCATION FOR
WOMEN,

NO: 41, Dr. Besant Road,

Triplacane,

Chennai - 05.

Sir / Madam,

This is to certify that J. VIVILIYA of N.K.T National College of Education for Women has completed her training from 11th Jan 2021 to May. She has learnt from her mentor teachers about learning outcomes teaching methodology. Ict, EMIS, Handling of both online and offline classes, Online assessments. She has organized the following activities conducting during this program.

