

N.V.K.S.D. College of Education, Attoor

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

(Autonomous)

*(Affiliated to Tamil Nadu Teachers Education University
Re-accredited by NAAC with 'A' Grade)*

ATTOOR - 629 177

Kanniyakumari District, Phone : 04651 - 282130



COLLEGE CALENDAR

2018 - 2019

PERSONAL MEMORANDA

Name :.....

Course :.....

Reg. No. :.....Library ID No. :.....

Hostel No. :.....Room No. :.....

Date of Birth :..... Blood Group :

Home Address :.....

.....

.....

Phone No. :.....

E-mail :.....

Any other Particulars :

.....

.....

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ATTOOR - 629 177

Name of the College	: N.V.K.S.D. College of Education
Address	: Attoor, Kanniyakumari District. Pin - 629 177
Village	: Attoor
Taluk	: Kalkulam
District	: Kanniyakumari
Name of the Educational Agency	: N.V.K.S. Educational Society
College Telephone No.	: 04651-282130
E-mail Address	: nvksdcollege@gmail.com
Website	: www.nvksd.edu.in
Name of the Secretary	: Adv.S.Krishna Kumar
Phone No.	: 9443693771
Name of the Principal	: Dr.B.C. Sobha
Phone No.	: 09746875133
Year of establishment	: 1963
Details of the courses offered	: B.Ed.,M.Ed.,M.Phil and Ph.D
Year of Affiliation	
B.Ed	: 1963
M.Ed	: 1987
M.Phil	: 2006
Ph.D	: 2013
Sanctioned Strength	
B.Ed.	: 100 (2 units)
M.Ed.	: 50 (1 unit)
M.Phil	: 12 (full time - 6, part time - 6) (S.F)
Ph.D	: Full time and Part time

N.V.K.S.D. College of Education, Attoor

Affiliated to	: Tamilnadu Teachers Education University
College Code No.	: 10916
NCTE Recognition	: Certificate of Recognition for B.Ed and M.Ed i) B.Ed.:FSRO/NCTE/AOS 00362/ B.Ed/TN/2014-15 164680 dated 14.05.15 ii) M.Ed :FSRO/NCTE/APSO5125/ M.Ed/TN/205/65315
M.Phil (Education)	: Approved by Manonmanium Sundaranar University Tirunelveli - MSU/CD/FA/2006-07 dt : 09.08.2006
Ph.D. (Education)	: Recognised by Tamilnadu Teachers Education University, Chennai (No. TNTEU / R/ Ph.D (New) / 2013/278 dated 12.02.2013
Fees collected for various courses	
B.Ed Tuition Fee	: Rs.1,000
Special Fee	: Rs.210/-
M.Ed Tuition Fee	: Rs.1,500/-
Special Fee	: Rs.110/-

SUCCESSION LIST

SECRETARIES

1963-1969	Thiru. K.P. Ramakrishna Pillai
1969-1981	Thiru. N. Sadasivan Nair
1982-1998	Thiru K. Mohanan Nair
1998-2003	Thiru K. Susilan Nair
2004	Thiru K. Rajasekaran Nair
2004- 2009	Thiru. K. Gopinathan Nair
2009	Adv. S. Krishna Kumar

PRINCIPALS

1963-1968	Prof. T. Gopala Pillai
1968-1969	Prof. S. Muthukrishna Karayalar
1969-1970	Prof. K.G. Sivasankaran Nair
1970-1989	Prof. K.P. Ramachandran Nair
1989-1999	Dr. K.V.Radha
1999-2008	Dr. R.Mukundan
2008-2011	Dr. B.Krishna Prasad
2012	Dr. B.C.Sobha

EXECUTIVE COMMITTEE MEMBERS OF
N.V.K.S. EDUCATIONAL SOCIETY

Shri. Adv.S.Reghu Kumar	President
Shri.P.Sreedharan Nair	Vice-President
Adv.S.Krishna Kumar	Secretary
Shri.K.P.Kannan	Joint Secretary
Shri.M.Purushothaman Nair	Treasurer
Shri.P.Sasikaladharan Nair	Exe.Com.member
Shri.S.Jadadharan Nair	Exe.Com.member
Shri.K.Gopinathan Nair	Exe.Com.member
Shri.C.Parameswaran Nair	Exe.Com.member
Shri.V.Manoharan Nair	Exe.Com.member
Smt. E.V.Suprabha Devi	Exe.Com.member

LEGAL ADVISOR

Adv. Issac Mohanlal
High Court of Madras

ABOUT OUR INSTITUTION

The college was started during the year 1963 by the Nalloor Vettuvenni Kandan Sastha Devaswom Trust under the dynamic leadership of Sri. K. P. Ramakrishna Pillai, President, N.V.K.S. Educational Society. The college was started by the Trust in Kanniyakumari District which did not have any teacher education institution at that time. The new institution, named N.V.K.S.D. College of Education, at Attoor, Kanniyakumari District, started functioning in June 1963. This place is located in the southern most part of Tamilnadu, near the banks of the river Tamirabarani. It has a cultural heritage which can be traced back to the century when the area was under the rule of an ancient Jain dynasty. The trustees of the Devaswom hail from five Nair families who belong to the linguistic Malayalam minority of Tamilnadu.

The main aim of the college has been to provide quality teacher education to students of the area who want to enter the teaching profession, especially the poor aspiring teachers from rural and down trodden communities. From its very inception, the college management and the faculty have been taking special care to develop serene and motivating learning environment and an excellent academic ambience, where the new generation teachers along with their professional orientation, would get trained in disciplined social life. The college offers the prospective teachers an environment where they can unfold their creative talents and professional teaching skills with special attention paid to their over all development - social, moral and ethical. Special importance is given for inducting the would-be teachers into the theory and practice of education through varied experiences like internships, fieldtrips and extension programmes.

The facilities provided by the college include well- equipped state of the art library, laboratories, classrooms as well as highly academically motivated faculty and a management with progressive concepts about teacher education. In conformity with the vision of our college, namely Gnana (Knowledge), Dharma (Righteousness) and Sneha (Love), the prospective teachers who pass out from this institution are all the more conscious of their social responsibility and professional etiquettes. The institution has always steadfastly pursued the main objectives of teacher education where the

institution gives equal importance to teaching and learning, research and educational extension.

The benchmark of the institution is to maintain a high quality teacher education system relevant to the needs of the modern society. The institution is unique in the following respects:

- ★ This is the only private-aided single-faculty college offering teacher education programme at different levels in Kanniyakumari District, Tamilnadu.
- ★ This is the only teacher education institution in the district to receive grants from the State as well as from the Central Government through UGC.
- ★ This is the institution which is accredited by NAAC with 'A' Grade of CGPA 3.32.

Vision

Gnana (Knowledge),
Dharma (Righteousness),
Sneha (Love).

Mission

Our mission is to:

- ★ Develop a teacher education institution capable of maintaining global standards.
- ★ Develop a group of new generation teachers with right attitudes, ideals and values and are competent to practice education within the framework of Indian culture.
- ★ Develop a new cadre of teaching professionals who can recreate the vision of Indian education and can contribute to social order based on equity and ahimsa.
- ★ Inculcate in the would-be teachers values of humanism, spiritualism and cultural pluralism through their teaching and social behaviour.
- ★ Develop a new educational culture capable of producing a new generation of Indian citizens who believe in and practice the great ideals which Indians have upheld over the ages.
- ★ Develop the students with technological and interpersonal skills.

- ★ Promote a strong cadre of educational researchers who can produce new knowledge in education which will answer the needs of the global society.
- ★ Promote educational extension at different levels.

Objectives

The objectives of our institution are to:

- ★ Practice world class teacher education and use this as a method of teacher empowerment.
- ★ Practice a skill-oriented and technology-centered teacher education to develop a team of teachers who can practice the profession successfully in any part of the world.
- ★ Develop a new cadre of teacher educators who have imbibed the right values, attitude towards education and environment.
- ★ Develop a sense of discipline and moral values among teachers by developing competence to evolve solutions for some of the burning problems faced by the present day society.
- ★ Develop and practice a teacher education programme to empower the disadvantaged and the marginalized sections of society.
- ★ Develop new approaches, strategies and methodologies in teacher education needed for meeting the new challenges faced by the global society.
- ★ Evolve new methodologies for teacher education which will help teachers to develop organizational skills through teamwork, collaboration and co-operation.
- ★ Develop a humanistic model of teacher education which will help to reform the minds of the teachers through new practices.
- ★ Help nearby schools and lower level teacher education institutions to get acquainted with new knowledge relating to teacher education and use of research practices for solving problems faced by such institutions.
- ★ Develop communication skills, computer skills and life skills among student teachers.

CHRONOLOGY OF EVENTS

- 1963 - The foundation stone for college building was laid by His Excellency Shri. Bishnuram Medhi, the then Governor of Tamil Nadu.
- 1963 - The first lamp of the institution was lit by Shri. A.N.Thampi, Director of Public Instruction (Retd.), Kerala.
- 1963 - The college got affiliated to University of Madras with teaching of English, Mathematics, Natural Science and History as optional subjects.
- 1963 - Thiru. K.P.Ramakrishna Pillai took charge as the secretary of the institution and Prof. T.Gopala Pillai took charge as the principal of the institution.
- 1964 - The college was admitted to Grant in Aid system and got affiliated to Madurai Kamaraj University.
- 1968 - Prof. S.Muthukrishna Karayalar took charge as the principal of the institution.
- 1969 - Thiru. N.Sadadasivan Nair took charge as the secretary of the institution.
- 1969 - Prof. K.G.Sivasankaran Nair took charge as the principal of the institution.
- 1970 - Prof. K.P.Ramachandran Nair took charge as the principal of the institution.
- 1972 - College was included under section 2(F) and 12 (B) of the UGC Act.
- 1974 - A model school under CBSE system was established.
- 1976 - Early Childhood Education was introduced as an optional subject for the B.Ed. course.
- 1981 - Physical Science Education was introduced as an optional subject for the B.Ed. programme.
- 1982 - Thiru. K.Mohanan Nair took charge as the secretary of the institution.
- 1987 - Postgraduate programme in Education (M.Ed.) was started with an initial intake of 15 students.
- 1979-80 Post Graduate Diploma courses in Pre-school Education and Adult Education was started.

N.V.K.S.D. College of Education, Attoor

- 1986 - The college got the minority status.
- 1989 - Dr.K.V.Radha took charge as the principal of the institution.
- 1989 - New building of the college was constructed to mark the Silver Jubilee year and was inaugurated by Dr. M. Lakshmanan, Vice Chancellor, Madurai Kamaraj University.
- 1990 - The college was re-affiliated to Manonmaniam Sundaranar University, Tirunelveli.
- 1998 - Thiru K.Susilan Nair took charge as the secretary of the institution.
- 1999 - Dr.R.Mukundan took charge as the principal of the institution.
- 1999 - A fully equipped computer lab was established.
- 2004 - Thiru. K.Gopinathan Nair took charge as the secretary of the institution.
- 2005 - NCTE visited our college for giving approval for starting N.V.K.S Teacher Training Institute.
- 2005 - Indira Gandhi National Open University recognised our college as a study centre for the B.Ed course
- 2005 - College Auditorium was inaugurated by Dr. Chellathurai, Registrar of Manonmaniam Sundaranar University.
- 2005 - Teacher Training Institute with NCTE and Government approval was established
- 2006 - M.Phil. course in Education was started with an intake of 15 students (Full time and Part time)
- 2006 - College was accredited by NAAC with B++ Grade.
- 2007 - NCTE approval for Additional intake of 25 students for the M.Ed. programme was obtained.
- 2008 - Foundation stone for the UGC aided Women's Hostel was laid by Shri. T.K.A. Nair, the Principal Secretary to the Honourable Prime Minister of India.
- 2008 - Additional block to house the M.Ed. and M.Phil. programmes was inaugurated by Shri. Kapil Kumar C. Saratkar, I.P.S., Superintendent of Police, Kanyakumari District, in the presence of Shri.Devasahayam, Joint Director of Collegiate of Education, Tirunelveli.

N.V.K.S.D. College of Education, Attoor

- 2008 - The college was affiliated to the Tamilnadu Teachers Education University.
- 2008 - Dr.B.Krishna Prasad took charge as the principal of the institution.
- 2009 - Adv.S.Krishna Kumar took charge as the secretary of the institution.
- 2010 - Additional 10 seats were added to the M.Ed. course making the total strength to fifty(50).
- 2010 - Additional common room for girl students was constructed.
- 2011 - Two more additional programmes of IGNOU namely Post Graduate Diploma in Pre-Primary Education and Diploma in Elementary Education were introduced.
- 2011 - The Launch of IQAC Newsletter for the college was done.
- 2011 - The hostel building of the college was inaugurated.
- 2012 - Dr B.C.Sobha took charge as the principal of the institution.
- 2012 - A Journal in Education entitled 'Frontiers in Education and Research' was launched.
- 2012 - A new building for the college to mark the Golden Jubilee Year was constructed.
- 2013 - The college has been recognised as a Research Centre for Education by TamilNadu Teachers Education University, Chennai.
- 2013 - The new library block of the college was inaugurated.
- 2014 - The college was re-accredited by NAAC with A Grade (CGPA 3.32)
- 2015 - B.Ed. two year course and M.Ed. two years course were started.
- 2016 - The college was conferred with the autonomous status.

PRAYER

Om, Asathoma Sathgamaya
Thamasoma Jyothirgamaya
Mrithyoma Amirthamgamaya
Om, Shanthi, Shanthi, Shanthi

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்த பெருந்தமிழணங்கே!
தமிழணங்கே

உன் சீரிளமைத் திறம்வியந்து
செயல் மறந்து வாழ்த்துதுமே!
வாழ்த்துதுமே! வாழ்த்துதுமே!

பெ. சுந்தரம் பிள்ளை, மனோன்மணியம்

The Pledge

India is my country. All Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall respect my parents, teachers and all elders and treat everyone with courtesy. To my country and my people, I pledge my devotion. In their well being and prosperity alone lies my happiness.

COLLEGE PRAYER

Kaithozham thozham kaithozham thozham
Jagadheesa nin thirppadangal
Vignanam thannanugrahikkenam
Ajnanum kollum njangale
Vandanam Sadhaaaa Vandhanam Sadha
Nalloor Vettuvenneeswara.....! (Kaithozham thozham)

Attoordhesa Saraswathi Sthanam
Unnatha vidya sangetham
Vignam neekum Ganesanodothu
Vazhum Sree guru Sasthesa
Aksharabhyasa menmayil namme

Kaividathennum Kakkane (Kaithozham thozham)

Thamravarni thazhukiyozhukum
Punjabhoovara Kedharam
Aadhikesava Padhanugraham
Perum Vageeswaridhaamam
Sreshtare nithyam varthedukkuvan
Seshi thannu thunakkenam (Kaithozham thozham)

ഈശ്വരപ്രാർത്ഥന

കൈതൊഴാം തൊഴാം, കൈതൊഴാം തൊഴാം,
ജഗദീശാ നിൻ തൃപ്യാദങ്ങൾ
വിജ്ഞാനം തന്നനുഗ്രഹിക്കേണം
അജ്ഞാനം കൊള്ളും ഞങ്ങളെ
വന്ദനം സദാ, വന്ദനം സദാ
നല്ലൂർ വെട്ടുവെമ്പിശ്വരാ
(കൈതൊഴാം തൊഴാം....)

ആറ്റൂർദേശ സരസ്വതി സ്ഥാനം
ഉന്നത വിദ്യാ സങ്കേതം
വിഷ്ണുനം നീക്കും, ഗണേശനോടൊത്തു
വാഴും, ശ്രീഗുരുശാസ്തേശാ
അക്ഷരാ ധനു മേന്മയിൽ നമ്മെ,
കൈവിടാതെന്നുംകാക്കണേ.....!
(കൈതൊഴാം തൊഴാം....)

താമ്രവർണ്ണി തഴുകിയൊഴുകും
പുണ്യഭൂവരകേദാരം
ആദികേശവപാദാനുഗ്രഹം
പേറുംവാഗീശ്വരീധാമം
ശ്രേഷ്ഠരെ നിത്യം വാർത്തടുകുവാൻ
ശേഷി തന്നു തുണക്കേണം
(കൈതൊഴാം തൊഴാം....)

National Anthem

Jana Gana Mana Adinayaka Jayehei
Bharata Bhagya Vidhata.
Panjaba Sindhu Gujarata Marata,
Dravida Utkala Banga
Vindhya Himachala Yamuna Ganga,
Uchchhala Jaladhi Taranga ;
Tava Shubha Name Jage
Tava Shubha Asisa Mage
Gahe Tava Jaya Ghata.
Jana Gana Mangala Dayaka Jaya he
Bharata Bhagya Vidhatha.
Jaya He, jaya He, jaya He,
Jaya Jaya Jaya, Jaya Hei!

- Rabindranath Tagore

தேசிய கீதம்

ஜன கண மன அதிநாயக ஜய ஹே பாரத
பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராதி மராட்டா
திராவிட உச்சல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
ஜாஹே தவ ஜய ஜாதே
ஜன கண மங்கள தாயக ஜயஹே
பாரத பாக்ய விதாதா
ஜய ஹே ஜய ஹே ஜய ஹே
ஜய ஜய ஜய ஜய ஹே

(மகாகவி இரவீந்திரநாத் தாகூர்)

ACTIVITIES OF THE COLLEGE

Assembly and Thought for the Day

The assembly and thought for the day programme is conducted regularly between 9.30 a.m and 10.00 a.m. This programme is guided by the Principal and the faculty of our college. This is to mould out student teachers as leaders. In this programme all the students are given opportunity to speak on various topics related to education, value systems and current issues. The objectives of the programme are

- ★ Identifying leadership qualities and nurturing them.
- ★ Enhancing communication skills and inter-personal relationship
- ★ Overcoming problems and implementing change.
- ★ Improving teacher behaviour.
- ★ Developing self discipline.

Staff Council

The college council is formed with all the faculty members. The Principal is the president of the council. The secretary is elected by the members and the council meets periodically to discuss academic matters of the college.

Student Council

The college association is constituted every year. A Chairperson, Secretary, Treasurer, Student Editors, Class Representatives and leaders to the various subject associations are elected from the students under the guidance of the Principal and the faculty. It functions successfully for the welfare of student community. They are encouraged to organise meetings and cultural programmes.

IQAC

Internal Quality Assurance Cell (IQAC) has been functioning in our college to maintain the quality of our Institution.

Clubs

The activities of the club go beyond classrooms and provide leadership training to our students. The programmes of the club are decided by the members with the help of the faculty. Literary Club, History Club, Mathematics Club, Science Club, Eco Club and Red Ribbon Club are functioning in our college.

College Magazine

The College Magazine is published once in every year. The Editorial Board consists of the Principal as the Chairman, two faculty members as staff editors nominated by the Principal and three elected student representatives.

Parent-Teacher Association (PTA)

The Parent-Teacher Association has been functioning in the college for maintaining harmonious relationship among students, parents and teachers. The association focusses on the overall development of the institution.

College Journal

The college is publishing a National Journal "FRONTIERS IN EDUCATION AND RESEARCH" biannually with ISSN Number.

Anti-Ragging Cell

To curb the menace of ragging in all its forms, an Anti-Ragging cell has been functioning in our college as per UGC regulations. It takes effective measures to discourage ragging.

Women's Cell

This is a forum in the college to address the issues of women students.

Remedial Coaching

Remedial coaching is provided to help the students who are weak in their studies.

Charity Box

The college has a charity box as a helping hand to serve the society.

Hostel

The college has a hostel for women in our campus. The Principal is the Warden of the hostel. A Deputy Warden appointed by the Principal looks after the routine affairs of the hostel.

Red Ribbon Club

The principal is the co-ordinator of the Red Ribbon Club. Red Ribbon club has been introduced to develop the spirit of service, sacrifice and co-operation among students. Students help the community by arranging medical camp and blood donation.

Grievance Redressal Cell

This is a forum in the college to listen to the grievances of students and to take appropriate redressal actions.

Alumni Association

The college started an Alumni Association in the academic year 2004-2005 with a view to give opportunity for its old students to have nostalgia of the valuable days they have spent in the campus and make their own contributions to the developmental activities to their Alma mater. The association functions with their active co-operation and various activities are conducted periodically.

Career and Counseling Cell

The career and counselling cell guides the student to solve their personal and educational problems. The college also provides placements to most of the students through the cell.

Stationary Store

There is a well stocked store working in the campus. It supplies quality note books and stationery items at reasonable rate for the students.

Cafeteria

A canteen is also functioning in the college campus for providing light refreshment to the students and staff at reasonable cost.

ACADEMIC ADVISORS

Dr R. Mukundan

Former Principal
N.V.K.S.D.College of Education, Attoor.

Dr C.P. Sreekandan Nair

Former Principal
Farook Training College, Calicut.

Dr V. Reghu

Former Dean and Controller of Examination
Rajiv Gandhi National Institute of Youth Development
Govt of India, Tamilnadu.

MEMBERS OF TEACHING FACULTY

- 1. Dr B.C. Sobha**, M.Sc.,M.Ed.,M.Phil.,Ph.D.
Principal
- 2. Dr A. Ravi**, M.A.,M.Sc.,M.Ed.,M.Phil.,(Soc) M.P.Ed.,M.Phil.,DFN.,Ph.D.
Director of Physical Education
- 3. Dr V.S. Mini Kumari**, M.Sc.,M.Ed.,M.Phil.,Ph.D.
Associate Professor in Biological Science
- 4. Dr C. Bright**, M.A., (Eng)., M.Sc (Psy) M.Ed.,M.Phil.,M.B.A.,Ph.D
Associate Professor in English
- 5. Dr S. Sreelatha**, M.A.,M.Sc.,M.Ed.,M.Phil.,DPTT.,Ph.D.
Associate Professor in Early Childhood Education
- 6. Dr V.P. Bindu Gouri**, M.Sc.,M.Ed.,M.Phil.,(Edn)
Assistant Professor in Education
- 7. Dr R.P. Deepa**, M.Sc.,(Maths),M.Sc(Psy),M.Ed.,M.Phil.,(Maths),M.Phil(Edn) , Ph.D.
Assistant Professor in Education
- 8. Mr V.S. Pavithra Kumar**, M.Sc.,M.Ed.,M.Phil.,
Assistant Professor in Physical Science
- 9. Dr K. Gireesh Kumar**, M.A.,M.Phil (His) M.Ed.,M.Phil (Edn)
Assistant Professor in History
- 10. Dr P. Sheela**, M.A.,M.L.I.S.,M.Phil.,MBA.,Ph.D.
Librarian

11. **Mr S. Asok Kumar**, B.Com.,TTC (Drawing)
Instructor in Arts and Crafts
12. **Dr S. Devika**, M.A.(Eng) M.A.(His),M.Ed.,M.Phil(Edn)
Assistant Professor in Education
13. **Mr P.S. Prasad**, M.Sc.,M.Ed.,M.Phil(Edn) M.Sc.,(Psy)
Assistant Professor in Education (SF)
14. **Dr S. Praveen Kumar**, M.Sc.,M.Ed.,M.Phil.,Ph.D
Assistant Professor in Mathematics
15. **Ms Rejee M.K. Nair**, M.Sc.,M.Ed.,M.Phil
Assistant Professor in Biological Science (SF)
16. **Mr G. Biju Mohan**,
Computer Instructor
17. **Dr R. Mukundan**, Ph.D
Visiting Faculty and Academic Advisor
18. **Dr C.P. Sreekandan Nair**, Ph.D
Visiting Faculty
19. **Mr D.S. Prasobh Madavan**, M.A.,M.Ed.,M.Phil.
Guest Faculty
20. **Ms O. Kumari Sree Lekha**, M.Sc.,M.Ed.,M.Phil
Assistant Professor in Education (SF)
21. **Ms R. Anitha**, M.Sc.,M.Ed.,M.Phil.
Assistant Professor in Mathematics (SF)
22. **Ms N.R. Geetha**, M.Sc.,M.Ed.,M.Phil.,
Assistant Professor in Education (SF)
23. **Ms K.S. Nageswari**, M.Sc.,M.Ed.,
Assistant Professor in Physical Science (SF)
24. **Ms D.E. Soumya**, M.A.,M.Ed.,M.Phil.
Assistant Professor in History (SF)
25. **Ms S.K. Mookambika**, M.A., (Music)
Music Instructor (SF)
26. **Ms V.B. Viniba**, M.A.,M.Ed.,
Assistant Professor in English (SF)

MEMBERS OF ADMINISTRATIVE STAFF

1. Ms B. Rathika - Typist
2. Mr G.S. Anu Sankar - Junior Assistant
3. Mr M.S. Sree Kumar - Record Clerk
4. Mr R. Balu - Office Assistant

ASSISTANTS

5. Mr J. Deepu (Technical Assistant)
6. Mr C. Velappan Nair (Watchman)
7. Mr P. Ramachandran Nair (Watchman)
8. Ms Y. Usha Rani
9. Ms R. Lysa

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Mr M.S. Sreekumar	-	9486516884
Mr R. Balu	-	9788478011
Mr J. Deepu	-	9444223504
Mr C. Velappan Nair	-	9442313412
Mr P. Ramachandran Nair	-	9489286945

Composition of the Governing Body (2017-19)

Chairperson	:	Adv.S.Reghu Kumar, President
Management Committee Members	:	Adv.S.Krishna Kumar Secretary Shri.K.P.Kannan Joint Secretary Shri.M.Purushothaman Nair Treasurer Shri.K.Gopinathan Nair Exe-Com.Member Shri.C.Parameswaran Nair Exe-Com.Member Smt.E.V.Suprabha Devi Exe.Com.Member
Management Nominee	:	Dr A. Muthu Manickam Professor and Head, Former Registrar i/c Madurai Kamaraj University, Madurai
U.G.C.Nominee	:	Prof. Nandana Former Dean, University of Karnataka.
State Government Nominee	:	Dr C. Pandiammal Joint Director of Collegiate of Education, Regional Office, Tirunelveli.
University Nominee	:	Dr M. Malarvizhi, Assistant Professor, Bharathiyar University, Coimbatore (Nominated by Tamilnadu Teachers Education University, Chennai)
Member Secretary:		Dr K. Gireesh Kumar Assistant Professor in History
Ex-Officio	:	Dr B.C. Sobha, Principal

Faculty Members : **Dr S. Sreelatha**
Associate Professor in Early Childhood Education
Dr S. Devika
Assistant professor in Education

The Composition of the Academic Council (2017-19)

Chairperson : **Dr B.C.Sobha,**
Principal

University Nominee: **Dr Indrani Rangasamy,**
Principal,
Govt.College for Women,
Coimbatore.

(Nominated by the : **Dr Meenakshi,**
Tamil Nadu Teachers Assistant Professor,
Education University, Department of Education,
Chennai) Madurai Kamaraj University, Madurai.

: **Dr H.Indu,**
Professor and Head,
Department of Education,
Avinasalingam University, Coimbatore.

Experts from : **Dr G. Mohan Kumar,**
outside Professor (Rtd),
the college Department of Psychology,
Bangalore University.

Dr K. Rajeswari,
Assistant Professor,
Govt.College of Teacher Education,
Trivandrum.

Dr R. Prakash
Former Professor and Head,
Kerala Agricultural University,
Trivandrum.

Dr S.R. Srinivasa Kannan,
Managing Director,
Vivek Laboratories, Nagercoil.

	Shri K.Suresh Kumar (Retired Teacher) Krishna Kripa, MRA-A1, Kavadiyar Post, Trivandrum.
Member Secretary	Dr K. Gireesh Kumar, Assistant Professor in History.
Advisory Board Members	Dr C.P. Sreekandan Nair, Former Principal, Farook Training College, Calicut. Dr V. Reghu, Former Dean, Professor and Controller of Examination, Rajeev Gandhi National Institute of Youth Development, Govt. of India TamilNadu.
Faculty	: Dr A. Ravi, Director of of Physical Education. Dr V.S. Mini Kumari, Associate Professor in Biological Science. Dr C. Bright, Associate Professor in English. Dr S. Sreelatha, Associate Professor in Early Childhood Education. Dr V.P. Bindu Gouri, Assistant Professor in Education. Dr R.P. Deepa, Assistant Professor in Education. Mr V.S. Pavithra Kumar, Assistant Professor in Physical Science. Dr K. Gireesh Kumar, Assistant Professor in History.

Dr P. Sheela,

Librarian

Mr S. Asok Kumar,

Instructor in Arts and Crafts

Dr S. Devika,

Assistant Professor in Education

Mr P.S. Prasad,

Assistant Professor in Education

Dr S.Praveen Kumar,

Assistant Professor in Mathematics

Ms. Rejee M.K.Nair,

Assistant Professor in Biological Science

Mr. Biju Mohan,

Computer Instructor

Composition of the Board of Studies (2017-19)

Chairperson : **Dr B.C. Sobha,**
Principal

University Nominee: **Dr R. Sahaya Mary,**

(Nominated by the Assistant Professor
Tamil Nadu Teachers Institute of Advanced Studies in
Education University, Education (IASE),
Chennai) Saidapet, Chennai-18.

Subject Experts : **Dr Amruth G. Kumar,**

(Nominated by the Associate Professor,
Academic Council) Department of Education,
Central University of Kerala,
Kasargod- 671316.

Dr Achuthsankar S.Nair,

Head of the Department (in-charge),
Department of Computational Biology,
and Bioinformatics, University of Kerala.

Dr R. Mukundan,

Academic Advisor,

Dr C.P. Sreekandan Nair,

Former Principal,
Farook Training College, Calicut

	Dr V. Reghu, Former Dean, Professor and Controller of Examination, Rajeev Gandhi National Institute of Youth Development, Govt. of India, TamilNadu.
Placement (Nominated by the Management)	: Shri P. Ganapathy Pillai, Academic Director, Amrita Vidyalayams, Tamil Nadu.
Alumni (Nominated by the Principal)	Dr T. Ravichandran, Assistant Professor, Department of Biological Science, Govt. College of Education, Pudukottai.
Faculty	: Dr A. Ravi, Director of of Physical Education Dr V.S. Mini Kumari, Associate Professor in Biological Science Dr C. Bright, Associate Professor in English Dr S.Sreelatha, Associate Professor in Early Childhood Education Dr V.P. Bindu Gouri, Assistant Professor in Education Dr R.P. Deepa, Assistant Professor in Education Mr V.S. Pavithra Kumar, Assistant Professor in Physical Science Dr K.Gireesh Kumar, Assistant Professor in History Dr P.Sheela, Librarian Mr S.Asok Kumar, Instructor in Arts and Crafts

Dr S. Devika,

Assistant Professor in Education

Mr P.S. Prasad,

Assistant Professor in Education

Dr S.Praveen Kumar,

Assistant Professor in Mathematics

Ms Rejee M.K.Nair,

Assistant Professor in Biological Science

Mr. Biju Mohan,

Computer Instructor

Composition of the Finance Committee (2017-19)

1. **Shri Adv S. Krishna Kumar**
2. **Dr B.C. Sobha**
3. **Shri S. Asok Kumar**
4. **Smt B. Rathika**

Office of the Controller of Examinations

1. **Dr B.C. Sobha**, Principal
2. **Dr S. Sreelatha**, Controller of Examinations
3. **Mr G.S. Anu Sankar**, Assistant

Staff Secretary

Mr S. Asok Kumar, Instructor in Arts and Crafts

COMMITTEES (2017-19)

- ◆ Planning and Evaluation Committee
 - Adv S. Krishna Kumar
(Secretary, N.V.K.S.D. College of Education)
 - Dr R. Mukundan
(Academic Advisor, N.V.K.S.D. College of Education)
 - Dr B.C. Sobha
 - Dr S. Sreelatha
 - Dr S. Devika

N.V.K.S.D. College of Education, Attoor

- ◆ Admission Committee
Dr B.C.Sobha
Dr A. Ravi
Mr S. Asok Kumar
- ◆ Career Placement Cell
Mr P.S.Prasad
Dr K. Gireesh Kumar
Dr R.P. Deepa
- ◆ Examination Committee
Dr S. Sreelatha (Controller of Examinations)
Dr A. Ravi (Co-ordinator)
Mr S. Asok Kumar
- ◆ Library Committee
Dr P. Sheela
Dr K. Gireesh Kumar
- ◆ Co-Curricular Activities Committee
Dr V.P. Bindu Gouri
Dr V.S. Mini Kumari
Mr V.S.Pavithra Kumar
- ◆ Research Committee
Dr V.S. Mini Kumari
Dr R.P. Deepa
Dr K. Gireesh Kumar
- ◆ Students Grievance Cell
Dr R.P.Deepa
Dr V.P Bindu Gouri
Dr S.Praveen Kumar
- ◆ Internal Quality Assurance Cell (IQAC)
Dr S. Devika
Dr P. Sheela
Dr S. Praveen Kumar
- ◆ Extention and Public Relations Committee
Dr K.Gireesh Kumar
Mr S. Asok Kumar
Dr V.P. Bindu Gouri

N.V.K.S.D. College of Education, Attoor

- ◆ Journal and Publication Committee
 - Mr V.S.Pavithra Kumar
 - Dr S. Devika
 - Mr P.S.Prasad
 - Dr S. Praveen Kumar

- ◆ Repair and Maintenance Committee
 - Mr S. Asok Kumar
 - Mr P.S. Prasad

- ◆ Students Advisory Committee
 - Dr A. Ravi
 - Dr P. Sheela

- ◆ Physical and Health Education Committee
 - Mr K.P. Kannan
 - (Joint Secretary, N.V.K.S. Educational Society)
 - Dr A. Ravi
 - Mr S. Asok Kumar

Anti-Ragging Committee

- Co-ordinator : **Dr A. Ravi**
Director of Physical Education
Phone No: 9442075616
- Members : **Dr V.S. Mini Kumari**
Associate Professor in Biological Science
Phone No: 9487104747
- Dr P. Sheela**
Librarian
Phone No: 9488881294
- Dr S. Praveen Kumar**
Assistant Professor in Mathematics
Phone No: 9751175732

Harassment Complaints Committee

- Chairperson : **Dr S. Sreelatha**
Associate Professor in Early Childhood Education
Phone No: 09446969747
- Members : **Dr V.P. Bindu Gouri**
Assistant Professor in Education
Phone No: 09446103362
- Mr P.S. Prasad**
Assistant Professor in Education
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- Mr V.S. Pavithra Kumar**
Assistant Professor in Physical Science
Phone No: 9944797677
- Adv. Issac Mohanlal**
Legal Advisor

ACADEMIC CALENDAR FOR THE YEAR 2018-19
JULY 2018

Date	Days	Particulars
1	SUN	
2	MON	
3	TUE	
4	WED	
5	THU	
6	FRI	
7	SAT	
8	SUN	
9	MON	
10	TUE	
11	WED	
12	THU	
13	FRI	
14	SAT	
15	SUN	
16	MON	College Reopens - B.Ed. II and M.Ed. II
17	TUE	
18	WED	
19	THU	
20	FRI	Updating of Blog for B.Ed II
21	SAT	
22	SUN	
23	MON	
24	TUE	Special Talk by Dr. Damodharan
25	WED	
26	THU	First Mid Semester Exam for B.Ed II year
27	FRI	Updating of Blog for B.Ed II
28	SAT	
29	SUN	
30	MON	Teaching Practice Starts for B.Ed II Year
31	TUE	Research Colloquium for M.Ed II (Tool Presentation)

N.V.K.S.D. College of Education, Attoor

AUGUST 2018		
Date	Days	Particulars
1.	WED	Classes begin for B.Ed First Year
2.	THU	Induction Programme
3.	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Induction Programme
4.	SAT	Bridge Course Starts for B.Ed I
5.	SUN	
6.	MON	Classes begin for M.Ed I
7.	TUE	
8.	WED	
9.	THU	Bridge Course Ends for B.Ed II
10.	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
11.	SAT	Second Saturday
12.	SUN	
13.	MON	
14.	TUE	
15.	WED	Independence Day - Holiday
16.	THU	Capacity Enhancement Programme for Teachers SUPW Workshop For B.Ed I Starts
17.	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
18.	SAT	SUPW Workshop For B.Ed I Ends
19.	SUN	
20.	MON	Guest Lecture on Personal Counseling for B.Ed I
21.	TUE	Onam Celebration
22.	WED	Bakrid
23.	THU	
24.	FRI	First Onam
25.	SAT	Thiru Onam
26.	SUN	
27.	MON	Microteaching Starts for B.Ed I
28.	TUE	
29.	WED	
30.	THU	Club Meeting
31.	FRI	Reflective Diary Submission for B.Ed I Updating of Blog for B.Ed II

SEPTEMBER 2018		
Date	Days	Particulars
1	SAT	Microteaching Ends for B.Ed I Workshop on MIS for Administrative Staff Online Exam for B.Ed II
2	SUN	
3	MON	
4	TUE	
5	WED	Teacher's Day Celebration
6	THU	
7	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
8	SAT	Second Saturday
9	SUN	
10	MON	Pilot Study Starts for M.Ed II
11	TUE	
12	WED	
13	THU	Vinayagar Chaturthi
14	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
15	SAT	Pilot Study Ends for M.Ed II Graduation Day
16	SUN	
17	MON	Special Talk by Dr.R.Mukundan
18	TUE	
19	WED	Club Meetings
20	THU	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Research Colloquium for M.Ed I
21	FRI	Moharam
22	SAT	
23	SUN	
24	MON	First Mid Semester Exam Starts for B.Ed I, M.Ed I, M.Ed II and M.Phil
25	TUE	
26	WED	
27	THU	First Mid Semester Exam Ends for B.Ed I, M.Ed I, M.Ed II and M.Phil
28	FRI	Reflective Diary Submission for B.Ed I, B.Ed II Updating of Blog for B.Ed II
29	SAT	
30	SUN	

OCTOBER 2018		
Date	Days	Particulars
1	MON	Internship in Collaborating School for M.Ed I Starts Data Collection Starts for M.Ed II
2	TUE	Gandhi Jayanthi
3	WED	
4	THU	
5	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
6	SAT	Seminar Presentation for B.Ed II AERO Meeting
7	SUN	
8	MON	Camp Starts for B.Ed I
9	TUE	
10	WED	
11	THU	
12	FRI	Internship in Collaborating School for M.Ed I Ends Camp Ends for B.Ed I Data Collection Ends for M.Ed II Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
13	SAT	Second Saturday
14	SUN	
15	MON	
16	TUE	SPSS Workshop for M.Ed II
17	WED	Open Book Exam Starts for B.Ed I, M.Ed I and M.Ed II
18	THU	Ayuda Pooja
19	FRI	Vijaya Dasami
20	SAT	
21	SUN	
22	MON	Seminar Presentation Starts for B.Ed I, M.Ed I, M.Ed II and M.Phil
23	TUE	
24	WED	
25	THU	Online Exam Starts for B.Ed I, M.Ed I and M.Ed II
26	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
27	SAT	Motivational Training Programme for B.Ed I, M.Ed I and M.Ed II
28	SUN	
29	MON	
30	TUE	Submission of Suggested activities for B.Ed I, M.Ed I and M.Ed II
31	WED	Submission of Online Assignments for B.Ed I, M.Ed I and M.Ed II

NOVEMBER 2018		
Date	Days	Particulars
1	THU	Local Holiday-Kanyakumari Piravi
2	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
3	SAT	Open Book Exam for B.Ed II Year Special Talk on Marital Counselling
4	SUN	
5	MON	
6	TUE	Deepavali
7	WED	
8	THU	
9	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
10	SAT	Second Saturday
11	SUN	
12	MON	Research Colloquium for M.Phil and Ph.D
13	TUE	Club Meetings
14	WED	Library Week celebration
15	THU	
16	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Cleaning Programme in Adopted Village
17	SAT	Second Mid Semester Exam Starts for B.Ed I, M.Ed I, M.Ed II and M.Phil
18	SUN	
19	MON	
20	TUE	
21	WED	Miladi Nabi
22	THU	Second Mid Semester Exam Ends for B.Ed I, M.Ed I, M.Ed II and M.Phil
23	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
24	SAT	Second Mid Semester Exam for B.Ed II year
25	SUN	
26	MON	Practical Examination for B.Ed I and M.Ed I
27	TUE	
28	WED	
29	THU	
30	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II

DECEMBER 2018		
Date	Days	Particulars
1	SAT	Submission of Suggested Activities and Online Assignments for B.Ed II
2	SUN	
3	MON	Teaching Practice Ends for B.Ed II Year Model Exam Starts for B.Ed I, M.Ed I, M.Ed II and M.Phil
4	TUE	
5	WED	Model Exam for B.Ed II
6	THU	Model Exam Ends for B.Ed I, M.Ed I, M.Ed II and M.Phil
7	FRI	Study Holiday
8	SAT	Study Holiday
9	SUN	Study Holiday
10	MON	Study Holiday
11	TUE	Study Holiday
12	WED	End Semester Exam Starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II and M.Phil
13	THU	
14	FRI	
15	SAT	End Semester Exam Ends for B.Ed I, B.Ed II, M.Ed I and M.Ed II
16	SUN	
17	MON	Second Semester Starts
18	TUE	
19	WED	Student Council Election
20	THU	
21	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
22	SAT	Xmas and New Year Celebration
23	SUN	
24	MON	Xmas Holiday
25	TUE	Christmas
26	WED	
27	THU	
28	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
29	SAT	Union Inauguration
30	SUN	
31	MON	Club Meetings

JANUARY 2019		
Date	Days	Particulars
1	TUE	New year
2	WED	
3	THU	
4	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II First Mid Semester Exam Starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II and M.Phil
5	SAT	
6	SUN	
7	MON	
8	TUE	
9	WED	
10	THU	Club Meetings
11	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Pongal Celebration
12	SAT	Second Saturday
13	SUN	
14	MON	Pongal
15	TUE	Thiruvalluvar Dinam
16	WED	Uzhavar Dinam
17	THU	
18	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Finalization of Research Topics for M.Ed I
19	SAT	Alumni Get-together
20	SUN	
21	MON	Level I Internship Programme for B.Ed I year starts
22	TUE	
23	WED	
24	THU	
25	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Cleaning Programme in Adopted Village
26	SAT	Republic Day
27	SUN	
28	MON	Study Tour for B.Ed II year starts Internship in Special Schools for M.Ed I starts Library Visit for M.Ed II year starts
29	TUE	
30	WED	
31	THU	

FEBRUARY 2019		
Date	Days	Particulars
1	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Internship in Special Schools for M.Ed I Ends Library Visit for M.Ed II year ends
2	SAT	Workshop on Question Bank Setting for Teachers
3	SUN	
4	MON	
5	TUE	
6	WED	
7	THU	
8	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed I
9	SAT	Second Saturday
10	SUN	
11	MON	Research Colloquium for M.Ed II
12	TUE	
13	WED	Club Meetings
14	THU	
15	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Second Mid Semester Examination Starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II & M.Phil
16	SAT	
17	SUN	
18	MON	
19	TUE	
20	WED	
21	THU	
22	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
23	SAT	Cleaning Programme in Adopted Village
24	SUN	
25	MON	Internship in Curriculum Framing Organization for M.Ed I Starts
26	TUE	
27	WED	
28	THU	

MARCH 2019

Date	Days	Particulars
1	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Internship in Curriculum Framing Organization for M.Ed I ends Level I Internship Programme for B.Ed I year ends
2	SAT	Add on Course- Computer Exam
3	SUN	
4	MON	Research Colloquium for M.Phil and Ph.D
5	TUE	Open Book Examination Starts for B.Ed I, B.Ed II, M.Ed I and M.Ed II
6	WED	Internship in Teacher Education Institution for M.Ed I Starts
7	THU	
8	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Women's Day Celebration
9	SAT	Second Saturday
10	SUN	
11	MON	Arts Day
12	TUE	Seminar Presentation Starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II and M.Phil
13	WED	
14	THU	
15	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
16	SAT	
17	SUN	
18	MON	
19	TUE	
20	WED	Internship in Teacher Education Institution for M.Ed I ends
21	THU	Online Exam Starts for Starts for B.Ed I, B.Ed II, M.Ed I, and M.Ed II
22	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II Sports day
23	SAT	
24	SUN	
25	MON	Online Submission of Assignments Starts for B.Ed I, B.Ed II, M.Ed I, and M.Ed II
26	TUE	Dissertation submission for M.Ed II Year and M.Phil
27	WED	Submission of Suggested Activities for B.Ed I, B.Ed II, M.Ed I and M.Ed II
28	THU	
29	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
30	SAT	College Day
31	SUN	

APRIL 2019		
Date	Days	Particulars
1	MON	
2	TUE	
3	WED	
4	THU	
5	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
6	SAT	Telugu New Year
7	SUN	
8	MON	Practical Examination for B.Ed I, B.Ed II, M.Ed I and M.Ed II
9	TUE	
10	WED	
11	THU	
12	FRI	Reflective Diary Submission for B.Ed I and B.Ed II Updating of Blog for B.Ed II
13	SAT	Second Saturday
14	SUN	
15	MON	
16	TUE	
17	WED	Mahaveer Jayanthi-Holiday
18	THU	
19	FRI	Good Friday-Holiday
20	SAT	
21	SUN	
22	MON	Model Exam Starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II and M.Phil
23	TUE	
24	WED	
25	THU	
26	FRI	
27	SAT	College Closes for Summer Vacation
28	SUN	
29	MON	
30	TUE	

MAY 2019

Date	Days	Particulars
1	WED	
2	THU	
3	FRI	
4	SAT	
5	SUN	
6	MON	End Semester examination starts for B.Ed I, B.Ed II, M.Ed I, M.Ed II and M.Phil
7	TUE	
8	WED	
9	THU	
10	FRI	
11	SAT	
12	SUN	
13	MON	
14	TUE	
15	WED	
16	THU	
17	FRI	
18	SAT	
19	SUN	
20	MON	
21	TUE	
22	WED	
23	THU	
24	FRI	
25	SAT	
26	SUN	
27	MON	
28	TUE	
29	WED	
30	THU	
31	FRI	

**CURRICULUM FRAMEWORK FOR B.Ed
(2017-2019)**

Duration of the Programme

The duration of the course shall be two years comprising four semesters. The total number of days of an academic year will be 200 working days with 100 working days inclusive of internship and field attachment activities and exclusive of admission and examination work.

Eligibility for Admission to the Programme

A candidate who has secured a minimum of 50% marks in the Degree Examination of three years duration from any of the recognised Universities in India.

Types of courses

The two year B.Ed., Programme has 80 credits in total, in which 26 credits are allotted for Core Courses, 18 credits are allotted for Elective Courses, 6 credits are allotted for Developing Professional Competencies and 28 credits are allotted for Practical Activities.

Courses of Study

- A. Core Courses
- B. Pedagogic Courses
- C. Developing Professional Competencies
- D. Elective Courses
- E. Practical Activities

A. Core Courses (CC)

- i. Education in Contemporary India
- ii. Child and Development
- iii. School Organisation and Management
- iv. Psychological Perspectives in Learning
- v. Information and Communication Technology
- vi. Curriculum and Learning Domains
- vii. Gender, School and Society
- viii. Perspectives in Inclusive Education

B. Pedagogic Courses (PC)

Each candidate has to choose one optional subject. Prospective teachers shall select their major subject of study as their optional subject. The optional subjects offered at school level

are Biological Science, English, History, Mathematics and Physical Science. The courses 'Assessment of Learning' and 'Language across the Curriculum' are mandatory for all prospective teachers, irrespective of optional subjects. The pedagogic courses are designed to enhance the potential to qualify Teacher Eligibility Test (TET) which include:

- i. Theoretical Bases of Biological Science Education
- ii. Theoretical Bases of English Education
- iii. Theoretical Bases of History Education
- iv. Theoretical Bases of Mathematics Education
- v. Theoretical Bases of Physical Science Education
- vi. Development of Biological Science Education
- vii. Development of English Education
- viii. Development of History Education
- ix. Development of Mathematics Education
- x. Development of Physical Science Education
- xi. Assessment for Learning
- xii. Curriculum and Pedagogy of Biological Science Education
- xiii. Curriculum and Pedagogy of English Education
- xiv. Curriculum and Pedagogy of History Education
- xv. Curriculum and Pedagogy of Mathematics Education
- xvi. Curriculum and Pedagogy of Physical Science Education
- xvii. Language Across the Curriculum
- xviii. Emerging Trends in Biological Science Education
- xix. Emerging Trends in English Education
- xx. Emerging Trends in History Education
- xxi. Emerging Trends in Mathematics Education
- xxii. Emerging Trends in Physical Science Education

C. Elective Courses (Any one) (EC)

- i. Early Childhood Care and Education
- ii. Education of Adolescents
- iii. Environmental Education
- iv. Library and Information Science in Education
- v. Health and Physical Education

D. Developing Professional Competencies (DPC)

- i. Yoga for Professional Excellence
- ii. Dramatics and Arts in Education
- iii. Developing Reading Habits and Reflections

E. Practical Activities

- i. Teaching Skills (Micro-teaching / Mini-teaching)
- ii. Demonstration Classes (Teacher Educators and Teachers) - Level I & II
- iii. Demonstration Classes (Mentor Teachers) - Level I & II
- iv. Psychology Experiments
- v. School Induction
- vi. Visit to Innovative Schools and Healthy Practices
- vii. Citizenship Training Camp
- viii. Communication Skills
- ix. Life Skills Education
- x. Environmental Education
- xi. Educational Technology
- xii. Teaching Competency - Level I & II
- xiii. Observation of Classes (Peers) - Level I & II
- xiv. Lesson Plan - Level I & II
- xv. Digital Lesson Plan - Preparation and Presentation
- xvi. Test and Measurement Record - Level I & II
- xvii. Teaching Learning Materials - Level I & II
- xviii. School Based Activities - (Conduct of School Assembly, Organization of PTA meeting / Co-Curricular Activities, Conducting Case study)
- xix. Self Management and Yoga Classes
- xx. Health Education
- xxi. Physical Education
- xxii. Assessment by Mentor Teacher
- xxiii. Visiting Special Schools and Observing the Classes
- xxiv. Weekly Report of School Experience in Blog
- xxv. Portfolio for School Children (sample of projects, library work, work experience, assignments and other activities of two students)
- xxvi. Classroom Action Research
- xxvii. Value Education Classes for School Children
- xxviii. Socially Useful Productive work
- xxix. Social Project
- xxx. Community Work and Experience for Social Sensitivity
- xxxi. Multimedia Kit
- xxxii. Study Tour (minimum three days)

Note:

a) Level-1 refers to standard VI to VIII and is compulsory for all for both graduate and postgraduate prospective teachers. At this level, they should get mastery in their own chosen and related school subject.

b) Level- II refers to standard IX and X for graduate prospective teachers and standard XI to XII for postgraduate prospective teachers. At this level, they should get mastery in their own chosen and related school subject.

F. Suggested Activities

Suggested activities include any two suggested tasks from theory papers.

Curriculum Transaction

Lectures, Lecture cum Discussion, Seminars, Assignments, Workshops, Group work , Brain storming, Fieldwork, Use of ICT, Project Work, Peer Teaching, Team teaching and Co-operative learning are some of the modes of curriculum transaction. Before the internship programme, the prospective would be oriented well with micro teaching skills, demonstration lessons, criticism lessons and observation lessons. The intensive internship programme would be done by the students for four weeks in the first year and sixteen weeks in the second year under the supervision of guide teachers and teacher educators. The four week internship in the first year comprises of one week of Micro Teaching / Mini Teaching, one week of observation of Demonstration classes by Teacher educators / Teachers and two weeks of Observation of Demonstration classes by Guide Teachers. The sixteen week internship in the second year comprises of Teaching Competency, Observation of peer teaching, Preparation of lesson plans and teaching learning materials, Visit to special schools, Action research, Value Education classes and portfolio preparation for two school students. During practice teaching, students are encouraged to prepare teaching aids and to do action research and case study.

Evaluation

Continuous and Comprehensive evaluation would be carried out with Choice Based Credit and Semester System (CBCSS). Its purpose would be to improve the performance of prospective teachers and their teaching competencies. It would be formative and summative in nature. Both internal and external evaluation will be done for both theoretical and practical components.

Eligibility for Attending the Examination

Each candidate should gain 85 percentage of attendance. Those who fail to gain the required attendance will not be permitted to appear for the B.Ed. Degree Examination (both written and practical examination). However, on medical grounds, they will be permitted to appear for the examination.

Course Structure and Semester wise Distribution of Courses

As B.Ed. Programme is a skill development course, water tight compartmentalization of theory and practical components is not possible and hence they have been combined together. (1 credit = 30 hours of teaching learning process)

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Internal	Marks External	Total
A. Core Courses	B1CC1701	Education in Contemporary India	4	30	70	100
	B1CC1702	Childhood and Growing up	4	30	70	100
	B1CC1703	School Organisation and Management	4	30	70	100
B. Pedagogic Course	B1PC1704	Theoretical Bases of Biological Science Education	4	30	70	100
	B1PC1705	Theoretical Bases of English Education				
	B1PC1706	Theoretical Bases of History Education				
	B1PC1707	Theoretical Bases of Mathematics Education				
	B1PC1708	Theoretical Bases of Physical Science Education				
		Total	16			400

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Second Semester						
Group	Course Code	Name of the Course	Credits	Maximum	Marks	Total
				Internal	External	
A. Core Courses	B2CC1709	Psychological Perspectives in Learning	4	30	70	100
	B.2CC1710	Information and Communication Technology	2	15	35	50
B.Pedagogic Courses	B2PC1711	Development of Biological Science Education	2	15	35	50
	B2PC1712	Development of English Education				
	B2PC1713	Development of History Education				
	B2PC1714	Development of Mathematics Education				
	B2PC1715	Development of Physical Science Education				
	B2PC1716	Assessment for learning	4	30	70	100
C. DPC- Developing Professional Competencies	B2DP1717	Yoga for human excellence	2			50
	B2DP1718	Dramatics and Arts in Education		2		50
Total			16			400
Third Semester						
Group	Course code	CodeName of the Course	Credits	Maximum	Marks	Total
				Internal	External	
B.Pedagogic Courses	B3PC1719	Curriculum and Pedagogy of Biological Science Education	4	30	70	100
	B3PC1720	Curriculum and Pedagogy of English Education				
	B3PC1721	Curriculum and Pedagogy of History Education				
	B3PC1722	Curriculum and Pedagogy of Mathematics Education				
	B3PC1723	Curriculum and Pedagogy of Physical Science Education				
Total			4			100

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Fourth Semester						
Group	Course Code	Name of the Course	Credits	Maximum		Marks Total
				Internal	External	
A. Core courses	B4CC1724	Curriculum and Learning Domains	4	30	70	100
	B4CC1725	Gender, School and Society	2	15	35	50
	B4CC1726	Perspectives in Inclusive Education	2	15	35	50
B. Pedagogic Courses	B4PC1727	Language Across the Curriculum	2	15	35	50
	B4PC1728	Emerging Trends in Biological Science Education	2	15	35	50
	B4PC1729	Emerging Trends in English Education				
	B4PC1730	Emerging Trends in History Education				
	B4PC1731	Emerging Trends in Mathematics Education				
	B4PC1732	Emerging Trends in Physical Science Education				
C. Elective Courses	B4EC1733	Early Childhood Care and Education	2	15	35	50
	B4EC1734	Education of Adolescents				
	B4EC1735	Environmental Education				
	B4EC1736	Library and Information Science in Education				
	B4EC1737	Health and Physical Education				
D. Developing Professional Competencies	B4DP1738	Developing Reading Habits and Reflections	2	50	50	100
		Total	16			400

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Practical Components			
First Semester			
E. PracticalActivities	School Internship:	Credits 4	
	Micro Teaching/ Mini Teaching (Level I and II)		20
	Observation of Demonstration Classes by Teacher Educators and Teachers (Level I and II)		5
	Observation of Demonstration Classes by Mentor Teachers (Level I and II)		5
	Psychology Experiments		50
	School Induction		10
	Visit to Innovative Schools		10
	Total		100
Second Semester			
E. PracticalActivities	Citizenship Training Camp (5 days)	Credits 4	20
	Communication Skills		20
	Life Skills Education		10
	Educational Technology		20
	Environmental Education		10
	Socially Useful Productive Work		20
	Total		100
Third Semester			
E. Practical Activities	School internship	Credits 16	
	Teaching Competency (Level I and II)		150
	Observation of Peer Teaching (Level I and II)		10
	Lesson Plan (Level I and II)		50
	Digital Lesson Plan Preparation and Presentation (Level I and II)		20
	Teaching Learning Materials (Level I and II)		30
	School Based Activities		20
	Self Management and Yoga Classes		10
	Health Education		10
	Physical Education		10
	Assessment by Mentor Teacher (Level I and II)		20
	Visit to Special Schools and Observing Classes		10
	Weekly Report of School Experience in Blog		10
	Portfolio of School Children (Level I and II)		10
	Action Research		30
	Value Education Classes for School Children		10
Total		400	

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Fourth Semester			
E. Practical Activities	Test and Measurement (Level I and II)	Credits 4	20
	Social Project		20
	Community Work and Experience for Social Sensitivity		10
	Multimedia Kit		20
	Study Tour (Minimum 3 days)		10
	Viva Voce		20
	Total		100
Components of Internal assessment			
Average of three Test		- 10 Marks	
(1 Online Test, 1 Open Book Examination, 1 class test)			
Seminar		- 5 Marks	
Suggested Activities (Any two)		- 10 Marks	
Online Submission of Assignments		- 5 Marks	
Scheme of Examination			
<p>The examination scheme for B.Ed. Programme is set for 2000 marks (1000 marks for first year and 1000 marks for second year). Internal assessment constitutes 30 marks for courses with 100 marks and 15 marks for courses with 50 marks. Developing Professional Competencies (DPCs) shall be evaluated internally.</p>			
Description of Practical Components			
<i>Micro Teaching / Mini Teaching</i>			
<p>The prospective teachers shall practice a minimum of five teaching skills and integrate them in mini teaching/link practice. The micro teaching skills included are skill of probing questions, skill of reinforcement, skill of stimulus variation, skill of blackboard writing, skill of explanation and skill of illustrating with examples.</p>			
<i>Observation of Demonstration Classes by Teacher Educators and Experts</i>			
<p>The prospective teachers shall observe 5 classes (minimum 5 curriculum transaction sessions for each optional course) of teacher educators/school teachers/subject experts before the commencement of internship or teaching practice.</p>			

Observation of Classes by Mentors

The prospective teachers shall observe 10 classes of their optional subjects of mentors before the commencement of internship or teaching practice.

Psychology Experiments

Each prospective teacher has to conduct six Psychology experiments (four from Group A and two from Group B) related to adolescence and childhood.

Group A (Related to Adolescence)		Group B (Related to Childhood)	
1.	Intelligence	1.	Distraction of Attention
2.	Learning	2.	Division of Attention
3.	Transfer of Training	3.	Creativity
4.	Aptitude	4.	Piaget's Task
5.	Adjustment	5.	Non Verbal Intelligence Test
6.	Concept formation	6.	Sociometry
7.	Level of Aspiration	7.	Measurement of Anger
8.	Interest	8.	Emotional Stability
9.	Personality Types	9.	Moral Values
10.	Attention	10.	Motivation
11.	Creativity	11.	Span of Attention
12.	Achievement Motivation	12.	Motor Skills

School Induction

The intensive internship programme would be done by the student teachers for four weeks in the first year under the supervision of Guide teachers and teacher educators. The four week internship in the first year comprises of one week of Micro Teaching/Mini Teaching, one week of observation of Demonstration classes by Teacher Educators/Teachers and two weeks of Observation of Demonstration classes by Mentor Teachers.

Visit to Innovative Schools

For better understanding of schools, the prospective teacher has to visit an innovative school having innovative practices in teaching/ administration/evaluation/other healthy practices.

Citizenship Training Camp

Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout/Guides /NSS

camp should be organized. All activities conducted in the five day Citizenship Training Camp should help the prospective teachers to develop civic sense and social skills.

Communication Skills

As majority of students come from rural background, an initiative to develop English communication skills becomes mandatory, for which a Bridge course is organised soon after the commencement of the curricular transaction days. It develops Listening, Speaking, Reading and Writing skills. It is continuously monitored throughout the B.Ed. programme in the regular classes.

Life Skills Education

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands, challenges, and stress of everyday life. Childhood and adolescence are the developmental periods during which one acquires these skills through various methods. It focuses on sensitization of prospective teachers on child development and empowerment to improve the psychosocial competence and resilience of the adolescents. Life Skills Education shall consist of experiences related to critical thinking and creative thinking, decision making and problem solving, communication skills and interpersonal relations, coping with emotions and stress, self-awareness and empathy. Life Skills Education is provided as a continuous activity throughout the B.Ed. programme.

Educational Technology

It involves the ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resource.

Environmental Education

Environmental Education Related activities help to develop a deeper understanding of environmental issues, engage in problem solving, and take action to improve the environment. The student teachers have to carry out any two activities :

- a) visit to a polluted site, analyse the causes and suggest remedies
- b) preparation of a scrap book on issues related to environment
- c) plantation programme
- d) clean and green campus

School Experience Programme under Internship

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences shall be offered in the first half of the second year. It helps in the meaningful and holistic engagement of learners in the school. The prospective teachers are provided opportunities to teach with systematic supervisory support and feedback from mentors and teacher educators. Under internship, students will teach 5 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. Prospective teachers shall participate in all aspects of school life while focusing on teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges for teaching children with special needs.

a) Teaching Competency - Level 1 and 2

During the second year, out of the 16 weeks of internship, prospective teachers shall spend one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The prospective teachers shall spend 15 weeks for classroom teaching which may be in one block or in two blocks, (in one or two different schools). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates shall be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it shall be at upper primary (classes VI - VIII) and senior secondary (XI and XII) levels. During the internship, prospective teachers shall also make observation of classes taught by regular teacher (whenever possible) and the peer teachers. A few lessons may be ICT based depending on resources available in the practising schools. Web resources related to optional course shall also be downloaded. Four Lessons incorporating dramatics should also be included (two lessons each at both levels).

To ensure transparency and objectivity in evaluation, assessment by mentor teacher is done using prescribed scheme for assessment.

b) Observation of Peer Teaching- Level 1 and 2

The prospective teachers observe the teaching of five peers.

c) Preparation of Unit plan and Lesson plan - Level 1 and 2

Unit plan and lesson plans are to be used for teaching, of which four lessons are through Drama by incorporating digital resources. Records are to be maintained separately.

d) Digital Lesson Plan Preparation and Presentation

The prospective teachers shall apply educational technology by preparing digital resource based lesson plans and teaching through multimedia in parent discipline.

e) Teaching Learning Materials - Level 1 and 2

The prospective teachers have to prepare Audio Visual aids based on Edgar Dale's Cone of Experience for teaching the different lessons.

f) School Based Activities

The prospective teachers have to prepare a comprehensive report of four school based activities (Conduct of School Assembly, Reflective Record on CCE practised in Co-Operative Schools, Organization of PTA meeting, Conducting Case Study).

g) Self Management and Yoga Classes

Self Management and Yoga related activities are conducted to manage one's body, thoughts, intellect, emotions and spirit. The prospective teachers are supposed to carry out any four activities from the following list.

1. Creative Awareness
2. Controlling Anger
3. Managing Conflict
4. Practicing Non Violent Communication
5. Problem Solving
6. Managing Personal Feelings
7. Yoga

h) Health Education

The prospective teachers are supposed to carry out any four activities from the following list.

1. Health Service
2. Nutrition Services
3. Healthy School or College Environment
4. Safety Education
5. Human Relation
6. Communicable and Non Communicable Diseases

j) Physical Education

The prospective teachers are supposed to carry out any four activities from the following list.

1. Minor Games
2. Major Games
3. Rules and Regulations Of Games
4. Rhythmic Activities
5. Individual and Team Sports
6. Aerobic and Anaerobic Activities
7. Lesson Plan

j) Experience in Special Education

The prospective teachers shall visit two special schools or inclusive schools to understand the diverse needs of learners and educational practices followed in such schools. Based on the convenience, the schools for persons with hearing impairment, visual impairment or mental impairment are selected.

k) Weekly Report of School Experiences in Blog

The prospective teachers are encouraged to create educational blogs for (individual/group sharing their school experiences weekly / class notes/ assignments and participating in active blogging community.

l) Portfolio of Two School Students

A sample of all the assigned works of two school students are collected and a record of the same shall be maintained by the prospective teachers.

m) Classroom Action Research

Action research is a form of self-reflective inquiry that can be utilized by teachers in order to improve (i) their own practices, (ii) their understanding of these practices and (iii) the situations in which

these practices are carried out. It aims at looking for solution to the prevalent school/ educational problems.

n) Value Education Classes for School Children

Value education is inculcating or transmitting through lessons a set of useful values from societal, religious or cultural ethics, where students gradually realise what is good behavior for themselves and their community. The student teachers take classes for school children at both levels in the form of a) stories with morals, b) through examples and models, c) through rules, d) through reflecting personal activities of self and others, e) through problem solving by applying moral reasoning.

o) Test and Measurement - Level 1 and 2

Test and Measurement includes activities like construction of Achievement Test, interpretation of test scores and preparation of Diagnostic test and Remedial lesson for Optional subject at different levels (I and II). Graphical representation of data through Histogram, Frequency Polygon and Pie Diagrams are made and the statistical measures like Central Tendency, Measures of Dispersion and Correlation are also applied.

Socially Useful Productive Work

Socially Useful Productive Work is a purposive and meaningful, manual work resulting in the preparation of goods or services which are useful to the community. It helps prospective teachers to be acquainted with the world of work and services to the community and develop in them a sense of respect for manual workers. The activities include soap making, detergent making, lotion making, preparation of jam and pickles, jewellery, craft work, book binding and making paper bags (any five activities).

Social Project

The objective of social project is to bring about social change that will benefit an individual, community or society. It gives a deeper understanding of the cultural and social issues that affect different community. Prospective teachers develop the skills and knowledge to plan and implement a social project to enhance community life.

They work together to solve real-world problems in their schools and communities and acquire a deeper knowledge through active exploration of real-world problems. They work for an extended period of time to investigate and respond to a complex question or problem. It is a style of active and inquiry-based learning. Projects related to outreach activities, disaster management or need analysis of the society shall be conducted.

Community work and Experience for Social Sensitivity

Community work is performed by the prospective teachers for the benefit of the public or local community. They provide services that are designed to improve the quality of life for community residents or to solve particular problems related to the community. It strengthens sense of civic engagement and nationalism, broadens educational, developmental and social goals. It includes conducting awareness programmes, medical camps, literacy programme, blood donation and clean drives (any three activities shall be selected).

Multimedia Kit

Creating a Multimedia Kit allows a teacher to incorporate many different types of media into a lesson. Multimedia is the integration of text, graphics, animation, sound, and/or video. The kit includes a collection of teaching learning materials like slides, digital learning resources, transparent sheets for projectors and programmed learning materials.

Study Tour (Minimum three days)

To facilitate the experience of prospective teachers to a wider social environment, study tours shall be organized for three working days. It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the prospective teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around. A feedback session, within a fortnight of returning from the tour shall be mandatory. The students should reflect on the experiences based on their observations. The students shall be required to prepare individual reports of the visits. The report should highlight the objectives of the tour, identification of the

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spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions.

Viva Voce

The examination for the degree of B.Ed. also includes viva-voce for evaluating practical activities. Any question pertinent to the concerned subjects may be asked orally by the external examiner. The prospective teacher has to answer the questions in such a way to demonstrate sufficient knowledge of the subject.

Question Paper Design for Full Course

Each theory question paper will be designed for 3 hours in four sections - A, B, C, and D. Number of questions and allotments of marks are given below.

Section	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	One Word Answer Type (No Choice)	10x1	10	1 word each
B	Very Short Answer Type Questions with Open Choice. (Any Ten Questions out of Twelve Questions).	10x2	20	50 words each
C	Short Answer Type Questions with Open Choice (Any Four Questions out of Six Questions)	4x5	20	200 words each
D	Essay Type Questions with Internal Choice	2x10	20	600 words each
	Total	70		

Maximum Marks : 70

Question Paper Design for Half Course

Each theory question paper will be designed for 1 1/2 hours in four sections A, B, C, D. Number of questions and allotments of marks are given below

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Sec- tion	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	One Word Answer Type (No Choice)	5x1	5	1 word each
B	Very Short Answer Type Questions with Open Choice. (Any Five Questions out of Six Questions).	5x2	10	50 words each.
C	Short Answer Type Questions with Open Choice (Any Two Questions out of Three Questions)	2x5	10	200 words each.
D	Essay Type Questions with Internal Choice	1x10	10	600 words each.
Total			35	

Maximum Marks : 35

Passing Minimum

Every candidate should appear for all the papers in the theory and the practical examination. A candidate shall be awarded the B.Ed. degree only if he/she has passed both the practical and the theory examinations. A candidate who fails in one or more papers in the theory examination shall be permitted to appear in the supplementary examination. A candidate who fails in the practical examination and passes in the theory examination shall be deemed to have failed in the practical examination only and shall be permitted to reappear for the same. A candidate shall be declared to have passed the theory examination if he secures not less than 50% in each of the theory paper, with a minimum of 50 percentage of marks in the external examination. A candidate shall be declared to have passed the practical examination, if he secures (a) not less than 50 percentage of marks in the practical examination in the teaching competency in each of the two optional subjects and (b) not less than 50% of the marks in all the other practical works.

Revaluation

Candidates can apply for revaluation within ten days of the publication of the result by paying necessary fee prescribed by the college.

Reappearance

A candidate who fails in one or more papers in the theory examination or who have got arrears upto the fourth semester will be given a chance to write the supplementary examination. The supplementary exam will be held within one month from the date of publication of result. Therefore those who want to appear for the supplementary examination should apply within 20 days from the date of publication of the results.

Classification of Successful Candidates

A candidate shall be awarded the B.Ed. degree if he/she has passed both the theory and practical examination. Successful candidates shall be classified and specified hereunder by taking into account of the marks secured in Theory and Practical Examination separately.

Grading system

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.01-10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	
70-79	8	7.01-8.00	A	Very Good	
60-69	7	6.01-7.00	B	Good	First class
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below50	-	0.00-5.00	D	Not Satisfactory	Re-appear

**CURRICULUM FRAMEWORK FOR M.Ed
(2017-2019)**

Duration of the programme

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

Eligibility for admission to the programme

A candidate who has secured minimum of 50% marks in the Degree of Bachelor of Education of one or two years duration from any of the recognised Universities in India.

Types of Courses

The two year M.Ed. programme has 80 credits in total, in which 28 credits are allotted for Perspective courses, 12 credits are allotted for Tool courses, 4 credits for Teacher Education courses, 8 credits for Level based Specialisation and 4 credits for Specialisation courses based on Discipline, 4 credits for Elective courses, 8 credits for Internship, 4 credits for Practical components which include skills in the preparation of educational material and expository writing, self development programme, academic writing, and 8 credits for research leading to dissertation.

- I. The Core Courses include both theory and suggested activities which comprises
 - i. Perspective Courses (28 credits)
 - ii. Tool Courses (12 credits)
 - iii. Teacher Education Courses (4 credits)
- II. The Specialisation Courses include both theory and suggested activities which comprises
 - i. Level Based Specialisation (8 credits)
 - ii. Specialisation based on Discipline (4 credits)
 - iii. Elective Courses (4 credits)
- III. Internship (8 credits) can be done in Collaborating Schools, Teacher Education Institutions, Curriculum Framing Institutions such as NCERT/SCERT, DIET, Universities/ Textbook Bureaus,

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and Educational Institutions having innovative practices including Schools and Teacher Education Institutions based on the area / level of specialisation.

IV. Research leading to Dissertation is related to level based specialisation/ area (8 credits)

V. Practical Components (4 Credits)

- i. Education Material Production and expository writing
- ii. Self-Development programme: Yoga and social project
- iii. Academic writing

Components of Courses of Study a) a)

Perspective Courses (28 credits)

- ◆ Philosophical and Sociological Perspectives in Education
- ◆ Advanced Educational Psychology
- ◆ Material Development in Education
- ◆ Advanced Educational Technology
- ◆ Curriculum Development
- ◆ Alternative Learning Systems
- ◆ Trends in Educational Management and Administration.

b) Tool Courses (12 credits)

- ◆ Basics in Educational Research
- ◆ Essentials of Educational Research and Statistics
- ◆ Capacity Building of Teachers: Trends and Innovations

c) Teacher Education Course (4 credits)

- ◆ Teacher Education in India : Emerging Scenario

d) Level Based Specialisation (8 credits)

i. Context and Issues in

- ◆ Early Childhood Care and Education
- ◆ Elementary Education
- ◆ Secondary and Higher Secondary Education
- ◆ Higher Education

ii. Curricular Practices in

- ◆ Early Childhood Care and Education
- ◆ Elementary Education
- ◆ Secondary and Higher Secondary Education
- ◆ Higher Education

e) Specialisation based on Discipline (4 credits)

Advanced Methodology Courses (Any one)

- ◆ Science Education
- ◆ Mathematics Education

- ◆ Language Education
- ◆ Social Science Education

f) Elective Courses - 4 credits (Any one)

- ◆ Life Skills Education
- ◆ Inclusive Education: Practices and Issues
- ◆ Economics of Education
- ◆ Life Long Education

g) Practical Components, Internship and Dissertation

1. Education Material Production Skill (1 credit)
2. Self Development programme : Yoga and Social Project (1 credit)
3. Internship in Innovative Educational Institution with Innovative Practices (2 credits)
4. Internship in Colloborating Schools (Level Based Specialisation for 2 weeks) (2 credits)
5. Internship in Teacher Education Institutions (Level Based Specialisation for 3 weeks) (3 credits)
6. Field Based Internship in Curriculum Framing Organisation: NCERT/ SCERT/DIET/Universities / Autonomous Teacher Education Institutions (one week) (1 credit)
7. Academic Writing (2 credits)
8. Hands on training: Analysis of data using software (1 credit)
9. Dissertation(Level Based Specialisation) (7 credits)
10. Viva voce

Details of the practical component

1. Education Material Production and Expository Writing

- a) Each prospective teacher educator shall prepare teacher's handbook in any one of the subjects.
- b) A minimum of two seminars /workshops/conferences shall be attended with paper presentation in any Teacher Education institutions.
- c) Preparation of analytical report on any one event/ news (identified from electronic/ print media) related to education.

- d) The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in a research colloquium.

2. Self Development programme

- a) On successful completion of the course on Yoga offered by the college the prospective teacher educators shall conduct five sessions of yoga to the students of the collaborating schools. Proceedings of these activities have to be reported for evaluation.
- b) The prospective teacher educators shall submit a project on any one of the following.
- ◆ Gender issues
 - ◆ Health and Hygiene
 - ◆ Psycho-Social Dimensions of Exclusion
 - ◆ Socio-Environmental Issues

3. Internship programme in:

a) Collaborating School (Two Weeks)

The prospective teacher educators shall be present in the collaborating school of the Teacher Education Institutions and observe the classes and prepare reflective reports on the administration, curriculum transaction, mode of evaluation and curricular and co-curricular activities.

b) Teacher Education Institution (Two Weeks)

Each prospective teacher educators shall be present in any one of the Teacher Education Institutions for a period of twelve working days within a period of three weeks wherein they will carry out the following:

- i. Develop and engage twelve classes in an innovative manner at B.Ed./ D.Ed. levels.
- ii. Submission of the completion report as per the format given in appendix.

c) Educational Institution with Innovative Practices (One Week)

The prospective teacher educators shall visit and write reflective reports on anyone one organisation/ educational institution that are engaged in incorporating innovative approaches in curriculum and pedagogic practices, educational planning, educational management and administration.

d. Curriculum Framing Organisation (One Week)

The prospective teacher educators shall visit any one of the curriculum framing organisation namely NCERT/ SCERT, DIET, Universities and Autonomous Teacher Education Institutions and prepare a reflective report on curriculum framework, syllabus, curricular transaction, mode of evaluation and internship.

4. Academic Writing

- a. Publication of minimum ONE research paper (Full paper) related to the dissertation topic in Educational Journals and the same need to be appended in the M.Ed. dissertation.
- b. Write reviews of any two books on education.
- c. Preparation of one abstract of M.Ed / M.Phil Dissertation.

5. Hands on Experience: Analysis of Data using Software

The prospective teacher educator shall prepare a master table based on the data collected and analyze the data using available software. The output of the data has to be submitted for evaluation.

6. Dissertation

As a mandatory component the prospective teacher educator (under the guidance of a faculty member) shall submit a dissertation. The dissertation should preferably be in the area of specialisation of the prospective teacher educator. The dissertation may be submitted at the end of the fourth semester.

The title of the study shall be fixed at the end of the second semester and shall be approved by a research committee. The prospective teacher educators shall submit two research proposals on different areas. Report should be approximately between 18000 to 22000 words, and shall follow APA Style Manual (6th edition). The weightage of assessment of the dissertation component shall include:

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

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The evaluation of dissertation will be done by two external evaluators followed by viva-voce. The candidate will have to submit four copies of the dissertation with soft copy (in pdf format).

7. Viva Voce

The open viva voce examination, which is mandatory, will be conducted by qualified examiners on the basis of the dissertation submitted.

Semester wise Framework of Courses (Theory Component)

As M.Ed. programme is a skill development course, water tight compartmentalisation of theory and practical components is not possible and hence they have been combined together. (1 credit = 30 hours of teaching learning process)

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M1PC1701	Philosophical and Sociological Perspectives in Education	4	30	70	100
	M1PC1702	Advanced Educational Psychology	4	30	70	100
II		Teacher Education Course				
	M1TE1703	Teacher Education in India : Emerging Scenario	4	30	70	100
III		Level Based Specialisation				
		Context and Issues in:	4	30	70	100
	M1HS1704	Early Childhood Care and Education				
	M1HS1705	Elementary Education				
	M1HS1706	Secondary and Higher				
		Secondary Education				
	M1HS1707	Higher Education				
		Total	14			400

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Second Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M2PC1708	Material Development in Education	4	30	70	100
	M2PC1709	Advanced Educational Technology	4	30	70	100
II		Tool Course				
	M2TC1710	Basics in Educational Research	4	30	70	100
III		Specialisation Courses based on Discipline				
		Advanced Methodology Courses (Any one)				
	M2SD1711	Science Education	4	30	70	100
	M2SD1712	Mathematics Education				
	M2SD1713	Language Education				
	M2SD1714	Social Science Education				
		Total	16			400
Third Semester						
Group Code	Course	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M3PC1715	Curriculum Development	4	30	70	100
	M3PC1716	Alternative Learning Systems	4	30	70	100
II		Tool Course				
	M3TC1717	Essentials of Educational Research and Statistics	4	30	70	100
III		Level Based Specialisation				
		Curriculum, Pedagogy and Assessment in:				
	M3HS1718	Early Childhood Care and Education	4	30	70	100
	M3HS1719	Elementary Education				
	M3HS1720	Secondary and Higher Secondary Education				
	M3HS1721	Higher Education				
		Total	16	400		

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Fourth Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Course				
	M4PC1722	Trends in Educational Management and Administration	4	30	70	100
II		Tool Course				
	M4TC1723	Capacity Building of Teacher:	4	30	70	100
III		Elective Courses				
	M4EC1724	Life skills Education	4	30	70	100
	M4EC1725	Inclusive Education: Practices and Issues				
	M4EC1726	Economics of Education				
	M4EC1727	Life Long Education				
		Total	12			300
Practical Components						
Semester I			Credits	Total Marks		
i. Self-Development Programme: Yoga			1	25		
ii. Internship in Collaborating school			2	50		
iii. Internship in Curriculum Framing Institutions			1	25		
Semester II						
i. Educational Material Production Skill and Expository Writing			1	25		
ii Internship in Teacher Education Institution			2	50		
iii Internship in Educational Institution with Innovative Practices			1	25		
Semester III						
i. Dissertation: Research Proposal, Tool Construction and Pilot Study			2	50		
ii Hands on Experience in Data Analysis			2	50		
Semester IV						
Academic Writing			2	50		
ii. Dissertation Submission			6	100		
iii. Viva Voce				50		
Total			20	500		

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Components of Internal Assessment			
Sl.No	Components	Maximum Marks	
1.	Aggregate of 3 tests (1 online test, 1 open book examination, 1 class test)	10	
2.	Suggested Activities (2 for each paper)	10	
3.	Seminar (to be uploaded on blog)	5	
4.	Assignment (online submission)	5	
	Total	30	
<p>Total marks for Theory = 1500 Total marks for Practical = 500 Grand Total = 2000</p> <p>Question Paper Pattern for M.Ed. Degree Examinations</p> <p>Duration: 3 Hours</p>			
Part	Type of Question	No. of Questions	Marks
Part - A	One Word Answer type	10 (No Choice)	10x1=10
Part - B	Very Short Answer	5(No Choice)	5x3=15
Part - C	Short Answer	5 (Out of 7)	5x5 =25
Part -D	Essay Type 2	(with Internal Choice)	2x10=20
	Total		70
<p>Passing Minimum</p> <p>Every candidate should appear for all the papers in the Theory and Dissertation. A candidate will be awarded the M.Ed. degree only if he/ she passes the Theory and Practical Examination. A candidate will be declared to have passed the Theory Examination if he/she secures not less than 50% of marks in each of the theory paper. Similarly a candidate will be declared to have passed the Practical Examination if he / she secures not less than 50% of marks.</p>			

Supplementary Examination / Re-evaluation

A candidate who fails in one or more papers in the theory examination or who have got arrears till the fourth semester will be given a chance to write the supplementary examination. The supplementary examination will be held within one month from the date of publication of result. There will be no revaluation for the theory papers since Double Valuation is followed.

A candidate who fails in the dissertation and passes in the theory examination will be deemed to have failed in the dissertation. He / She will be allowed to resubmit it within a period of six months.

Grading system

Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.01-10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	„
70-79	8	7.01-8.00	A	Very Good	„
60-69	7	6.01-7.00	B	Good	First class
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below 50	-	0.00-5.00	D	Not-Satisfactory	Re-appear

Note: There will no grade point below 6 as passing standard is 50%

**CURRICULUM FRAMEWORK FOR B.Ed
(2018-2020)**

Curriculum Vision

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

Programme Objectives

Structuring of the curriculum for two year B.Ed. Programme is designed to enable the prospective teacher to:

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent social and environmental issues/ challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and motivation.
4. become technologically competent and realize the importance of Information and Communication Technology.
5. apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behaviour for living in the present and future.
6. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
7. focus on Communicative English which will help to communicate well in diverse settings and groups.
8. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to assess the continuous intellectual, social and physical development of the learners.
9. familiarize with drama and art education to nurture children's creativity and aesthetic sensibilities.
10. enhance critical thinking skills through strategies that encourage precise approach towards inquiry, collaboration and active participation in the classrooms.
11. acquire the right attitude with commitment using multiple levels of tools and techniques.

B.Ed. Curriculum Regulations (with effect from academic year 2018-2019)

The regulations for the two year B.Ed programme under Choice Based Credit and Semester System(CBCSS) with grading, framed by N.V.K.S.D College of Education, Attoor shall be applicable for the students

who enroll for two year B.Ed programme (2018-2020) with effect from academic year 2018.

The major aspects of the revised B.Ed. (CBCSS) programme are:

- Semester System
- Choice Based Credit System
- Continuous Evaluation

Duration of the Programme

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

Eligibility for Admission to the Programme

A candidate who has secured a minimum of 50% marks in the B.A., B.Sc., degree examination of three year duration from any of the recognized Universities in India is eligible for admission to the programme.

Course

The course of study refers to the subjects to be studied in the prescribed curriculum. A course consists of both theory components and practical components. Theory components include, core courses, pedagogic courses, elective courses, developing professional competencies and practical activities.

Semester system

The semester system accelerates the teaching-learning process enables vertical and horizontal mobility in learning. Each semester consists of 17 weeks of academic work equivalent to 100 teaching days.

Choice Based Credit and Semester System (CBCSS)

The CBCSS provides choice for students to select from the prescribed courses namely Electives and Soft Skill courses. The CBCSS provides flexibility by assigning credits, based on the course content and hours of teaching.

Credit (C)

A credit is the unit by which the course work is measured. It determines the number of instructional hours required per week. The students' study hours are devoted to various aspects of teaching-learning and other activities.

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For B.Ed. programme one credit is equal to 30 hours of teaching learning process for 17 weeks. One credit is considered as 25 marks for evaluation. Students can earn and accumulate credits on the basis of the number and type of tasks they have successfully completed. All the works that carry credits are compulsory.

Grade Point (GP)

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

Credit Point (CP)

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

Grade (G)

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

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

Semester Grade Point Average (SGPA)

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

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

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

Cumulative Grade Point Average (CGPA)

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

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

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student in all the semesters of a programme, i.e.

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

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

Transcript/Grade Card/Certificate

Based on the grades earned, the grade certificate shall be issued to all the registered candidates after each semester. The grade certificate displays the course details (Code, Title, number of Credits, Grade secured) along with SGPA of the particular semester. A candidate obtaining Grade-D shall be required to reappear in the next semester examination. For noncredit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the Letter Grade and that will not be counted for the computation of SGPA/CGPA.

Fairness in Assessment

Assessment is an integral part of educational system, as it is instrumental in identifying and certifying the academic standards accomplished by a student. Thus, it becomes bounden duty of an institution to ensure that it is carried out in a fair manner.

- i) On the successful completion of the semester, the assessment of the theoretical components for courses shall be undertaken by external examiners.
- ii) For the assessment of practical components and for conducting viva voce examination, a team of external examiners shall be invited.
- iii) For suggested activities, seminar and online submission of assignments, the work shall be evaluated internally using appropriate performa.

Courses of Study

The two year B.Ed. programme has 80 credits in total, in which 24 credits are allotted for Core Courses, 20 credits for Pedagogic Courses, 4 credits for Elective Courses, 4 credits for Developing Professional Competencies and 28 credits for practical activities.

- a) Core Courses
- b) Pedagogic Courses

- c) Elective Courses
- d) Developing Professional Competencies (DPC)
- e) Practical Activities

a) Core Courses (CC)

- i) Education in Contemporary India
- ii) Child and Development
- iii) Psychological Perspectives in Learning
- iv) School Organisation and Management
- v) Curriculum and Learning Domains
- vi) Gender Justice and Inclusive Education

b) Pedagogic Courses (PC)

Student teachers shall select their major subject as their pedagogic course. The pedagogic courses offered are *Biological Science, English, History, Mathematics* and *Physical Science*. The course '*Assessment of Learning*' is mandatory for all student teachers, irrespective of their pedagogic course. The Pedagogic Courses are designed to facilitate capacity building among students teachers and to enhance the potentiality of qualifying Teacher Eligibility Test (TET). The knowledge and competencies acquired by the student teachers during the entire course remains the basis of the course. The courses include:

- i) Assessment of Learning
- ii) Theoretical Bases of Biological Science Education
- iii) Theoretical Bases of English Education
- iv) Theoretical Bases of History Education
- v) Theoretical Bases of Mathematics Education
- vi) Theoretical Bases of Physical Science Education
- vii) Development of Biological Science Education
- viii) Development of English Education
- ix) Development of History Education
- x) Development of Mathematics Education
- xi) Development of Physical Science Education
- xii) Pedagogy of Biological Science Education
- xiii) Pedagogy of English Education
- xiv) Pedagogy of History Education
- xv) Pedagogy of Mathematics Education

- xvi) Pedagogy of Physical Science Education
- xvii) Emerging Trends in Biological Science Education
- xviii) Emerging Trends in English Education
- xix) Emerging Trends in History Education
- xx) Emerging Trends in Mathematics Education
- xxi) Emerging Trends in Physical Science Education

c) Elective Courses (EC) - Any one

- i) Early Childhood Care and Education
- ii) Education of Adolescents
- iii) Environmental Education
- iv) Health and Physical Education
- v) Library and Information Science in Education

d) Developing Professional Competencies (DPC)

- i) Yoga for Professional Excellence
- ii) Dramatics and Arts in Education

e) Practical Activities

- i) Micro-teaching
- ii) Citizenship Training Camp (CT Camp)
- iii) Communication Skills
- iv) Information and Communication Technology (ICT)
- v) Observation of Demonstration Classes
(by teacher educators and experts –Level 1 & 2)
- vi) School Internship– Phase I & II (Level 1&2)
- vii) Observation of demonstration classes
(by mentor teachers - Level 1&2)
- viii) Observation of Peer Teaching (Level 1 & 2)
- ix) Lesson Plan- Level 1 and 2
- x) Test and Measurement
- xi) Digital Lesson Plan - Preparation and Presentation
- xii) Physical Education
- xiii) Portfolio of School Children
(sample of projects, library work, work experience, assignments and other activities of two students)
- xiv) Psychology Experiments (Phase I & II)
- xv) Value Education Classes for School Children
- xvi) Socially Useful Productive Work (SUPW)
- xvii) Preparation of Teaching Learning Materials –(Level 1 and 2)
- xviii) Self-Management and Yoga Classes
- xix) Health Education

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- xx) Reflective Report on Special School visit
- xxi) Weekly report of School Experience in blog
- xxii) School Supporting Activities
- xxiii) Classroom Action Research (CAR) / Case Study
- xxiv) Life Skills related Social Projects
- xxv) Working with Community and Experiences from Social Realities
- xxvi) Preparation of Multimedia Kit
- xxvii) Study Tour (*minimum three days*)
- xxviii) Environmental Awareness Programme
- xxix) Strengthening Reading Habits and Reflections

Note:

- a) **Level-1** refers to standard VI and VII, compulsory for all, both Graduate (UG) and Post Graduate (PG) students.
- b) **Level- 2** refers to Standard VIII, IX and X for Graduate (UG) student and Standard XI and XII for Post Graduate (PG) students.

f) Suggested Activities

Suggested activities include any two suggested tasks for theory courses.

Curriculum Transaction

Lectures, Lecture cum Discussion, Seminars, Assignments, Workshops, Groupwork, Brain Storming, Fieldwork, Use of ICT, Project Work, Peer Teaching, Team Teaching and Co-operative Learning are some of the modes of curriculum transaction. Before the school internship programme, the student teachers would be oriented well with micro-teaching skills, observation of demonstration classes and criticism classes. The intensive internship programme would be done by the student teachers for sixteen weeks as two phases in the second and third semesters under the supervision of mentor teachers and teacher educators concerned.

School Internship Programme:

The school internship programme has been arranged in two phases to instill effectiveness in the programme. It provides the student teacher an opportunity to have primary experiences related to the functioning of the school system. Internship is for a period of sixteen weeks as phase – I in the second semester and phase – II in the third semester. Phase – I is considered as Level – 1 in which the student teachers have to complete 20 practicing lesson plans in the classes of VI and VII. Phase – II is considered as Level – 2 in which the student teachers have to complete

40 practising lesson plans in the classes VIII, IX and XI and XII for post graduate students. The sixteen week internship in two phases comprises of teaching competency, observation of peer teaching, preparation of lesson plans and teaching learning materials, Visit to special schools, Classroom Action Research (CAR), Value education classes and portfolio preparation for two school students. During the internship the student teachers are encouraged to prepare teaching aids, conduct Classroom Action Research/ case study and school supporting activities like addressing assembly, conducting PTA meeting, participation in NSS, NCC and other club activities. The student teacher shall observe the class of school teachers and peers whenever possible.

The 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences, offered in the second and third semester that helps in the meaningful and holistic engagement of learners in the school. The student teachers are provided opportunities to teach with systematic supervisory support and feedback from mentors and teacher educators. They shall teach 5 days per week in schools, and the remaining day(s) will be utilized for course work and consultation with subject specialists. Student teachers shall participate in all activities of school life while focusing on teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges for teaching children with special needs.

Evaluation

Continuous and Comprehensive Evaluation (CCE) would be carried out with Choice Based Credit and Semester System (CBCSS). Its purpose would be to improve the performance of student teachers and their teaching competencies. That would be Formative and Summative in nature. Both internal and external evaluation will be done for theoretical and practical components. External examination will be conducted for practical components at the end of each semester by a team of external examiners duly appointed by the college.

Course Structure and Semester wise Distribution of Courses

As B.Ed. is a skill development programme, water tight compartmentalization of theory and practical components is not possible and hence they are combined together.

(One credit = 30 hours of teaching / learning process)

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First Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B1CC1801	Education in Contemporary India	4	30	70	100
	B1CC1802	Child and Development	4	30	70	100
B Pedagogic Course	B1PC1803	Assessment of Learning	4	30	70	100
	B1PC1804	Theoretical Bases of Biological Science Education	4	30	70	100
	B1PC1805	Theoretical Bases of English Education				
	B1PC1806	Theoretical Bases of History Education				
	B1PC1807	Theoretical Bases of Mathematics Education				
	B1PC1808	Theoretical Bases of Physical Science Education				
Total			16			400
Second Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B2CC1809	Psychological Perspectives in learning	4	30	70	100
B Pedagogic Course	B2PC1810	Development of Biological Science Education	4	30	70	100
	B2PC1811	Development of English Education				
	B2PC1812	Development of History Education				
	B2PC1813	Development of Mathematics Education				
C Developing Professional Competencies (DPC)	B2DP1814	Development of Physical Science Education				
	B2DP1815	Yoga for Professional Excellence	2			50
	B2DP1816	Dramatics and Arts in Education	2			50
Total			12			300

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Third Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B3CC1817	School Organization and Management	4	30	70	100
B Pedagogic Course	B3PC1818	Pedagogy of Biological Science Education	4	30	70	100
	B3PC1819	Pedagogy of English Education				
	B3PC1820	Pedagogy of History Education				
	B3PC1821	Pedagogy of Mathematics Education				
	B3PC1822	Pedagogy of Physical Science Education				
		Total	8			200
Fourth Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
A Core Course	B4CC1823	Curriculum and Learning Domains	4	30	70	100
	B4CC1824	Gender Justice and Inclusive Education	4	30	70	100
B Pedagogic Course	B4PC1825	Emerging Trends in Biological Science Education	4	30	70	100
	B4PC1826	Emerging Trends in English Education				
	B4PC1827	Emerging Trends in History Education				
	B4PC1828	Emerging Trends in Mathematics Education				
	B4PC1829	Emerging Trends in Physical Science Education				
C Elective Course	B4EC1830	Early Childhood Care and Education	4	30	70	100
	B4EC1831	Education of Adolescents				
	B4EC1832	Environmental Education				
	B4EC1833	Library and Information Science in Education				
	B4EC1834	Health and Physical Education				
		Total	16			400

PRACTICAL COMPONENTS			
First Semester			
	Components	Credit	Total
E Practical Credits	Micro Teaching		20
	Citizenship Training Camp		20
	Communication Skills		20
	Information and Communication Technology		40
	Total	4	100
Second Semester– School Internship Phase –I (Level -1)			
	Components	Credits	Total
E Practical	Teaching Competency (Phase I)		50
	Observation of Demonstration Classes(by teacher educators and experts)		5
	Observation of Demonstration Classes(by Mentor Teacher)		5
	Peer teaching Observation		5
	Lesson Plans (20 no's)		20
	Teaching Learning Materials		15
	Digital lesson plan preparation and presentation		10
	Assessment by Mentor Teachers		10
	Physical Education		10
	Portfolio of School Children		15
	Value Education Classes for School Children (5 no's)		15
	SUPW		10
	Psychology Practicals		20
	Lessons on Drama and Arts in Education (2 no's)		10
	Total	8	200

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Third Semester - Internship Phase -II			
	Components	Credits	Total
E Practical	Teaching Competency (Phase II)		100
	Observation and demonstration classes <i>(by teacher educators and experts)</i>		5
	Observation and Demonstration Classes <i>(by mentor teacher)</i>		5
	Peer Teaching Observation		5
	Lesson Plans (40 no's)		40
	Teaching Learning Materials preparation		15
	Self-Management and Yoga Classes		10
	Assessment by Mentor Teachers		10
	Health Education		10
	Reflective Report on visit to Special School		10
	Weekly Report of School Experience in Blog		10
	School Supporting Activities		15
	Classroom Action Research (CAR) / Case Study		20
	Psychology Practicals		25
	Test and Measurement		20
	Total	12	300
Fourth Semester			
	Components	Credits	Total
E Practical	Life skills related Social Projects	20	
	Working with Community and Experience from Social Realities	20	
	Preparation of Multimedia Kit	10	
	Environmental Awareness Programme	15	
	Study Tour (Minimum 3 days)	15	
	Strengthening Reading Habits and Reflections	20	
	Total	4	100
Components of Internal Assessment			
	<ul style="list-style-type: none"> • Average of three tests - 10 Marks (Online test-1, Open Book Examination-1, Class test-1) • Seminar - 5 Marks • Suggested Activities (any two) - 10 Marks • Online Submission of Assignments- 5 Marks 		

Description of Practical Components

i) Micro Teaching

The student teachers shall practise a minimum of five teaching skills and integrate them in link practice. The micro teaching skills included are

1. Skill of Reinforcement
2. Skill of Stimulus Variation
3. Skill of Probing Questions
4. Skill of Blackboard Writing
5. Skill of Explanation

ii) Citizenship Training Camp (CT Camp)

Citizenship Training Camp for five days either inside or outside the college premises including night stays which is different from Scout and Guides, NSS camp should be organized. All activities performed in the Citizenship Training Camp helps the student teachers to develop their civic sense, social skills and responsibilities.

iii) Communication Skills

As majority of student teacher come from rural background, an initiative to develop English communication skills becomes necessary, and hence Communicative English is organised along with the curricular transaction process. It develops Listening, Speaking, Reading and Writing (LSRW) skills. It is continuously monitored throughout the programme on regular basis.

iv) Information and Communication Technology (ICT)

The student teachers shall prepare two ICT enabled lessons. Further they shall upload their experiences in blogs. They are also made to create digital learning resources for teaching, website evaluation and use of web techniques for learning. The student teachers shall prepare a report on legal and ethical issues related to online resources.

v) Teaching competency

In the six weeks internship, during the second semester, student teachers have to spend one week for observation of classes by school teachers (atleast 5 lessons in each Pedagogic course). To ensure transparency and objectivity in evaluation, assessment by mentor teacher in prescribed format. The student teacher has to prepare two lesson plans based on Drama and Arts.

vi) Observation of Demonstration Classes (Level -1 and 2)

The student teachers shall observe 5 classes at level – 1 and 2 (minimum 5 curriculum transaction sessions for each optional course) of teacher educators/school teachers/subject experts before the commencement of internship or teaching practice.

vii) Observation of Demonstration Classes (by Mentor Teachers -Level 1 & 2)

The student teachers shall observe 5 classes at level 1 and 2 of mentor teachers in schools in their optional subjects before the commencement of internship or teaching practice.

viii) Observation of Peer Teaching (Level-1& Level-2)

The student teachers shall observe the classes of five peers during school internship at Level 1 and 2.

ix) Preparation of Lesson plans (Level-1& Level-2)

Unit plan and lesson plans are to be used for teaching, of which four lessons are through Drama by incorporating digital resources. Special records are to be maintained separately for this purpose.

x) Test and Measurement

Test and Measurement includes construction of Achievement Test, (Level 1 and 2), interpretation of test scores and construction of diagnostic test and remedial lesson for their respective optional courses. Graphical representation of data through Histogram, Frequency Polygon and Pie Diagrams should be made and the statistical measures like Central Tendency, Measures of Dispersion and Correlation are also to be applied.

xi) Digital Lesson Plan Preparation and Presentation

The student teachers have to prepare a digital lesson plan in their respective parent discipline.

xii) Physical Education

The student teachers shall carry out any four activities from the following list.

1. Minor Games
2. Major Games
3. Rules and Regulations Of Games
4. Rhythmic Activities
5. Individual and Team Sports
6. Aerobic and Anaerobic Activities

xiii) Portfolio of School Children

A sample of all the assigned works of two school children (one in each level) have to be collected and a record of the same shall be maintained by the student teachers.

xiv) Psychology Experiments (Phase I & II)

Each student teacher has to conduct five Psychology experiments from phase – I to be carried out at the college and conduct five psychological experiments from phase – II for the school students, during internship.

Phase I	Phase II
<ol style="list-style-type: none"> 1. Learning 2. Transfer of Learning 3. Intelligence Test 4. Attention 5. Illusion 	<ol style="list-style-type: none"> 1. Sociometry 2. Adjustment 3. Interest 4. Creativity 5. Personality
<p>xv) Value Education Classes for School Children Value education is inculcating or transmitting a set of useful values through lessons from societal, religious and cultural ethics, where students gradually realise what is good behavior for themselves and their community. The student teachers take five classes for school children at level 1 in the form of a) <i>stories with morals</i>, b) <i>through examples, models and rules</i>, c) <i>through reflecting personal activities of self and others</i> and d) <i>through problem solving by applying moral reasoning</i>.</p> <p>xvi) Socially Useful Productive Work (SUPW) Socially Useful Productive Work is a purposive and meaningful, manual work resulting in the preparation of goods or services which are useful to the community. It helps the student teachers to be acquainted with the world of work and services to the community and develop in them a sense of respect for manual workers. The SUPW activities include preparation of soap making, detergent making, lotion making, preparation of jam and pickles, jewellery, craft work, book binding and making paper bags (any five activities).</p> <p>xvii) Teaching Learning Materials - (Level-1& Level-2) The student teachers have to prepare Audio Visual Aids based on Edgar Dale's Cone of Experience for teaching different lessons.</p> <p>xviii) Self-Management and Yoga Classes Self-Management and Yoga related activities are offered to manage one's body, thoughts, intellect, emotions and spirit. The student teachers are supposed to carry out any four activities from the following list.</p> <ol style="list-style-type: none"> 1. Creative Awareness 2. Controlling Anger 3. Managing Conflict 4. Practising Non Violent Communication 5. Problem Solving 6. Managing Personal Feelings 7. Yoga 	

xix) Health Education

The student teachers shall carry out any four activities from the following list.

1. Health Service
2. Nutrition Service
3. Healthy School or College Environment
4. Safety Education
5. Communicable and Non Communicable Diseases.

xx) Reflective Report on Special School Visit

The student teachers have to visit two special schools for differently abled children to understand the diverse needs of learners and educational practices followed in such schools.

xxi) Weekly Report of School Experiences in Blog

The student teachers are encouraged to create educational blogs (individual/group) for sharing their school experiences, class notes, and assignments weekly and participate in active blogging community.

xxii) School Supporting Activities

The student teachers have to prepare a comprehensive report of four school based activities (Addressing the School Assembly, Reflective Record on CCE practiced in Co-operative Schools, Organization of PTA meeting and participate NCC, NSS and other activities).

xxiii) Classroom Action Research (CAR)/ Case Study

Every student teacher has to conduct a classroom action research/ case study during internship practice. The task has to be initiated during the school internship by selecting relevant topics/ problem/ case, review of available literature in the area, preparation/ adoption of simple tools to collect facts/ data regarding the issue and reporting the findings. Classroom action research is a form of self-reflective inquiry that can be utilized by teachers in order to improve (i) their own practices, (ii) their understanding of these practices and (iii) the situations in which these practices are carried out. It aims at looking for solution to the prevalent school/ educational problems.

xxiv) Life Skills Related Social Projects

Life Skills are abilities for adaptive and positive behaviour that enable and individual to deal effectively with the demands, challenges, and stress of day to day life. Childhood and Adolescence are the developmental periods by which one acquires these skills through various methods. Life skills related social project focuses on sensitization of student teachers on social and culture issues and empowerment to improve the psycho-social competence and

resilience of the adolescents. The objective of life skills related social project is to bring about social change that will benefit an individual and community. Student Teachers work together to solve real world problems in their schools and communities and acquire a deeper knowledge through active exploration of real world problems. They work for an extended period of time to investigate and respond to a complex question or problem.

xxv) Working with Community and Experiences from Social Realities

Community work is performed by the student teachers for the benefit of the community. They provide services that are designed to improve the quality of life for community residents or to solve particular problems related to the community. It strengthens sense of civic engagement and nationalism, broadens education and development of social goals. It includes conducting Awareness Programmes, Medical Camps, Literacy Programme, Blood Donation and clean drive programmes (any three activities).

xxvi) Multimedia Kit Preparation

Creating a Multimedia Kit allows a student teacher to incorporate many different types of media into a lesson. Multimedia is the integration of text, graphics, animation, sound, and/or video. The kit includes a collection of teaching learning materials like slides, CD, transparent sheets for projectors and programmed learning materials.

xxvii) Study Tour (Minimum Three days)

To facilitate the experience of student teachers to a wider social environment, study tour is included for a minimum of three days. It is an exposure trip to the places of educational or historical significance. The expected outcome includes providing situations for the student teachers to learn and get acquainted with the process of organizing /conducting study tour/field trip and understanding the environmental aspects. A feedback session, within a fortnight (14 days) of returning from the tour is mandatory. The student teachers should reflect on the tour experiences based on their observations. The student teachers shall be required to prepare individual reports of the visits. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced, implications and suggestions.

xxviii) Environmental Awareness Programme

Environmental programme related environment activities help the student teachers to develop a thorough understanding of environmental issues, engage in problem solving, and take applicable measures to protect the environment. The student teachers have to carry out any two activities:

- a) Visiting a polluted site, analyse the causes and suggest remedies
- b) Preparing a scrap book on various aspects related to environment
- c) Plantation programme
- d) Clean and Green Campus

xxix) Strengthening Reading Habits and Reflections

The objective of strengthening reading habits and reflection is to enhance the capacity of student teachers as readers and to develop their reflective skills. The student teachers have to read one book from Group A and one from Group B and write the reflection of the same.

Group – A	Group – B
<ul style="list-style-type: none"> a) Tamil classes b) Indian & world classes c) Autobiographical narratives 	<ul style="list-style-type: none"> a) Books related to education b) Subject related reference books

Design of Question Paper

Each theory question paper is designed for three hours in four Sections –Section A, Section B, Section C, and Section D. Number of questions and allotments of marks are as follows.

Sections	Type of Questions	Marks distribution	Total Marks	Maximum word limit for each answer
A	Multiple Choice Question (Statement Form)	10x1	10	One word
B	Very Short Answer Questions with Open Choice (Any Ten Questions out of Twelve Questions)	10x2	20	Fifty words each
C	Short Answer with Open Choice (Any Four out of Six Questions)	4x5	20	Two Hundred words each
D	Essay with Internal Choice	2x10	20	Five Hundred words each
	Total		70	

Total marks for Theory - 1300
Total marks for Practical - 700
Grand Total - 2000

Eligibility for Attending the Examination

Each candidate should gain 85 percentage of attendance in each semester. Those who do not gain the required attendance will not be permitted to appear for the Examination (both theory and practical). However, on medical ground, they will be permitted to appear for the examination if they secure 75 percent of attendance.

Passing Minimum

The candidate should appear for both the theory and the practical examinations. A student teacher shall be awarded the B.Ed. degree only if he/she has passed both the theory and the practical examination. A candidate shall be declared to have passed the theory examination if he/she secures not less than 50 percentage in each of the theory papers. A candidate shall be declared to have passed the practical examination, if he / she secures not less than 50 percentage of marks in each of the practical components. A candidate shall be declared to have passed the B.Ed. degree examination if he/ she secures a minimum of 50% of marks for internal assessment, external assessment and in total.

Photocopying of answer sheet and Revaluation

There is a provision for obtaining photocopy of the answer script by remitting fee prescribed by the college.

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

Re-appearance

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

Classification of Successful Candidates

Successful candidates shall be classified and specified hereunder by taking into account the marks secured in theory and practical examinations separately.

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Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of Final Result
90 -100	10	9.01-10.00	O	Outstanding	First class with Distinction
80-89	9	8.01-9.00	A+	Excellent	
70-79	8	7.01-8.00	A	Very Good	First class
60-69	7	6.01-7.00	B	Good	
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below50	-	0.00-5.00	D	Not Satisfactory	Re-appear

Note: There will no grade point below 6 as passing standard is 50%

**CURRICULUM FRAMEWORK FOR M.Ed
(2018-2020)**

CURRICULUM VISION

*“Moulding teachers who are professionally competent, and socially committed upholding the principles of **Gnana, Dharma and Sneha**”.*

PROGRAMME OBJECTIVES:

After the completion of the two year M.Ed. teacher education programme, the prospective teacher educators would be able to

1. develop capabilities for conceptual analysis from perspective courses.
2. understand the ethical principles of professional training of teacher educators.
3. develop professional competencies and skills.
4. develop research aptitude and conduct quality research.
5. develop insight about the various levels of school education and pedagogic practices.
6. develop communication skills and academic writing skills.
7. empower themselves with self development programmes.
8. gain insight about various curriculum framing organisations.
9. gain an insight into the multiple roles of a teacher educator and involve in various activities and processes of teacher education institution.
10. develop competence in organisation and evaluation of various components of teacher education programmes.
11. examine critically the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
12. understand and appreciate the research perspective on various practices in teacher education.
13. develop professional attitudes, values and interests needed to function as an effective teacher educator.

M.Ed. CURRICULUM REGULATIONS (with effect from the academic year 2018-19)

The regulations for the two year M. Ed. Programme under Choice Based Credit and Semester System (CBCSS) with grading, framed by N.V.K.S.D. College of Education, Attoor, shall be applicable for those who enroll for two year M.Ed. programme (2018-2020) with effect from 2018.

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

- Semester System
- Choice Based Credit System
- Continuous Evaluation
- Online Testing (Internal Examination)
- Online submission of assignments

Duration of the programme

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

Course

The course of study refers to the subjects to be studied in the prescribed curriculum. A course consists of both theory components and practical components. Theory components include Perspective Courses, Tool Courses, Specialisation Courses and Elective Courses. Curriculum transaction comprises of Lectures, Group Discussion, Small Group Discussion, Peer Learning, Seminars, Workshops, Paper Presentations and Practicum components include hands on training, outreach activities, project works, self development programme, internship in collaborating schools and teacher education institution and dissertation.

Semester System

The semester system accelerates the teaching/learning process and enables vertical and horizontal mobility in learning. Each semester consists of 17 weeks of academic work equivalent to 100 working days.

Choice Based Credit and Semester System (CBCSS)

The CBCSS provides choice for students to select from the prescribed courses namely Level based Specialisation, Specialisation Courses based on Disciplines and Electives. The CBCS provides flexibility and assigns credits based on the course content and hours of teaching.

Credit (C)

A credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. The study hours are devoted to various aspects of teaching-learning and research process.

For the M.Ed. degree programme one credit is equal to 30 hours of teaching learning process for 17 weeks duration. Prospective teacher educator can earn and accumulate credits on the basis of the number and type of works they have successfully completed. All the works that carry credits are compulsory.

Credit Point (CP)

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

Grade Point (GP)

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

Grade (G)

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

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

Semester Grade Point Average (SGPA)

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

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

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

Cumulative Grade Point Average (CGPA)

It is a measurement of overall cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

CGPA is also calculated in the same manner, taking into account all the courses undergone by a student in all the semesters of a programme, i.e.

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

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

Transcript/Grade Card/Certificate

Based on the grades secured, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester. A student obtaining Grade D shall be required to reappear in the examination. For non credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

Fairness in Assessment

Assessment is an integral part of any system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student. Thus it becomes a bounden duty of an institution to ensure that it is carried out in a fair manner.

- i) Theory examinations will be conducted at the end of each semester and the practical examination will be conducted in the fourth semester.
- ii) The theoretical components towards the end of the each semester shall be assessed by external examiners.
- iii) The dissertation shall be assessed by two external examiners and open viva-voce will be conducted.
- iv) For assessing the practical components, External Examiners will be invited for evaluating the practical works completed by the prospective teacher educators.
- v) Suggested activities/ project works, shall be evaluated by the internal examiners only.

Types of courses

The two year M.Ed. programme has 80 credits in total, in which 24 credits are allotted for Perspective courses, 16 credits for Tool courses, 4 credits for Teacher Education courses, 8 credits for Level based Specialisation and 4 credits for Specialisation courses based on Discipline, 4 credits for Elective courses, 8 credits for Internship, 4 credits for Practical components which include skills in the preparation of educational material and Expository writing, Self development programme, Academic writing, and 8 credits for research leading to dissertation work.

I. The *Core Courses* include both theory and suggested activities which comprises of:

- i) Perspective Courses (24 credits)
- ii) Tool Courses (16 credits)
- iii) Teacher Education Course (4 credits)

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

- i) Level Based Specialisation (8 credits)
- ii) Specialisation Based on Discipline (4 credits)
- iii) Elective Courses (4 credits)

III. **Internship** (8 credits) can be done in Collaborating Schools, Teacher Education Institutions, Curriculum Framing Institutions such as NCERT/ SCERT, DIET, Universities/ Textbook Bureaus, and Educational Institutions having innovative practices including Schools and Teacher Education Institutions based on the area / level of specialisation.

IV. **Research leading to Dissertation** is related to discipline based specialisation (8credits)

V. **Practical Components**(4 Credits)

1. Educational Material Production and Expository Writing
2. Self-Development Programme - Yoga and Social Project
3. Academic Writing

Components of Courses of Study

a) Perspective Courses (28 credits)

- History, Politics and Economy of Education
- Advanced Educational Psychology
- Emerging Trends in Educational Technology
- Philosophical and Sociological Perspectives in Education
- Curriculum Development
- Trends in Educational Management and Administration.

b) Tool Courses (12 credits)

- Basics in Educational Research
- Essentials in Educational Research and Statistics
- Advanced Research Methodology
- Capacity Building of Teachers

c) Teacher Education Course (4 credits)

- Teacher Education in India : Emerging Scenario

d) Level Based Specialisation (8 credits)

(i) Context and Issues in:

- Early Childhood Education
- Elementary Education
- Secondary and Higher Secondary Education
- Higher Education

(ii) Curricular Practices in :

- Early Childhood Education
- Elementary Education
- Secondary and Higher Secondary Education
- Higher education

e) Specialisation based on Discipline (4credits)

Advanced Methodology (any one)

- Science Education
- Mathematics Education
- Language Education
- Social Science Education

f) Elective Courses – 4 credits (any one)

- Life Skills Education : Issues and Practices
- Inclusive Education: Practices and Issues : Practices and Issues
- Economics of Education
- Life Long Learning (3L)

g) Practical Components, Internship and Dissertation

1. Educational Material Production and Expository Writing (1 credit)
2. Self-Development Programme - Yoga and Social Project (1 credit)
3. Internship in Special Schools (2 credits)
4. Internship in collaborating schools, based on Discipline based Specialisationfor two weeks(2 credits)
5. Internshipin Teacher Education Institution for two weeks(3 credits)
6. Internship in Curriculum Framing Institutions: NCERT/ SCERT,DIET, Universities and Autonomous Teacher Education Institutionsfor one week (1 credit)
7. Academic Writing (2 credits)
8. Hands-on Experience: Analysis of data using software (1 credit)
9. Dissertation(7 credits)
10. Viva - voce

Details of the Practical Components

1. Educational Material Production and Expository Writing

- a) Each prospective teacher educator shall prepare teacher's handbook in any one of the subjects.
- b) The prospective teacher educators shall attend a minimum of two seminars/workshops/conferences in Teacher Education Institutions and present papers.
- c) The prospective teacher educators shall prepare an analytical report on any one event/ news (identified from electronic/ print media) related to education.
- d) The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in a research colloquium.

2. Self-Development programme

- a) On successful completion of the course on Yoga offered by the college the prospective teacher educators shall conduct five sessions of yoga to the students of the collaborating schools. Proceedings of these activities have to be reported for evaluation.
- b) The prospective teacher educators shall submit a project on any one of the following.
 - Gender Issues
 - Health and Hygiene
 - Psycho-Social Dimensions of Exclusion
 - Socio-Environmental Issues

3. Internship programme in:

a. Collaborating School (Two Weeks)

The prospective teacher educator shall be present in the collaborating schools of the Teacher Education Institution for a period of two weeks and observe the classes and prepare reflective reports on the administration, curriculum transaction, mode of evaluation, student – teachers' curricular and co-curricular activities.

b. Teacher Education Institution (Two Weeks)

Each prospective teacher educator shall be present in a Teacher Education Institution for a period of two weeks wherein they have to carryout the following activities:

- (i) Develop and engage twelve classes in an innovative manner at B.Ed. /D.Ed. level.
- (ii) Submission of the comprehensive report.

c. Special School (One Week)

The prospective teacher educator shall visit and write reflective report on anyone special school that is engaged in highlighting

special practices in curriculum and pedagogic practices, educational planning, educational management and administration.

d. Curriculum Framing Institutions (one week)

The prospective teacher educators shall visit any one of the curriculum framing Institutions namely NCERT/ SCERT, DIET, Universities, Autonomous Teacher Education Institutions and prepare a reflective report on curriculum framework, syllabus, curricular transaction, mode of evaluation and internship.

4. Academic Writing

a) Publication of minimum ONE research paper (3-5pages) related to the dissertation topic in educational journals and the same need to be appended in the dissertation.

b) Write reviews of any two books on education.

c) Preparation of one abstract of M.Ed./M.Phil. dissertation.

5. Hands on Experience: Analysis of Data using Software

The prospective teacher educator shall prepare a master table based on the data collected and analyze the data using a software. The output of the data has to be submitted for evaluation.

6. Dissertation

As a mandatory component the prospective teacher educator (under the guidance of a faculty member) shall submit a dissertation. The dissertation should preferably be in the area/ Specialisation based on discipline. The dissertation shall be submitted at the end of the fourth semester before the examination.

The title of the study fixed at the end of the second semester, will be approved by the research committee. The prospective teacher educators shall submit two research proposals on their area of specialisation. Report should be approximately between 18,000 to 22,000 words, and shall follow APA Style Manual (6th edition). The weightage of assessment of the dissertation component shall include:

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

The evaluation of dissertation will be done by two external evaluators followed by viva voce. The prospective teacher educator have to submit four copies of the dissertation with soft copy (in pdf format).

7. Viva - Voce

The open viva voce examination, which is mandatory, will be conducted by external examiners on the basis of the dissertation submitted.

Semesterwise Framework of Courses (Theory Component)

As M.Ed. is a skill development programme, water tight compartmentalisation of theory and practical components is not possible and hence they have been combined together.

(1 credit = 30 hours of teaching learning process)

First Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M1PC1801	History, Politics and Economy Education	4	30	70	100
	M1PC1802	Advanced Educational Psychology	4	30	70	100
II		Tool Course				
	M1TC1803	Basics in Education Research	4	30	70	100
III		Level Based Specialisation - 1				
		Context and issues in:				
	M1LS1804	Early Childhood Care and Education	4	30	70	100
	M1LS1805	Elementary Education				
	M1LS1806	Secondary and Higher Secondary Education				
	M1LS1807	Higher education				
		Total	16			400

Secondary Semester

Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M2PC1808	Emerging Trends in Educational Technology	4	30	70	100
II		Teacher Education Course				
	M2TE1809	Teacher Education in India : Emerging Senario	4	30	70	100
III		Tool Course				
	M2TC1810	Essentials in Educational Research and Statistics	4	30	70	100
		Level Based Specialisation 2 (any one)	4	30	70	100
	M2LS1811	Curricular Practices in : Early Childhood Care and Education.				
	M2LS1812	Elementary Education				
	M2LS1813	Secondary and Higher Secondary Education				
	M2LS1814	Higher Education				
		Total	16			400

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Third Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Courses				
	M3PC1815	Philosophical and Sociological Perspectives in Education	4	30	70	100
	M3PC1816	Curriculum Development	4	30	70	100
II		Tool Course				
	M3TC1817	Advanced Research Methodology	4	30	70	100
III		Specialisation based on Discipline (any one)				
	M3SD1818	Advanced Methodology course in: Science Education	4	30	70	100
	M3SD1819	Mathematics Education				
	M3SD1820	Language Education				
	M3SD1821	Social Science Education				
		Total	16			400
Fourth Semester						
Group	Course Code	Name of the Course	Credits	Maximum Marks		Total
				Internal	External	
I		Perspective Course				
	M4PC1822	Trends in Educational Management and Administration	4	30	70	100
II		Tool Course				
	M4TC1823	Capacity Building of Teachers	4	30	70	100
III		Elective Courses (any one)	4	30	70	100
	M4EC1824	Life Skills Education : Issues and Practices				
	M4EC1825	Inclusive Education: Practices and Issues				
	M4EC1826	Economics of Education				
	M4EC1827	Life Long Learning (3L)				
	Total	12			300	

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Practical Components		
Semester I	Credits	Total Marks
i) Self-Development Programme: Yoga & Social Project	1	25
ii) Internship in Collaborating School	2	50
iii) Internship in Curriculum Framing Institutions	1	25
Semester II		
i) Educational Material Production Skill and Expository Writing	1	25
ii) Internship in Teacher Education Institution	2	50
iii) Internship in Educational Institution with Innovative Practices	1	25
Semester III		
i) Dissertation: <i>Research Proposal, Tool Construction and Pilot Study</i>	2	50
ii) Hands on Experience in Data Analysis	2	50
Semester IV		
i) Academic Writing	2	50
ii) Submission of Dissertation	6	100
iii) Viva - Voce		50
Total	20	500
Components of Internal Assessment		
Sl.No	Components	Maximum Marks
1.	Average of three tests (1 Online test, 1 Open Book examination, 1 class test)	10
2.	Suggested Activities (2 for each paper)	10
3.	Seminar (to be uploaded on blog)	5
4.	Assignment (online submission)	5
	Total	30
<p>Total marks for Theory - 1500 (Thousand Five Hundred)</p> <p>Total marks for Practical - 500 (Five Hundred)</p> <p>Grand Total - 2000 (Two thousand)</p>		

QUESTION PAPER DESIGN FOR M.Ed. DEGREE EXAMINATIONS

Duration: 3 Hours

Section	Type of Question	No. of Questions	Marks	Maximum word limit for each answer
A	Multiple Choice Question (Statement form)	Ten (No Choice)	10 x 1 = 10	One word each
B	Very Short Answer	Five (No Choice)	5 x 3 = 15	Hundred words each
C	Short Answer	Five (Out of 7)	5 x 5 = 25	Two Hundred words each
D	Essay	Two (with Internal Choice)	2 x 10 = 20	Five Hundred words each
Total			70	

Passing Minimum

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

Re-appearance

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

Classification of Successful Candidates

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

Note: *There will no grade point below 6 as passing standard is 50%*

CURRICULUM FRAMEWORK FOR M.Phil
(2018-2019)

Duration

The duration of the course shall be one year for full-time scholars and two years for part-time scholars comprising two consecutive semesters. The total number of working days for the programme is 200 working days including data collection, data analysis and report writing in connection with the dissertation work. Research scholars shall be permitted to complete the programme requirements within a period of one year for the full time scholars and two years for part time scholars.

a) Full Time:

The M. Phil. programme on full time basis with duration of one year consists of three papers, each carries 100 marks for the first semester and an area paper based on the dissertation for the second semester with 100 marks. The dissertation carries 200 marks including 50 marks for viva-voce examination.

b) Part-time:

The M. Phil. programme on part-time basis with duration of two years consists of three papers, each carries 100 marks for the first semester, and an area paper for the second semester with 100 marks.

For the second year a dissertation of 200 marks including 50 marks for viva-voce examination. Research guidance starts from the first year which includes selection of the topic and research proposal and the dissertation has to be submitted at the end of the second year.

The full-time scholar appearing for the M. Phil. examination should submit the dissertation at the end of the second semester and part time scholars at the end of the second year. Two copies of the dissertation with the synopsis should be submitted to the college.

The syllabus for the area paper shall be prepared by the research scholar with the assistance of the supervising guide. The internal marks (30) will be awarded based on the material prepared by the scholar and the external marks (70) will be awarded based on the marks obtained in the theory examination.

Eligibility for Admission

A candidate who has secured a minimum of 55 percentage of marks in the Degree of Master of Education (M.Ed.) of one or two year duration from any of the recognised universities.

Types of Courses

The M. Phil. Programme has forty credits in total, out of which 5 credits are allotted for Core Course, 5 credits for Elective Course, 5 credits for Area of Specialisation and 25 credits for Practical Components which include 5 credits for Expository Writing, 5 credits for Preparation of Abstracts, 5 credits for Academic Writing and 10 credits for Dissertation Work.

Components of Courses of Study a)

Core Course (5 credits)

Advanced Educational Research Methodology and Statistics

b) Elective Course (Any one) (5 credits)

- i) Guidance and Counselling
- ii) Higher Education in the International Context

c) Area of Specialisation (5 credits)

d) Practical Components and Dissertation

1. Expository Writing (5 credits)
2. Preparation of Research Abstracts (5 credits)
3. Academic Writing (5 credits)
4. Dissertation (10 credits)

Details of the practical component 1.

Expository Writing

a) The research scholar shall attend and present papers related to their area of research in a minimum of two seminars/workshops/ conferences. Based on the paper presented, the research scholar has to submit a report.

b) The research scholar shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in a research colloquium.

2. Preparation of Research Abstracts

The research scholar has to review thoroughly the M.Ed./M.Phil. dissertations related to their research topic and prepare abstracts on the reviewed dissertations where objectives, methodology in brief and major findings of the study are to be included.

3. Academic Writing

The research scholar has to publish two research articles related to the dissertation topic in reputed Educational Journals and the articles should be appended in the M.Phil. dissertation.

4. Dissertation

The dissertation is a mandatory component of the M.Phil. programme, where the research scholars (with the guidance of a faculty member) shall learn to plan, conduct a research and write dissertation. The dissertation should preferably be in the area of specialisation that a research scholar chooses. The full-time scholar appearing for the M. Phil. examination should submit the dissertation at the end of the second semester and part time scholars at the end of the second year. The data collection related to dissertation is to be done for a minimum period of 20 days.

The finalisation of the title shall be done by the research committee of the institution. The research scholars shall submit two research proposals on different research topics. The research report should follow APA Style Manual (6th edition). The assessment of the dissertation components shall include

- a) Developing a research proposal and presentation
- b) Tool construction and pilot study
- c) Presentation of research work in progress
- d) Collection of data
- e) Data analysis
- f) Submission of dissertation with synopsis

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The evaluation of dissertation will be done by the internal and external evaluators followed by viva-voce. Out of 10 credits, 8 credits are allotted for the dissertation components and 2 credits for viva voce examination.

SEMESTER WISE FRAMEWORK OF COURSES

First Semester:

Theory Papers

Sl. No.	Course code	Course	Internal Marks	External Marks	Total Marks
1	MP1CC1701	Core Course Advanced Educational Research Methodology and Statistics	30	70	100
2		Elective Course (Any one)			
(a)	MP1EC1702	Guidance and Counselling			
(b)	MP1EC1703	Higher Education in the International Context	30	70	100
					200

Practical Components

S.No.	Name of the activity	Marks
1.	Expository Writing	25
2.	Preparation of Abstracts	25
Total		50

Second Semester:

Theory Papers

Sl. No.	Course	Internal Marks	External Marks	Total Marks
1	Area paper	30	70	100
Total				100

Practical Components

S.No.	Name of the activity	Marks
1.	Academic Writing	50
2.	Dissertation	200
Total		250

Components of Internal Assessment			
Sl.No	Components	Maximum Marks	
1.	Tests (aggregate of 2 class tests)	10	
2.	Seminar (minimum two)	10	
4.	Assignment (minimum two)	10	
	Total	30	
Total for Theory = 300 Total for Practical = 300 Grand Total = 600			
EXAMINATION PATTERN			
Duration: 3 Hours			
Part	Type of Question	No. of Questions	Marks
Part - A	Very Short Answer	5 (No choice)	5x3=15
Part - B	Short Answer	5 (Out of 7)	5x5 =25
Part -C	Essay Type	3 (Internal choice)	3x10=30
	Total		70
Passing Minimum			
<p>Every candidate should appear for all the papers in the theory and practical examination. The candidate will be awarded the M.Phil. Degree only if he/she passes both the theory examination and dissertation. A candidate who fails in one or more papers in the theory examination will be permitted to reappear in the supplementary examination. A candidate who fails in the dissertation and passes in the theory examination will be deemed to have failed in the dissertation. He /she will be allowed to resubmit the dissertation within a period of six months. A candidate will be declared to have passed the theory examination and practical (including dissertation) if he/she secures not less than 50 percentage of marks separately both in theory and practical.</p>			

Grading system					
Marks	Grade Point	CGPA	Grade (G)	Performance	Classification of final result
90 -100	10	9.01-10.00	O	Outstanding	First class with distinction
80-89	9	8.01-9.00	A+	Excellent	„
70-79	8	7.01-8.00	A	Very Good	„
60-69	7	6.01-7.00	B	Good	First class
50-59	6	5.01-6.00	C	Satisfactory	Second class
Below 50	-	0.00-5.00	D	Not-Satisfactory	Re-appear

**DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.)
IN EDUCATION**

Eligibility :

For the purpose of admission to the the Ph.D programme a candidate should obtain any Master of Education (M.Ed) degree with 55% marks of this University or any other Universities approved by the Syndicate of Tamil Nadu Teachers Education University.

(Note: A relaxation of 5% may provided from 55% to 50% of the marks at the Masters Level for the SC\ST\ Physically Challenged Category).

Admissions to Ph.D programme will be made twice a year-January and July. Candidates should submit their applications on or before the first working day of January or July as the case may be. Registration for Ph.D programme may be done throughout the year.

REGISTRATION FOR THE Ph.D PROGRAMME

There shall be the following categories of candidates registered for the Ph.D programme.

- a. Full-time Scholar (with or without stipend / fellowship)
- b. Part-time scholar (teacher candidate or research assistants, Training Officers in extension departments approved by the University are also eligible to register to Ph.D. in Education on a part-time basis in the same Department / Affiliated college provided they satisfy the eligibility criteria mentioned in Regulation 2 supra.

The candidates belonging to any of the above categories may register at University Departments or Affiliated Colleges coming under these regulations.

FULL-TIME

A candidate, possessing the qualifications prescribed under Regulation 2 is eligible to register for the full-time Ph.D Programme.

PART TIME

A candidate, possessing the qualifications prescribed and falling under any of the following categories, is eligible to conduct research on a Part-time basis. (i.e. can conduct research while continuing as teacher / research assistant)

- a) The candidate seeking admission to Ph.D (Part time) programme should possess three years of teaching experience in the affiliated colleges of Education. The candidates with M.Phil Degree in Education shall be allowed to register for Ph.D. Programme with two years of experience in the affiliated colleges of education. The total number of working days for the Ph.D (Part-time) Programme shall be 180 days for the entire course.
- b) The teachers working in the affiliated college of education of Tamil Nadu Teachers Education University or any other Universities as recognised by Tamil Nadu Teachers Education University will be allowed to register for Ph.D (Part time) Programme
- c) The duration of Ph.D (Part time) programme shall be for three years for the candidates with or without M.Phil Degree.

GENERAL RULES AND REGULATIONS

1. Student teachers are expected to maintain a very high order of discipline.
2. Student teachers are expected to be clean, smart and respectable in dress and appearance.
3. Students shall be punctual and regular in attendance. They shall be in their seats five minutes before the commencement of work, both in the forenoon and afternoon. No late comer shall enter the lecture hall without the permission of the professor.
4. No student shall leave the lecture hall without the permission of the professor.
5. Students shall rise when the professor enters the room and remain standing till they are directed to sit.
6. College properties should be handled with maximum care and every thing possible should be done to preserve the clealiness and tidiness of the building and furniture of the college. Any damage will be charged accordingly.
7. Students shall not loiter about on the veranda. They are expected to maintain discipline in the library, lecture halls and college campus.
8. Unsatisfactory conduct and character would end in the termination of the students concerned.
9. Students are strictly forbidden to engage themselves in any political or other movements.
10. Mobile Phone is strictly prohibited inside the campus.
11. It is mandatory to seek outpass to leave the campus during working hours.

ATTENDANCE AND LEAVE RULES

1. The applications for leave should be submitted in the prescribed form to the Principal a day before it is required, except in case of sudden illness.
2. Casual leave may be granted amounting to not more than 5 days at a time exclusive of Sundays and other holidays. The period of absence at any time shall not exceed 10 days in an year.
3. Students are not permitted to absent themselves without leaves, in case where absence without leave is unavoidable. Application for leave must be submitted immediately.
4. Absence without leave for a part of the day or absence without leave for a full day will be treated as one and two days respectively. The students will be liable to a fine of rupees five for absence without leave for each day or part of a day.
5. A student who does not respond when the roll call is made will be marked absent.
6. If a student absents himself/herself for five consecutive working days without applying for leave his/her name will be removed from the rolls of the college.
7. The necessary attendance certificate will be issued only when he/she has attended 80% of working days in the academic year.

LIBRARY WORK AND RULES

Students are expected to make the best use of the College Library. Students are required to be in the library during the library hours and whenever they have no classes.

1. All students and staffers of the teaching and non-teaching departments are members of the library.
2. The library will be kept open from 8.30 a.m. to 6.00 p.m. on all working days.
3. Strict silence is to be observed inside the library.
4. The Students are required to handle all books, magazines and journals with care by not causing any damage.
5. Students will not be issued more than three books to B.Ed. students, five books to M.Ed., students, seven books to M.Phil. students and ten books to Ph.D students at a time.
6. Borrowers are responsible for loss or damage of books under their custody. The date slip and the number label should not be tampered with. Serious action shall be taken in case of violation of this rule. Every book will be examined as soon as it is returned and if any book is found marred, spoiled or damaged, the borrowers shall be required to replace the book with fine, or pay the compensation as per the rule.
7. Borrowers on receiving books are expected to examine them before they leave the library and report the damage to the librarian immediately.
8. Books taken from the library should not be retained by any student for more than 7 days, but they may be renewed for further period of 5 days on request.

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9. Books borrowed at the commencement of a vacation exceeding 7 days should be returned on the day immediately after the vacation.
10. A fine of one rupee per day for a book will be levied on failure of renewal or returning of the book.
11. Fines will be collected two days before the issuing of the Hall Ticket for the examination.
12. Reference books, bound volumes of periodicals, and bound copies of University Examination question paper shall not be let out.
13. Borrowers shall on no account sub lend the books to others.
14. Absence from the college shall not be an excuse for any delay in returning book. Books due on a holiday shall be returned on the next working day.
15. Librarian may recall any book at any time even if the normal period of loan has not expired.
16. No reading material shall be removed from its place in the reading room without the knowledge of the librarian.
17. Users are requested to press the thumb in the biometric machine at the main door.
18. The maximum number of books that teacher can borrow from the library is twenty and the loan period is one month.
19. Research scholars from other institutions shall also be allowed to use the library with the permission of the Principal.

AWARDS CONSTITUTED

1. The Management of the College grants awards to the B.Ed., M.Ed and M.Phil students who secure the highest total marks in the University Examinations. Apart from the Endowment Awards, management instituted the following awards for the toppers of B.Ed.,M.Ed. and M.Phil.
 - ◆ Cash award of Rs.2000/- and memento for the college toppers in B.Ed. and M.Ed course.
 - ◆ Cash award of Rs. 1000/- and memento for the B.Ed and M.Ed students who secured second position in the college.
 - ◆ Cash award of Rs.500/- and memento for the B.Ed and M.Ed students who secured third position in the college.
 - ◆ Cash award of Rs.1000/- for the college topper in M.Phil and a cash award of Rs. 1000/-, 750/- for the University Rank holders.
2. Prof.K.P. Ramachandran Nair, former Principal of the College has installed an endowment and the annual interest of the same is to be distributed to the B.Ed students who secures the highest marks in the University Examination in general and in History Optional and for the M.Ed students on the same basis.
3. Dr.B. Krishna Prasad, former Principal of the college has established special awards for the students of B.Ed. and M.Ed of this college who secure first position in the University Examinations.
4. Dr.R.Mukundan, former Principal of the college has established special awards for the students of B.Ed and M.Ed of this college who secure first position in the University Examinations.
5. Dr.Uma Natarajan, Former Lecturer in Physical Science has installed an endowment and its interest shall be distributed to B.Ed student who secures the highest score in the Physical Science optional examination conducted by the University.
6. Dr.A.Ravi, Director of Physical Education has established a K.S.A.P. Memorial Special cash award for the students who secures first position in the University Examination in the Elective Paper Physical and Health Education.
7. Alumni Association has constituted a cash award for the top scorers in both B.Ed & M.Ed Course.

உறுதிமொழிகள்

நாட்டின் சுதந்திரத்தையும் ஒருமைப்பாட்டையும் கட்டிக்காத்து வலுப்படுத்த முழுமுச்சுடன் செயல்படுவேன் என்று நான் உளமர உறுதி கூறுகிறேன்.

ஒருபோதும் வன்முறையை மேற்கொள்ள மாட்டேன் என்றும், சமயம், மொழி, வட்டாரம் இவை குறித்த வேறுபாடுகளுக்கும் பிற அரசியல் குறைகளுக்கும் அமைதியான முறையில் சட்டப்படியான வழிகளில் தீர்வு காண்பேன் என்றும் உறுதியளிக்கிறேன்.

நல்லிணக்க நாள்

நான் சாதி, வட்டார, மத அல்லது மொழி பாதுபாடு எதுவுமின்றி இந்தியாவின் அனைத்து மக்களின் உணர்வுநீர்வ ஒற்றுமைக்கும் நல்லிணக்கத்திற்கும் பாடுபடுவேன் என்று உளமர உறுதிமொழி எடுத்துக் கொள்கிறேன்.

மேலும், எங்களுக்கிடையேயான அனைத்து வேறுபாடுகளையும் அவை தனிப்பட்ட முறையிலானவையாக இருந்தாலும் அல்லது குழு சம்பந்தப்பட்டவையாக இருந்தாலும் வன்முறையில் ஈடுபடாமல், பேச்சு வார்த்தைகள் மூலமாகவும், அரசியலமைப்புச் சட்ட வழிமுறைகளைப் பின்பற்றியும் தீர்த்துக் கொள்வேன் என்றும் இதனால் உறுதி அளிக்கிறேன்.

தீண்டாமை ஒழிப்பு உறுதிமொழி

இந்திய அரசியலமைப்பின்பால் இடைவிடாத உளமார்ந்த பற்றுள்ள இந்தியக் குடிமகனாகிய நான் நமது அரசியலமைப்பின்படி தீண்டாமை ஒழிக்கப்பட்டு விட்டது என்பதை அறிவேன். தீண்டாமையை அடிப்படையாகக் கொண்டு எவர் மீதும் சமூக வேற்றுமையை மனம் வாக்கு செயல் என்று எந்த வகையிலும் கடைபிடிக்க மாட்டேன் என்று இதனால் உளமர உறுதியளிக்கிறேன். அரசியலமைப்பின் அடிப்படை கருத்திற்கிணங்க சாதி, சமய அரசியலமைப்பின் அடிப்படை கருத்திற்கிணங்க சாதி, சமய வேறுபாடற்ற சமத்துவ சமுதாயத்தை உருவாக்குவதில் நேர்மையுடனும், உண்மையுடனும் பணியாற்றுவது என் கடமையாகும். மேலும், தீண்டத்தகாதவர்கள் என்று கொடுமைக்கு ஆளாகியுள்ள மக்களிடையே காணப்படும் தீண்டாமை உணர்வைப் போக்குவது நம் சமூகக் கடமை என்பதையும் உணர்ந்து செயல்படுவேன். இந்திய அரசியலமைப்பின்பால் எனக்குள்ள முழுப்பற்றிற்கு இது என்றென்றும் எடுத்துக்காட்டாக விளங்கும் என்றும் இதனால் உளமர உறுதியளிக்கிறேன்.

IMPORTANT DAYS TO REMEMBER

Jan 10	-	World Laughter Day
Jan 12	-	National Youth Day
Jan 26	-	Republic Day
Jan 30	-	Martyr's Day
Jan 30	-	Sarvodaya Day
Feb 21	-	International Mother Tongue Day
Feb 28	-	National Science Day
March 4	-	National Safety Day
March 8	-	International Women's Day
March 14	-	World Consumer Day
March 20	-	World Disabled Day
March 21	-	World Forest Day
March 22	-	World Water Day
March 24	-	World TB Day
April 7	-	World Health Day
April 14	-	World Aeronautics and Cosmology Day
April 14	-	Ambedkar's Birth Anniversary
April 17	-	World Hemophilia Day
April 18	-	World Heritage Day
April 23	-	World Books and Copyright Day
May 1	-	International Labour Day (Workers' Day or May day)
May 2	-	Mother's Day
May 11	-	National Technological Day
May 15	-	International Family Day
May 21	-	Anti - Terrorism Day
May 24	-	Common Wealth Day
May 31	-	World Anti-Tobacco and No smoking Day
June 5	-	World Environmental Day
June 18	-	Father's Day
June 20	-	World Refugee Day
June 27	-	World Diabetes Day
July 1	-	Doctor's Day
July 11	-	World Population Day
July 26	-	Kargil Memorial Day

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Aug 6	-	World Peace Day, Hiroshima Day
Aug 15	-	Independence Day
Aug 29	-	National Sports Day
Sep 5	-	Teacher's Day
Sep 8	-	World Literacy Day
Sep 9	-	Tourism Day
Sep 14	-	Hindi Divas (Day)
Sep 16	-	World Ozone (Day)
Sep 24	-	World Deaf Day and World Heart Day
Sep 27	-	World Tourism Day
Oct 1	-	International Oldmen's Day
Oct 2	-	Gandhi Jayanthi
Oct 3	-	World Habitat Day
Oct 4	-	World Animal Welfare Day
Oct 5	-	World Teachers Day
Oct 6	-	World Food Day
Oct 16	-	World Food Day
Oct 17	-	International Poverty Eradication Day
Oct 24	-	United Nation (UN) Day
Nov 9	-	World Service Day
Nov 14	-	Children's Day
Nov 16	-	International Day for Endurance
Nov 20	-	Universal Childrens Day
Nov 26	-	World Environment Protection Day
Dec 1	-	World AIDS Day
Dec 2	-	International Day for the Aboliation of Slavery
Dec 4	-	Navy Day
Dec 5	-	International Voulnteers Day
Dec 9	-	Girl Child Day
Dec 10	-	International Human Rights Day
Dec 11	-	World Asthma Day
Dec 14	-	National Energy Conservation Day
Dec 25	-	X'mas Day

GRIEVANCE REDRESSAL

The educational well being of the student is the first concern of the college. For fulfilling the vision of imparting quality education, the management wishes to have a fine tune with parents and well wishers. The grievances and suggestions for improvement can be informed to the management through the following modes. E-mail : nvks.mgmt@gmail.com

Mobile : 8220836593

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N.V.K.S. Hostel	-	04651-282250
N.V.K.S. Vidyalaya, Vettuvenni	-	04651 - 274125

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