



The Two Best Practices followed during the Academic Year **2020-2021** are:

Achieving and sustaining quality and excellence is the great challenge faced by all higher education institutions across the globe. The best practice benchmarking approach is an inclusive approach to quality management in Teacher Education institution with the focus on practice and continuous improvement. The two Best Practices which steadfast in achieving the Vision of the Institution and considered reliable benchmarks are as follows:

Best Practice - 1

1. Title of the Practice

Developing Teaching Performance Growth Chart of Student-Teachers

2. Objectives of the Practice

In Higher Education both nationally and internationally, it is imperative to assess incoming student readiness to cope with the Programme. At the B.Ed. Level student-teachers are assessed at the entry level and periodically every semester with the following objectives.

- To assess and address the different learning needs of students at the entry level,
- To ensure basic skills and adequate knowledge of students to pursue the Programme;
- To provide experiences to students that will help them achieve their educational and personal goals;
- To provide student support services, activities, and resources which complement academic programmes; and

- To improve retention rates of entering students as they matriculate through the system.

3. The Context

Purpose of assessment is to measure student learning in a systematic fashion in order to improve student academic achievement and development. The goals of this assessment plan are to provide a means to systematically, strategically, and continually evaluate and document the degree to which the Institution is accomplishing the mission and goals it has set, to assess student learning in order to determine if learning has occurred, and to increase the capacity of the Institution to adapt to a rapidly changing environment in a planned and orderly fashion.

Entry-level assessment ascertains the preparedness of new students and ensures best possible success in attaining their professional goals. As students matriculate through their academic programmes, their progress is tracked and the information gained is used to evaluate and strengthen programmes and services required to optimize student professional competencies. Entry Level Assessment can do more than simply diagnose and identify students learning needs. It can be used to assist improvements across the education system in a cycle of continuous improvement and to assess relevance of creativity and innovation in education at the Institution.

4. The Practice

As students hail from varied background and diversified culture, the College understands that it is mandatory to assess the varying learning needs of students at the entry level and their level of readiness to undergo B.Ed. B.Ed. Special Education.

The entry level assessment helps student-teachers to crack the shells of inhibition and to start pondering the arcs of their undertaken programme and oneself.

The entry level assessment encompasses of individual assessment of teaching attitude and aptitude interest in teaching and teaching competency using rating scales and observation of entry level teaching behaviour.

Modified version of Teaching Aptitude Test Battery (Singh and Sharma, 2006) and Teaching Attitude Test (Goyal, 1984) are administered to students. Subject experts along with Faculty member assess and analyze the entry level behaviour of students. Having assessed, students are identified for their diverse needs and required academic and psychological support is provided continuously and as and when required. Faculty members also develop a Teaching Performance Growth Chart for every student-teacher to map the growth of student-teachers, across all four semesters.

During Semester-I after the assessment of Entry Level Behaviour, student-teachers are introduced to Mini Teaching, followed by Observation and Demonstration classes by School Mentors, Subject Experts and Teacher Educators at the College and at the Teaching Internship schools for 2 weeks. These activities enable student-teachers to experience real life classroom situations in a simulated environment.

After completion of Semester-I, at the beginning of Semester-II, student-teachers are assessed on the same parameters and their performance is marked on their Teaching Performance Growth Chart. During feedback, if required students are suggested counselling. Academic counselling is taken care of by the Subject Faculty members and psychological support and guidance is given at the Guidance and Counselling Cell of the Institution.

During Semester-II, student-teachers undergo Teaching Internship at schools for 2 weeks to observe teaching, understand evaluation techniques, preparation of teaching-learning material and to address the diverse needs of students and adequately equip themselves for the 15 weeks Teaching Internship Programme scheduled during Semester-III.

After completion of Semester-II, student-teachers who are adequately prepared with knowledge and skills required for real classroom teaching and with all preparations

made with lessons and appropriate teaching aids undergo 15 weeks of School Internship Teaching Programme. During their Teaching Internship, students observe the core teaching of Mentors and Peer students and teach for 60+ hours to master Teaching Skills. During this phase student-teachers are assessed by School Mentors, Teacher Educators, Heads of Teaching Internship schools, Peer Students and by self. The performance of student-teachers assessed during the End Semester-III Practical Examinations will be scored and marked in the Teaching Performance Growth Chart for that semester. After the Practical Examination performances of student-teachers is discussed and a assessment is also made on their attitude, aptitude and interest in teaching and required support is planned to fine tune their teaching performance who would be graduating from the Institution after the completion of the next semester ie. Semester-IV.

After the completion of Semester-III, in Semester-IV student-teachers go for a week to Teaching Internship Schools to organize co-scholastic activities that leverage their interest and attitude towards teaching. The final assessment of student-teachers on the set parameters are made by the end of Semester-IV and the scores are plotted in the Teaching Performance Growth Chart. Thus, the growth of student-teachers is monitored systematically and consistently.

Thus, the Workshop Series: Developing the Teaching Performance Growth Chart of Student-Teachers help to ensure the progress of students and identify the academic, emotional and social requirements of students and provide adequate and appropriate support in the form of counselling, workshops, seminars, conferences and classroom experiences; thereby aiding required development of Cognitive, Affective and Psychomotor domains of student-teachers.

5. Evidence of Success

The Institutional Best Practice of developing Teaching Performance Growth Chart evidences the following:

- Improved Teaching performance

- Better attitude and interest towards teaching over the semesters
- Increase in student classroom attendance
- Increased participation in co-curricular activities
- Placement of students in reputed Schools in and around Chennai

6. Problem Encountered

The only problem encountered was consumption of time as it requires continuous monitoring to prepare the Teaching Performance Growth Chart.

Best Practice - 2

1. Title of the Practice

Semesterization of Practicum Components of B.Ed., B.Ed. Special Education (V.I.) and M.Ed. Programmes.

2. Objectives of the Practice

- To provide greater scope for learning and delivering variety of skill-oriented tasks, for enhancing quality of learning and teaching through the best practice of Semesterisation of Practicum Components related to Engagement with Field;
- To evaluate performance of student-teachers each semester for ensuring acquisition of required skills and utilising it for performing appropriate tasks, enabling student-teachers to perform more systematically and confidently on time;
- To ensure optimum attendance at College and Internship Schools;
- To provide opportunities to student-teachers for continuous learning, assessment and feedback; and
- To inculcate regular study habits and better classroom interaction through periodical engagement of student-teachers in teaching practice schools.

3. The Context

The traditional examination and assessment system followed in the Institution envisages the need for essential examination reforms. The Examination Unit of the College meticulously plans and executes the practical examinations for students every semester maintaining utmost transparency and confidentiality.

4. The Practice

In every semester each student needs to complete the practicum components assigned for that semester. A Panel of Examiners duly approved by the Board of Studies, Academic Council and the College Autonomous Governing Body examine the candidates on the practical activities assigned for each semester.

Semester-wise Practicum Components for the B.Ed. Programme

Semester-I: Components of Practicum: 375 marks

S. No.	Semester-I	Marks
1.	Observation of 5 classes of Level I mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal.	35
2.	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
3.	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)	30
4.	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)	30
5.	Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Teacher Educators	30
6.	Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Teacher Educators	30
7.	Mini Teaching Record related to Major disciplines	50
8.	Psychology Experiments Record - Part I	35
9.	Educational Technology Record	50
10.	Physical Education and Yoga Record	50
TOTAL		375

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.

Semester-wise Practicum Components for the B.Ed. Programme

Semester-II: Components of Practicum: 375 marks

S. No	Semester-II	Marks
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) practiced 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

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.

Semester-wise Practicum Components for the B.Ed. Programme
Semester-III: Components for Internship based Activities: 625 marks

S. No.	Semester-III	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	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 a) Lesson Plan Record : Level - I - 30 marks (30 Lesson Plans pertaining to the major subjects of the student teachers) b) 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 a) Preparation and use of 30 TLM : Level - I - 30 marks b) 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

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.

Semester-wise Practicum Components for the B.Ed. Programme

Semester-IV: Components for Internship based Activities: 325 marks

S. No	Semester-IV	Marks
1.	Report on Organization of Co- scholastic activities (Any 5 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programme, Rally, etc. in 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

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.

**Semester-wise Practicum Components for the B.Ed. Special Education (VI)
Programme
Semester-I: Components of Practicum: 465 marks**

S. No	Semester-I I	Marks
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 School)	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

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.

**Semester-wise Practicum Components for the B.Ed. Special Education (VI)
Programme**

Semester-II: Components for Internship based Activities: 510 marks

S. No	Semester-II	Marks
1.	Participation in a 5 day Citizenship Training Camp and submission of camp record (General)	50
2.	Projects on Identifying and Analyzing the Guidance Needs of Learners (General)	50
3.	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus and 5 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. (General)	50
4.	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus and 5 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. (Special)	50
5.	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I and Level II based on theirmajor subjects. (General)	60
6.	Development of Question Bank in the School Content (Major Based) -Level II (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	35
	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	20
11.	E1 Learning the use of Assistive Devices- Taylor frame, Abacus :Basics operations using arithmetic and algebraic types	40
	TOTAL	510

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.

Semester-wise Practicum Components for the B.Ed. Special Education (VI) Programme

Semester-III: Components for Internship based Activities: 740 marks

S. No	Semester- III	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 Peerteaching 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 Majordisabilities (5) and Inclusive School (5)	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) Lesson Plan Record : Level - II – 10 marks (10 Lesson Plans pertaining to the Other than Major Disability of the studentteachers)	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 timeof 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

S. No	Semester- III	Marks
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)	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

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.

**Semester-wise Practicum Components for the B.Ed. Special Education (VI)
Programme**

Semester-IV: Components for Internship based Activities: 485 marks

S. No	Semester-IV	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 majorsubjects at Level – II	30
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 acomparative 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 theCo-operative Schools)	40
8	Field Trip Record (General)	20
9	Field Trip Record (Special)	20
10	Environment Education Record (Student teachers need to assess and write adetailed report on the environmental context of the co-operative schools) (General)	25
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.,)	20

S. No	Semester-IV	Marks
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)	20
	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	30
	Total	485

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.

Semester-wise Practicum Components for the M.Ed. Programme

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

Note: Practical Examination will be held for 150 marks at the end of Semester – I, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

Semester-wise Practicum Components for the M.Ed. Programme

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 on 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

Note: Practical Examination will be held for 200 marks at the end of Semester – II, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

Semester-wise Practicum Components for the M.Ed. Programme

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 teachereducators in UGC - C A R E 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

Note: Practical Examination will be held for 175 marks at the end of Semester – III, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

Semester-wise Practicum Components for the M.Ed. Programme

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 sameduring the practical examinations.	3	102	50
TOTAL		10	343	175

Note: Practical Examination will be held for 175 marks at the end of Semester – IV, on completion of all the activities falling under the above Practicum components. Each candidate needs to secure 50% of marks in each practicum activity.

5. Evidence of Success

As the practicum components are semesterized the students were able to

- prepare systematically for Practical Examinations with adequate time
- perform better in all formative and summative assessments, reflected in the End Semester Results
- face work place challenges with confidence
- develop skills of collaborative learning, use of ICT, expository writing, data analyses and critical thinking.

6. Problems Encountered

A few problems encountered are

- Increases workload as the evaluation process takes place during all four semesters.
- Slow learners find difficulty in coping with semesterisation of practicum components.

Thus, these two best practices as benchmarks help the Institution to identify its anchor for consistent improvement. The Institution under the guidance and support of the Management ensures adequate infrastructure and effective governance system to build competencies among students through best pedagogic practices and values to desire to demand the best and give back the best to the society.