

Dominus Vco Illuminatio

MAR THEOPHILUS TRAINING COLLEGE

MAR IVANIOS VIDYA NAGAR, NALANCHIRA

THIRUVANANTHAPURAM - 695 015

Re-Accredited by NAAC 'B++' - Grade

www.mttc.ac.in

UNITED NATIONS
**academic
impact**

Sharing
a Culture
of Intellectual
Social
Responsibility



CALENDER

2022 - 24

Moulding Teachers Since 1956

MAR THEOPHILUS TRAINING COLLEGE

MAR IVANIOS VIDYA NAGAR, NALANCHIRA

THIRUVANANTHAPURAM - 695 015

(Affiliated to the University of Kerala, Recognised by NCTE &
Re-Accredited by NAAC" 'B++ Grade')

ISO 9001:2015 Certified

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Moulding Teachers Since 1956

CALENDAR 2022 - 2024

Name :

Class No :

Bio-Metric No :

Lib Barcode No :

Inflibnet/user name/psw :

Subject :

Contact No :

Blood Group :

PRINCIPALS

1. Prof. T.Y. Thampi Harris - 1956 - 1961
2. Rev. Fr. Jose Mathew - 1961 - 1975
3. Rev. Fr. George Mootheril - 1975 - 1983
4. Rev. Sr. Stainslaus, SIC - 1983 - 1988
5. Smt. Prof. Susan Joseph - 1988 - 1990
6. Smt. Prof. Mary Mathew - 1990 - 1995
7. Rev. Sr. (Dr.) Sbeeha, SIC - 1995 - 1997
8. Rev. Dr. Jose Konnath - 1997 - 2007
9. Rev. Sr. (Dr.) Mercykutty, SIC - 2007 - 2013
10. Dr. Esther Gladiz - 2013 - 2014
11. Dr. K.Y. Benedict - 2014 -

Always carry your
IDENTITY CARD
with you
Produce it when demanded by
authorities

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His Beatitude

Moran Mor Baselios Cardinal Cleemis

Major Archbishop Catholicos of Syro - Malankara Catholic Church

M.T.T. College : An Overview

Mar Theophilus Training College, one of the premier Teaching Training Institutes in Kerala is situated in the lush and scenic Mar Ivanios Vidya Nagar and owes its inception to the prayerful insight of the divine visionary, the late Archbishop Mar Ivanios. The foundation of this great centre of learning was laid by the charismatic self of Benedict Mar Gregorios, the late Archbishop of Trivandrum. Under the unflinching and vital guidance of our patron, His Beatitude Moran Mor Baselios Cardinal Cleemis, Major Archbishop Catholicos of the Syro-Malankara Catholic Church, the college is now attempting newer heights of unparalleled excellence. His Excellency Most Rev. Dr. Mathews Mar Polycarpas, Aux. Bishop of Trivandrum is the Co-patron of the college. The College is one among the prodigious line of impressive educational institutions managed by the Syro-Malankara Major Arch-Eparchy of Trivandrum, in accordance with the rights of the minority community guaranteed by the Constitution.

The College derives its name from the Late H.G. Dr. Yakoob Mar Theophilos of Thiruvalla. It started functioning in 1956 under the affiliation of the University of Kerala (Travancore University at that time) in the premises of Mar Ivanios College campus. Later the institution was shifted to a new campus (present Sarvodaya Vidyalaya Campus) and functioned there for a few decades. In 2001, to fully comply with NCTE norms, an independent educational complex was set up with futuristic infrastructural facilities. The new college building was blessed and opened by Late Major Archbishop Cyril Baselios Catholicos. The NCTE expert team white visiting the institution recorded their appreciation regarding the infrastructural and academic excellence of the college.

Dr. K. Y. Benedict presently heads the college, steering it steadily through changing times. Rev. Fr. Thomas Kayyalakal, the bursar, caters to the physical and spiritual well-being of the institution. In the last six decades of its existence, the college has set great benchmarks in the field of teacher education in terms of excellence in infrastructure, state-of-the-art smart classrooms, resourceful faculty and overall student experience. The college offers Bachelors Degree in Education (B.Ed.) in six optional subjects namely English, Malayalam, Mathematics, Physical Science, Natural Science and Social Science. The course has been offered to fifty with eleven permanent faculty members. The college commenced its first M.Ed (Masters Degree in Education) batch in 2005. The Self-financing M. Ed. Department functions under the expert tutelage of a Professor who acts as the course coordinator and four Assistant Professors, who operate the mode of instruction. It is a testimony to the institution's outstanding holistic vision that it was re-accredited by the National Assessment and Accreditation Council (NAAC) with an B++ grade in 2021.

The impeccable standard maintained by the college in the field of research has finally attained fruition with its elevation to a Research Centre under the University of Kerala. The College stands for 'academic excellence, development of professional skills and character formation based on the vertical and horizontal dimensions of love so as to produce cognitively enriched, effectively trained, morally upright, socially committed and spiritually inspired teachers of India. The college is committed to mould teachers who intellectually honest, academically effluent, technologically equipped, and emotionally mature in their words and deeds. Today, the college marches forward with enhanced vigour and vitality, holding high the motto 'Dominus Mea Illuminatio, meaning "God is my Light".

COLLEGE ANTHEM

Maker of teachers, you moulded us fine
Pray was to Good for they eternal light
Any deep in our hearts your motto we bear
Dominus Mea Illuminatio

Aloft the hill where institutions fill
Providence blessed what Mar Gregorios built
Among alters of wisdom spreading light
Our college alone makes every bearer a torch
(Maker of teachers)

Though far away just a college it seems
Nearing one knows, much more than it is
May all our work be grace to your name
Mar Theophilus, mother our wish be with thee
(Maker of Teachers)

Lyrics : Laji Varghese

Music : Felix Geoffery

(English optional : 2000 - 2001 English optional : 2000 - 2001)

ഗുരുദീപം
(ഈശ്വരപ്രാർത്ഥന)

വിദ്യാലയമാം വിളക്കിൽ
നറുതിരിയായ് നമുക്ക് തെളിയാം
അറിവിൻ മലരുകൾ വിടർത്തി
കുഞ്ഞുമനസ്സുകളിൽ കോർത്തിണക്കാം

മുൻപെ പതിഞ്ഞ കാലടികൾ
നമ്മൾ തൻ വഴിയിലെ മാതൃകകൾ
വിശ്വം മുഴുവൻ അഞ്ജലികുപ്പും
മഹത്വമാർന്നൊരീ കർമ്മമിതൊന്നിൽ

അക്ഷരവാതിൽ തുറന്നീടാം
അക്കങ്ങൾ തൻ ശാസ്ത്രതിരനീന്താം
ഉണ്മയും നന്മയും ഇരുമിഴിയാക്കാം
ഗുരുവെന്ന നാമത്തിൻ ആഴം തിരയാം.

രചന : ഷോബിൻ കണ്ണങ്ങാട്ട്
(മലയാളം ഓപഷണൽ, 2013 - 2014)

സംഗീതം : ഈര ജി. ശശികുമാർ

THE EMBLEM



The Crown symbolizes wisdom

The Book stands for Accumulated Knowledge

The Anchor connotes Comprehensive Knowledge

The Landscape represents the Cultural Heritage

The Boat symbolises Triumphant Voyage

The Burning Heart represents compassion

The Cross stands for Selfless Service

VISION

Excellence through Divine illumination

The college stands for Enlightenment, Excellence and Empowerment realizing the Fatherhood of God and Brotherhood of man so as to mould a cognitively enriched, affectively balanced for 'Bharath' the Republic of India and rest of the world through an organizational structure and administrative frame work characterized by a democratic and egalitarian outlook

MOTTO

Dominus Meo Illuminatio

Mission

- Formation of academically excellent, professionally competent, socially committed teachers for the nation and rest of the world.

- Development of professional expertise to the student teachers through curriculum related enrichment programmes.
- Professional enhancement of teacher educators through research activities.
- Social upliftment of the educationally backward sections of the society through the extension programmes.
- Human resource development through teacher education with due weightage for the weaker sections of the society and minorities.
- Training the new generation teachers to perceive and transfer the cultural, social and spiritual values of the society.
- Empowerment of student teachers especially women through the development of integrated personality, leadership qualities and professionalism.
- Inculcation of scientific temper through the technologically updated knowledge acquisition.
- Imparting awareness about preservation and conservation of environment.
- Promoting a proper attitude towards sustainable development.

Institutional Objectives

The institution ensures holistic development - academic, social, personal, environmental, ethical, Aesthetic potentials of all its members through various activities.

Domains of Mission	Description of Objectives
ACADEMIC	<ul style="list-style-type: none"> ● To mould academically excellent and professionally competent teachers equipped with proper conceptual undertaking and functional efficiency intertwined with scientific temper appropriate for the new world order ● To enable the students to create learning opportunities that are adapted to diverse contexts and learners in educational and outside the classrooms. ● To conceptualize and practically apply formal and informal evaluation strategies to assess the continuous all-round development of the learners. ● To install a research based academic culture through implementation of issue based problem solving approach to the student teachers. ● To enhance the professional competence of teacher educators and master degree scholars through action research and other collaborative activities
SOCIAL	<ul style="list-style-type: none"> ● To promote the spirit of fellowship among students across culture, caste and creed to equip them to meet the National and Global demands and challenges. ● To lead the meaningful actions for the social up-liftment of the educationally backward / weaker / minority sessions of the society. ● To uphold the habit of learning to live together in a complex modern world of pluralism and multi ethnic linguistic diversity.
PERSONAL	<ul style="list-style-type: none"> ● To empower the students through the development of integrated personality characterized by leadership qualities, commitment and ethical professionalism ● To acquire proficiency in teaching research, extension and counselling and guidance services leading to excellence in classroom / teacher education practices.

Domains of Mission	Description of Objectives
ENVIRONMENTAL	<ul style="list-style-type: none"> ● To impart conscientisation on conservation of environmental diversity and preventive measures of over exploitation of natural resources. ● To develop an eco-friendly and pollution free lifestyle inside and outside the institution ● To develop a positive attitude towards sustainable development
ETHICAL	<ul style="list-style-type: none"> ● To train the new generation teachers to preserve and transform ● To help the students to strengthen their varied based of universal value system in the light of spiritual and emotional intelligence and cultural ethos of the best form east and west. ● To promote commitment and adherence to national values through meaningful actions upholding constitutional obligations. ● To develop the capabilities among the students to appreciate and interpret the environment within and outside them.
AESTHETIC	<ul style="list-style-type: none"> ● To promote the designing, composition and performance of cultural and art forms on and off the stage in varied dimensions ● To empower the students through the development of integrated personality characterized by leadership qualities, commitment and ethical professionalism ● To generate a holistic vision of Loka Samastha Sukhino Bhavanthu through enhancement of appreciation of Sathiyam, Sivam and Sundaram.

PROFESSIONAL ETHICS AND CODE OF CONDUCT FOR TEACHERS

Obligations towards Student

- Treat all students with love and affection.
- Respect the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- Facilitate students' physical, social, intellectual, emotional, and moral development—all round personality
- Respect basic human dignity of the child in all aspects of school life.
- Make planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- Transact the curriculum in conformity with the values enshrined in the Constitution of India.
- Adapt his/her teaching to the individual needs of students.
- Maintain the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- Refrain from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- Keep a dignified demeanor commensurate with the expectations from a teacher as a role model.

Obligations towards Parents, Community and Society

- Establish a relationship of trust with parents/guardians in the interest of all round development of students.
- Desist from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- Strive to develop respect for the composite culture of India among students.

- Keep the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

Obligations towards the Profession and Colleagues

- Strive for his/her continuous professional development.
- Create a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- Take pride in the teaching profession and treats other members of the profession with respect and dignity.
- Refrain from engaging himself/herself in private tuition or private teaching activity.
- Refrain from accepting any gift, or favor that might impair or appear to influence professional decisions or actions.
- Refrain from making unsubstantiated allegations against colleagues or higher authorities.
- Avoid making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- Respect the professional standing and opinions of his/her colleagues.
- Maintain confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

CODE OF CONDUCT FOR ADMINISTRATIVE AND LIBRARY STAFF MEMBERS

- Treat all students with love and affection and maintain the sanctity of institutional environment.

- Respect and be impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language, and place of birth.
- Maintain confidentiality of the information concerning each student and staff members. Reveal such information only to those who are legitimately entitled to it and when authorized to do so.
- Refrain from subjecting any student to fear, trauma, anxiety, physical punishment, sexual abuse, or mental and emotional harassment.
- Desist from any action that is derogatory to the dignity of the students or their parents/guardians.
- Abstain from physical contact and emotional attachment with students unless otherwise there is a clearly defined purpose that is positively oriented, while continuously ensuring their safety and well-being.
- Keep the love for our nation and loyalty towards it and refrain from any activities that may spread the feelings of hatred or enmity among different communities, religious or linguistic groups.
- Refrain from accepting any gift, or favour that might impair or appear to influence any significant decisions or actions.
- Refrain from making unsubstantiated allegations or derogatory statements against colleagues or others, especially in the presence of pupils, other teachers, officials, or parents.
- Maintain punctuality, honesty and commitment towards duties and responsibilities.
- Maintain discipline and follow rules and regulations of the institution.

Proper maintenance the records of respective portfolio and keep confidentiality of information concerning colleagues and students. Dispense such information only when authorized to do so.

CODE OF CONDUCT FOR STUDENT- TEACHERS

- Respect the national values of secularism, socialism, democracy & federalism.
- Respect the rights and never engage in any activity that affects the integrity and freedom of others.
- Respect the dignity of others irrespective of their caste, creed, language, and culture.
- Respect the rules of the institution and follow the rules with utmost care and do everything based on conviction.
- Respect the multi-ethnic and linguistic diversity of the nation and adapt in such a way that is accommodative of the variety in lifestyles and practices.
- Wear modest dress that conforms to the expected appearance of a teacher never prompting the students to distract their attention to the learning experiences.
- Be punctual in the college and make use of all the learning experiences provided in the college.
- Stick to the time frame given by teachers and complete the expected works in time.
- Conserve nature and reduce pollution.
- Use water and power judiciously and encourage others to follow sustainable practices.
- Keep the surroundings of the campus clean
- Maintain a teacher personality in all aspects of life with a vision of social engineering.
- Maintain a culture of give and take respect whenever interacting with staff and other students.
- Ensure the value LokaSamasthaSukhinoBhavanthu to the welfare of all stake holders.

IMPORTANT EVENTS IN THE HISTORY OF THE COLLEGE

1. Establishment of the College : 1956 July 3
2. Setting up of St. John's Model High School : 1957
3. Establishment of Social Service League : 1958
4. Establishment of Athletics Club : 1958
5. Establishment of MTTC Hostel : 1964
6. Shifting to New Premises : 1966
7. Visit of NCERT Evaluation Committee : 1966 Sept. 19
8. Silver Jubilee Celebration : 1980
9. Short Term Course on Non-formal Education : 1985
10. Formation of Population Education Club : 1988
11. Collaboration with Total Literacy Campaign of Kerala : 1990
12. Formation of Old Students Association (THEOSA) : 1991 April 12
13. Visit of delegates from Nepal : 1994 July 22
14. Akshaya Jyothis : 1995
15. Ever Rolling Trophy for best Association : 1995-96
16. 'THEOSA Voice' : 1996
17. Training Programme on Puppetry : 1997 Sept
18. NCTE visit : 1999 Jan. 27
19. Foundation stone laid for the Present building : 1998 June 30
20. Essay Competition Initiated by THEOSA : 1998
21. Visit of delegates from Japan (Hiroshima Victims) : 1999
22. Rev. Dr Jose Konnath elected to K. U. Senate : 1999
23. Visit of NCERT and SCERT Experts : 2000 Jan. 20
24. Seminar by Gandhian Study Centre : 2000 Jan. 21
25. Inter-Training College Magazine Competition : 2000
26. Inter-Training College Quiz Competition : 2000
27. Shifting to the present campus as per NCTE norms : 2001 March
28. Starting B.Ed. in Malayalam : 2001
29. Formation of Planning Forum : 2001
30. Releasing of college Anthem : 2001
31. Young Scientist Award to Dr.K.Y.Benedict (Faculty Member) : 2002
32. NCTE south zone seminar on Information and Communication Technology : 2002
33. Beginning of Add on courses : 2003
34. Beginning of NAAC Accreditation process : 2003
35. Publication of College News letter : 2003
36. Beginning of Yoga class : 2003
37. National Seminar or Council for Teacher Educators : 2002 March 8-9
38. World Peace Seminar by IAEWP : 2002-2003
39. Inauguration of IOAC : 2003
40. Students initiated Computerisation of Physical Science Optional Class : 2003

41.	Formation of ICT club	: 2003
42.	Formation of Literary club	: 2004
43.	Twinning Programmes with CACEE and MSSS	: 2004
44.	Adoption of a village	: 2004
45.	Adoption of a school	: 2004
46.	Formation of Publication Wing	: 2004
47.	Starting of Journal Publication	: 2004
48.	Publication of Research Journal 'Teacher Learner and Society	: 2004
49.	Visit of NAAC peer team	: 2004
50.	Jubilee Celebrations Started	: 2005
51.	Formation of Media club	: 2005
52.	Releasing of Jubilee Song	: 2005
53.	introduction of Bar-coding system In Library	: 2005
54.	Visit of NCERT Experts. Inspection for M.Ed. T.T.C	: 2005
55.	Accreditation by NAAC with Grade 'A'	: 2005
56.	National Colloquium on 'Issues in Education'	: 2005
57.	Jubilee Memorial Gate	: 2005
58.	Initiation of Consultation Meet	: 2006
59.	Inauguration of IQSC	: 2006
60.	inauguration of Research Wing	: 2006
61.	Golden Jubilee Celebration Inaugurated by Governor	: 2006
62.	Beginning of M Ed Course (Unaided) by Chief Minister	: 2006
63.	Launching of websites by optional classes	: 2006
64.	international Seminar (UGC sponsored) on 'Holistic Education in a Technology Driven Era'	: 2006
65.	Guruvandanam organised by 'Theosa'	: 2006
66.	Computerization of English Optional Class	: 2007
67.	Golden Jubilee Fest Week	: 2007
68.	Valediction of Golden Jubilee Celebration	: 2007
69.	Inauguration of URI	: 2007
70.	College Website upgraded	: 2007
71.	Inauguration of Tourism Club	: 2007
72.	Initiation of Inservice course cum consultation for University teachers	: 2007
73.	Book for communicative English (Effective Communication Builder released	: 2007
74.	Introduction of 'Ezhuthachan Memorial Trophy' by Malayalam optional students	: 2008
75.	Introduction of Electronic attendance management system	: 2008
76.	Bio-metric Punching System	: 2009
77.	Golden Jubilee Souvenir release	: 2009

78.	Golden Jubilee Endowment for Poor student established	: 2009
79.	Launching of Math lab USA Training Centre	: 2011
80.	THEO RADIO	: 2011
81.	Smart Classroom	: 2011
82.	Introducing Guardian Angel Programme	: 2011
83.	Awarding of ISBN No. Series to College publication wing	: 2011
84.	Awarding of ISSN No. to College Research Journal w.e.f. 2004	: 2011
85.	Automated Power supply unit under UGC Additional Assistance	: 2011
86.	International Seminar on Education for Global Excellence	: 2011
87.	Digital Library with Web OPAC, Gateway Entry	: 2012
88.	Energy Management Programme through Bio-Gas Plant installation	: 2012
89.	Received Dr. N.D. Joshy Memorial Institutional Excellence award to the College	: 2012
90.	Dr. N.P. Pillai Memorial Public Award to Dr. K. Y. Benedict	: 2012
91.	Institution of Order of MTTC	: 2012
92.	Started Continuing- Education Unit of Kerala University started	: 2013
93.	Enhancement of M.Ed. Intake to 25 seats	: 2013
94.	Dr. Mathew Memorial Award for Sahithya Prathibha	: 2013
95.	Visit of NAAC Peer Team for first Reaccreditation of NAAC	: 2013
96.	SPARKZ Award for the Best Talented Creative Prospective Teacher in honour of Dr. Sr. A. Mercykutty	: 2013
97.	Publication of 'Perspectives in Education'	: 2013
98.	Publication of the book 'English Language Teaching'	: 2013
99.	Sr. Mercykutty Everrolling Trophy for the best club by Malayalam Optional	: 2013
100.	Inter Collegiate Shuttle Badminton Competition in honour of Dr. Esther Gladiz by College Union	: 2014
101.	The Best Science Teacher Award In honour of Dr. Esther Gladiz by 1991 batch	: 2014
102.	Reaccreditation by NAAC with Grade A	: 2014
	Introduction of Uniform Coat during Practice Teaching	: 2014
103.	Research Wing. University level sanction	: 2014
104.	Title to Prospective Student Teacher	: 2014
105.	Dr. Esther Gladiz Inter Collegiate Award for Best Practices in Training College :2014	
106.	Research wing Declaration	: 2014
107.	His Beatitude Moran Mor Baselios Cardinal Cleemis	
108.	UGC Sponsored National Seminar on Women Empowerment	: 2014
109.	Diamond Jubilee Celebration Began	: 2015
110.	Educational Media Production Wing	: 2015
111.	UGC. E-Content Development Workshop	: 2015
112.	Restructured B.Ed. and M.Ed. Courses for two year	: 2015

113.	Academic Collaboration in the Elon University USA	: 2015
114.	2 Year B.Ed. M.Ed. Started '	: 2015
115.	Theosa Jubilee Celebration	: 2016
116.	Open Web 2.0 Lab	: 2016
117.	Popular Science Centre Robotics	: 2016
118.	Cultural Forum and Academic Forum started	: 2016
119.	Developmental Dramatics By Markus Schmid (Switzerland) at Mttc	: 2016
120.	Diamond Jubilee Song Release	: 2017
121.	Workshop on Communication and Soft Skill Development	: 2017
122.	Workshop on Expository Writing	: 2017
123.	Children Short film Festival Drisyam	: 2017
124.	Diamond Jubilee Collage Competition by THEOSA	: 2017
125.	Diamond Jubilee Researchers Workshop	: 2017
126.	Diamond Jubilee Parenting Workshop	: 2017
127.	The International Seminarand Media Conclave	: 2017
128.	Diamond Jubilee Visit to Pondichery	: 2017
129.	Diamond JubileeTheosaSangamam	: 2017
130.	Diamond Jubilee Charity Shop	: 2017
131.	Diamond Jubilee Blood Donation	: 2017
132.	Diamond Jubilee Extension Programme on Examination Anxiety in 4 Schools	: 2017
133.	Diamond Jubilee Cultural Show and Musical Fest	: 2017
134.	Course in Robotics: 2017	
135.	International Robotic Competition ROBOFEST by Lawrence Tech University at MTTC	: 2017
136.	Diamond Jubilee Stamp and Cover Release	: 2017
137.	Diamond Jubilee Closing Honouring 60 Theophilites	: 2017
138.	Diamond Jubilee Memorial Desikothama Teacher Award by THEOSA	: 2018
139.	Inter Training College Career Awareness Programme	: 2018
140.	Inter school basketball Tournament	: 2019
141.	Reaccreditation Phase 3 Final Preparation Begins	: 2019
142.	United Nations Academic Impact Membership with Consultative status	: 2019
143.	Weekly Concept Paper Presentation by Research Scholars	: 2019
144.	ISO 2001-2015 Certification	: 2020
145.	Insight In-depth Weekly Talk Series NSS wing sanctioned	: 2022
147.	International seminar on incremental changes in instructional Strategies and research in higher education	: 2022
148.	Skill Lab installation	: 2022
150.	Theobhojan project initiated	: 2022
151.	Inter College quiz competition	: 2022
152.	Solar power panels installed	: 2022
153.	College chess Championship launched	: 2022

Details of Faculties and Administration

MEMBERS OF THE MANAGING COUNCIL

1. H.B. Moran Mor Baselios Cardinal Cleemis Catholicos (Patron & President)
2. Rt. Rev. Msgr. Dr. Mathew Manakarakavil Corepiscopo (Secretary)
3. Rev. Fr. Thomas Kaiyalakkal (Bursar, MTTC)
4. Dr.K.Y. Benedict (Principal, MTTC)
5. Dr. George K.I. (Principal, MIC)
- 6 Rev. Fr. Joshua Kochuvilayil
7. Rev. Fr. Johnson Puthuveli, Principal (St. John's College, Anchal)
8. Rev. Fr. Geevarghese Charuvilayil
9. Dr. Giby Geevarughese (MTTC)
10. Dr. JijimonK
11. Dr. Shirley Stewert
- 12 Mr. George Thomas
13. Mr. Sibi C. Babu

Rev. Fr. Thomas Kayyalackal (Bursar) 9447473215

Teaching Staff (B.Ed.)

Dr. K.Y. Benedict (Principal) 9387829922
Dr. Joju John 7907103185
Dr. Bindu B. 9446395593
Dr. Maya S. 9645329523
Dr. Deepthi Elizabeth Mathew 9074220020
Dr. Ancy A.S. 9447427507
Mrs. Shiney Jacob 9447431098
Dr. Neena Thomas 9847662677
Dr. George V. Thomas 9747219010
Mrs. Meekha Suraj Koshy 9447301141

Teaching staff (M.Ed.)

Dr. Reghu V. 8547510935
Mr. Rakesh Sharma 8078242799
Dr. Shafi Thomson 8590056300

Guest Faculty

Mr. Nadhanine J.P.	9495482018
Dr. Archana S.S.	7902445545
Ms. Lekshmi G.	7034608158
Mr. Reju R. Nair	8921827371
Mr. Stephen M.A.	9495349475
Mr. Jobin David	7293474197

Non-Teaching Staff

Mr. Binu K.Joy	9447730588
Mrs. Shamin Thomson T	9847399584
Mr. Sabinlal S.	9544855563
Mrs. Sunitha B.	9495511058
Mr John Markose T.	
Mrs. Selvi O	9656874018

Librarian

Mrs. Jayasree S.	9947699713
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List of Research Supervisors of MTTC Research Wing

1.	Dr. Giby Geevarughese	9495827905
2.	Dr. K.Y.Benedict	9387829922
3.	Dr. Rosamma Philip	9846012569
4.	Dr. Sheeba P.	9497851643
5.	Dr. Maya S.	9645329523
6.	Dr. Bindu B.	9446395593
7.	Dr. Joju John	7907103185
8.	Dr. Ancy A.S.	9447427507
9.	Dr. Reetha Ravi	9447450398
10.	Dr. Velayudhan Nair T.	8547477893
11.	Dr. Sony Mary Varghese	9447941606
12.	Dr Deepthi Elizabeth Mathew	9074220020
13.	Dr Neena Thomas	9847662677
14.	Dr.Viji V.	9946664085

Fees

1. The rate of unified tuition fees will be Rs. 2,100/-. This will be collected at the time of admission.
2. Besides this all students will have to pay the following special fees. These will be collected at the time of admission. (The Rates of Fees in Training Colleges)
Ref. G.O. No. 33590/ks/2003/H E.dn.dt. 4/44/03 & Uty Order No. Re.Audit / Spl. Fees / 2007 - 08 dt 16/7/07.

Special fees for PD a/c (B.Ed Students)

1. Admission Fees	55
2. Library Fee	105
3. Medical Fee	10
4. Calender.....	35
5. Laboratory Fee.....	55
6. W.S.U. Fee.....	10
7. Magazine.....	55
8. Visual Education Fee.....	15
9. Association Fee.....	55
10. Stationary Fee.....	30
11. Games Fee	55
12. Teaching Practice	55
13. S.A.F	10
14. Excursion	55
15. C.D.....	360

Special Fees for University a/c

15. University Union fee.....	120
16. Sports Affiliation Fee.....	150
17. Medical Fee.....	20
18. Students Aid Fund	60
19. Student Care Fund	200
20. Affiliation - Students	550
21. W/S/ Unit Fee.....	30
22. Matriculation Fee.....	105
23. Recognition Fee	335

3. A caution deposit of Rs. 360/- will be collected at the time of admission from the B.Ed Students and Rs. 5000/- will be collected from the M.Ed students (As per the uty prospectus)

FEE RULES

- 1 Fees shall be paid on the date specified.
- 2 Absence with or without leave from the college shall not be an excuse for non payment of fee at proper time.
- 3 If a student, leaves the college after enrolment he/she shall have to pay the fee for the term attended as per the schedule of fees.
4. A student joining the college at any part of the year will have to pay the full fees of that year.
5. Students failing to pay the fees on the prescribed dates have to pay a fine of Rs. 10/- for the next eight working days and those failing to pay fees even 15 working days after the due, shall not attend the class.
- 6 It shall be the responsibility of the student to claim the refund of the caution deposit immediately after the expiry of the academic year in which the course is completed. Students should keep the receipt issued for remittance of the caution deposit in safe custody. Deposit shall be refunded only if the receipt is produced along with application for refund.

UNIVERSITY EXAMINATION FEES

B.Ed.Examination fee & fee for marklist will vary as per city direction For considering application for condonation from shortage of attendance the rules prescribed by the University shall be followed.

WORKING DAYS AND CLASS HOURS

The forenoon session, commencing at 9.00 am is divided into 5 periods and the afternoon session into 4 periods. Afternoon session will end at 4.00 p.m, The fore noon session will begin with a common prayer.

ATTENDANCE-ELECTRONIC BIO METRIC PUNCHING SYSTEM

1. The students should mark their attendance in person at the Electronic Biometric Punching Machine between 8.30 - 9.30 in the morning and between 3.30 - 4.00 in the after noon.
2. Teachers may take additional attendance at the beginning of each period or session as required.
3. A student who is not in the class when attendance is taken shall be marked absent. It will however be permissible for the teacher to mark attendance of coming late, after enquiry.

4. On every working day a list of absentees of the previous day may be put up on the General Notice Board.
5. At the end of each month or the beginning of the following month, a list will be put up on the General Notice Board showing the number of days of attendance lost so far by each student.
6. Absence from class for a period will be considered absent for the forenoon or the afternoon as the case may be.
7. The annual certificate of attendance and progress required for admission to the University Examination will not be granted unless (a) the student has three fourth of the attendance prescribed by the college (b) the student has completed the course of instruction to the satisfaction of the authorities of the college and (c) his/her progress in studies and conduct in the college and outside have been satisfactory.

GENERAL RULES

1. Every day the college starts with a common prayer and is attended by the entire college community.
2. On every wednesday there will be a general assembly at 9.15 in the college Portico.
3. For continued idleness, failure in timely submission of assigned works or serious misconducts, a student may be declared unfit for employment as teacher.

RESIDENCE OF STUDENTS - HOSTELS

1. Students not living with their parents or guardians are instructed to stay in recognized hostels or lodges approved by the principal.
2. The college office should be informed of the correct home address as well as local address to which any communication may be sent.
3. The written approval of the principal should be obtained before changing the residence once approved.
4. There is a ladies hostel, M.T.T.C. Hostel, attached to the college. Bethany Sisters are incharge of the hostel. The Principal will have the overall control over the Hostel. (M.T.T.C. Hostel Ph. 2530098.)
5. There will be accommodation for male students at the St. Thomas Hostel of Mar Ivanios College. (St. Thomas Hostel Ph: 2530150.)
6. Students leaving the hostel or remaining in the hostel on working days without the permission of the principal and hostel warden will be treated as serious misconduct.

GOOD MANNERS AND BEHAVIOUR

1. All students are expected to be exemplary in their conduct and character.
2. Students who happen to have no class should not loiter in the verandah during class hours. They may either read in the library or leave the premises of college with the permission of the principal.
3. Students are forbidden to attend or to organise any meeting in the college which is not approved by the college authorities or to collect money for any such purpose. They should not circulate among the students any notice or petition or poster any where in the college premises without the written sanction of the principal.
4. Students are not allowed to leave the college campus during working hours without the written permission of the class teacher approved by the principal.

UNIFORM

Students must wear the uniform coat on practice teaching days and days of importance. Male students should be neatly dressed during teaching practice. Female Students should wear sari on all Wednesdays, on Practice Teaching days and days of importance as per the instruction given by the Principal. Male students are permitted to wear formal shirt and trousers and female students can use salwar kameez/churidar unless instructed otherwise. Using of Jeans, T-Shirts, Short sleeves, Tights, Low waiste & denims is not permitted in campus / during teaching practice. The College ID card is a part of regular uniform.

LIBRARY RULES

1. It is obligatory for all the students of the college to be members of library and reading room.
2. The library will be functioning from 8.30 am to 4 pm. on all working days.
3. Silence must be strictly observed in the library and its premises.
4. Each student will be given a unique barcoded ID card with which they can borrow a maximum of 4 books at a time.
5. Applications for books are to be made in the prescribed form available at the library. Each time a book is to be taken the barcoded ID Card is to be produced.
6. Books of the reference section will not be given out on loan but they may be consulted within the library premises.
7. Readers will be responsible for any damage caused to book or to any library property. When a book is issued to a reader it is presumed

that it is in good condition unless the contrary is pointed out immediately.

8. If a book is damaged or lost by a member he will have to replace it or pay three times of the cost the book including postage. A greater penalty may be imposed according to the circumstance.
9. Members are not allowed to sub-lend the books of the library. The books are lent out to each student for a particular time period so that all students get access to all books. Late return will be penalized.
10. All books, must be returned to the library 3 days before the close of each term.
11. Books, may be taken out for Onam and Christmas holidays. All such books must be returned on the date of re-opening.
12. Outsiders are not allowed to enter or remain in the library without the written permission of the principal.

LIBRARY RULES FOR RESEARCH SCHOLARS

1. Research scholars can borrow 4 books at a time for 14 days.
2. Research theses and journals cannot be borrowed but may be used in the reading room on a daily basis.
3. All borrowed books may be returned before submitting the annual progress report.
4. The fine incurred in the academic year may be cleared annually.
5. Unlike regular B.Ed. and M.Ed. students the research scholar is entitled to borrow book on any day of his / her choice.
6. The research scholar may use the institutional membership faculty available at the library.
7. Research scholar must maintain a personal register of their own regarding their library usage and must be counter signed by the librarian and research guide at least once in a six month

ETHICAL AND RELIGIOUS INSTRUCTION

1. It is obligatory for all students to attend classes in Religious Instruction/ Ethics.
2. Attendance shall be taken at each such class. Prior leave must be applied for in case of difficulty and absence shall be treated as per rules.

CRITERIA FOR SELECTION OF BEST OUT GOING STUDENT

1. Above average in academic performance
2. Leadership quality
3. Communicative ability
4. Voluntary participation in college activities

5. Discipline (Courteous, Punctual, Obedient, Cordial, Helping)
6. Attendance
7. Abiding rules & regulations of the college
8. Selected by students of the optional

CRITERIA FOR SELECTION OF BEST ASSOCIATION

1. Discipline
2. Participation and Co-operation in all curricular and co-curricular activities
3. Co-ordination and integration among members and with other classes
4. Optional programmes (Reaching out all students, least affecting classes)
5. Activities (Creative, Academic, College developmental)
6. Attendance

CRITERIA FOR SELECTION OF BEST MANUSCRIPT MAGAZINE

1. The articles should be presented in atleast 2 languages
2. 50% weightage will be given to items concerning to the academic improvement of the respective optional subjects
3. Remaining 50% will be allotted as follows

Criteria	Weightage
(a) Title	2%
(b) Design and Layout	10%
(c) Structure	5%
(d) Standard of content	10%
(e) Variety of areas	10%
(f) Creativity	10%
(g) Innovation	3%

4. Eventhough the stress is more on quality a 5% bonus points may be given to quantity.

FACILITIES PROVIDED

• Computers • Internet • Audio & Video Material along with viewing apparatus • Resource material on digital media such as CD ROMS • DVD's • Micro Films etc. • Photocopy facility • Image scanning • Printout facility • Digitized Library with hardcopy of catalogue • Seperate reference section • General reading room • Method lab • Language Lab • Psychology Lab • Science Lab • Educational technology Lab • Work experience lab • Aerobics / Yoga Room • Guidance and Counselling Centre • Grievance Cell • Suggestion box • Drinking water facility • Sick room • Ladies room • Smart Class Room • Green Board.

LIST OF SCHOLARSHIP AND ENDOWMENTS BY THE COLLEGE

1. Mar Theophilus Memorial Ever Rolling Trophy for Inter Collegiate Quiz Competition instituted by the College Union 2001-'02 batch
2. Mar Theophilus Memorial Ever Rolling Runner up for Inter Collegiate Quiz Competition instituted by the College Union 2001-'02 batch
3. Ezhuthachan Smaraka Ever Rolling Trophy for Malayalam Sahitya Intercollegiate Quiz Competition instituted by Malayalam Optional of 2007-'08
4. Ezhuthachan Smaraka Ever Rolling Runner up Trophy for Malayalam Sahitya Intercollegiate Quiz Competition Runner-Up Team instituted by Malayalam Optional of 2008-'09
5. Dr. Esther Gladiz Award for Best Practices in the college, an Inter Collegiate Competition instituted by Malayalam Optional 2013
6. Inter Collegiate Competition' for Best Magazine instituted by the College Union 2002-'03
7. Mar Baselios Memorial Ever Rolling Trophy for best Training College Magazine instituted by 45th College Union 2000-'01.
8. Mar Theophilus Memorial Quiz Competition Trophy instituted by college union 2000-'01 sponsored by Smt. Resmi Reghunath.
9. Strategic Programme for Assessing Resourcefulness, Knowledge and Zeal: Sparkz Best Talented Prospective Teacher Award (Ever-rolling Winners Trophy) in honour of former principal Rev. Sr. Dr. Mercykutty A. instituted by 58th College Union 2013-'14 (sponsored by Samson and Sons Pvt. Ltd).

10. Sparkz Best Talented Prospective Runner-up Teacher Award (Ever-rolling Runner up Trophy) in honour of former principal Rev. Sr. Dr. Mercykutty A. instituted by 58th College Union 2013-'14 (sponsored by Dhathri)
11. Sparkz Ever-rolling Winners Trophy for the Best Performing Teacher Education College in the SPARKZ competitions in honour of Mr. Lukose B instituted by 61st College Union 2016-'18 batch
12. Sparkz Best Arts Teacher Award (Ever-rolling Winners Trophy) instituted by 62nd College Union 2017-'19 batch
13. Dr. Laji Varghese Memorial Ever-rolling for the Best Language Teacher in the SPARKZ competitions in honour of Dr. Laji Varghese instituted by 2009-'10 English batch
14. Sparkz Ever-rolling Winners Trophy for the Inter Collegiate Shuttle Badminton Tournament for Women in honour of former principal Dr. Esther Gladiz instituted by 59th College Union 2014-'15
15. Sparkz Ever-rolling Winners Trophy for the Inter Collegiate Shuttle Badminton Tournament for Men in honour of former principal Dr. Esther Gladiz instituted by 59th College Union 2014-'15
16. Sparkz Ever-rolling Runner up Trophy for the Inter Collegiate Shuttle Badminton Tournament for Men in memorial of Mrs. Thankamma John Kadakampallil
17. Sparkz Ever-rolling Runner up Trophy for the Inter Collegiate Shuttle Badminton Tournament for Women in memorial of Mrs. Thankamma John Kadakampallil
18. Sparkz Ever-rolling Winners Trophy for the THEO Dancer instituted by 63rd College Union 2018-'20 batch
19. Mar Theophilus Trophy for Inter school Basketball Tournament Ever Rolling Winners Trophy for Men instituted by 63rd College Union 2018-'20 batch

20. Mar Theophilus Trophy for Interschool Basketball Tournament Ever Rolling Winners Trophy for Women instituted by 63rd College Union 2018-'20 batch
21. Mar Theophilus Trophy for Interschool Basketball Tournament Ever Rolling Runner up Trophy for Men instituted by 63rd College Union 2018-'20 batch
22. Mar Theophilus Trophy for Interschool Basketball Tournament Ever Rolling Runner up Trophy for Women instituted by 63rd College Union 2018-'20 batch
23. Prof. Thampy Harris Memorial Ever Rolling Trophy for Dhrishyam: Short Film Festival(H.S & HSS level) by students in and around Trivandrum instituted by College in the Diamond Jubilee 2016- '17 batch
24. Rev. Fr. Jose Mathew Memorial Ever Rolling Trophy for Dhrishyam: Short Film Festival(LP and UP level) by students in and around Trivandrum instituted by College in the Diamond Jubilee 2016- '17 batch
25. Naveenatha Award for the Best Innovative Teaching Aids Optional wise competition instituted by 62nd College Union 2018-'20 batch
26. Best Manuscript Magazine Award instituted by Physical Science students of 1999-2000
27. Best Association Trophy instituted by Physical Science students of 1995-'96
28. Best Association Runner Up Trophy instituted by English Optional Students of 2016-'18
29. Sr. Mercykutty Ever rolling Trophy for the Best Club in MTTC instituted by Malayalam Optional 2012-'13.
30. Rev. Dr. Jose Konnath Sacredotal Silver Jubilee Memorial Award for the Best Student from each Optional Subject selected by the college instituted by Rev. Dr. Jose Konnath (Rs. 5000).

31. "Order of Mar Theophilus Training College: the highest award of MTTTC" A Title description Sash, Certificate and Trophy at the Annual Meeting of each academic year for outstanding performance of B.Ed. and M.Ed. students selected each year in curricular and co-curricular activities instituted by Mar Theophilus Training College in 2014-'15.
 - o Best Prospective Teacher of the college (Science stream)
 - o Best Novice Teacher of the college (Arts stream)
 - o Best outgoing student award of the college from B.Ed. stream
 - o Best outgoing student award of the college from M.Ed. stream
 - o Kalaprabhitha of the college in the Arts Fest
 - o Kalathilakam of the college in the Arts Fest
 - o SargaPrathibha champion of the college in the Literary Fest
 - o KayikaPrathibha of the college in the Sports Fest
 - o KayikaThilakam of the college in the Sports Fest
32. Best Prospective Teacher of the college (Science stream)
33. Best Novice Teacher of the college (Arts stream)
34. Best outgoing student award of the college from B.Ed. stream
35. Best outgoing student award of the college from M.Ed. stream
36. Kalaprabhitha of the college in the Arts Fest
37. Kalathilakam of the college in the Arts Fest
38. Sarga Prathibha champion of the college in the Literary Fest
39. KayikaPrathibha of the college in the Sports Fest
40. KayikaThilakam of the college in the Sports Fest
41. Character Award in honour of Sr. Adarsha instituted by AICUF 2019
42. Voracious Reader of the college who utilize the college library to the maximum (B.Ed. stream)
43. Voracious Reader of the college who utilize the college library to the maximum (M.Ed stream)
44. Best blogger of the college instituted in 2019
45. TOTOCHAN Award for the best experience sharing of school internship programme of school internship programme

46. Principal's Award for the Star initiator
47. Dr. Mathew Memorial award for Sahithya Prathibha of the college instituted by Malayalam Optional.
48. Dr. Laji Varghese Memorial Ever-rolling for the Best outgoing student in English optional in honour of Dr. Laji Varghese instituted by 2009-'10 English batch
49. House Trophy for sports championship
50. Runner up House Trophy for sports championship
51. House Trophy for overall championship in Arts, Literary and Sports
52. Runner up House Trophy for overall championship in Arts, Literary and Sports

THEOSA SCHOLARSHIPS

1. Sparkz Ever-rolling Trophy for the Best Science Student-Teacher Award in honour of former principal Dr. Esther Gladiz instituted by THEOSA (1990-'91 batch)
2. Prof. Mary Mathew Memorial Award for Best Lesson Template Designer from each optional class to distribute in connection around THEOSA fest
3. THEOSA award for Essay Writing Competition on the prescribed continental relevant topic
4. Smt. Manjitha Memorial Award for the Best Talented student in Malayalam Optional instituted by the Malayalam optional (2009-'10 batch)
5. Dr. Mathew Varghese Memorial Award for the best THEOSA Tour report instituted by the Malayalam optional in 2014.
6. Dr. Mathew Varghese Memorial Literary Award for the best Talented student of the college instituted by the Malayalam optional in 2014.
7. Smt. Manjitha Memorial Award for the Best incoming student in Malayalam Optional instituted by the family members of Manjitha in 2015.

8. THEOSA Award for the M.Ed. Topper in the University Examination instituted by THEOSA
9. THEOSA Award for the B.Ed. Topper in the University Examination instituted by THEOSA
10. Dr. T.P. Jose Memorial Sports Champion Award for Men instituted by THEOSA 2020 Sponsored by Mrs. Sumi S.S.
11. Dr. T.P. Jose Memorial Sports Champion Award for Women instituted by THEOSA 2020 Sponsored by Mrs. Sumi S.S.
12. Diamond Jubilee Memorial Deshikothama Award for a Best Teacher among the Alumni Members a cash award of Rs 25000 and a citation cum memento instituted by THEOSA 2017-'18

ENDOWMENTS

1. Prof. T. Y. Harris Memorial Endowment for the student securing the highest mark in the University Examination in Educational Psychology instituted by staff (Rs.2000)
2. College Silver Jubilee Memorial Endowment for the student securing the highest mark in the University Examination in each optional subject instituted by staff (Rs.3600)
3. Mar Gregorius Endowment for the student securing highest mark in M. Ed. Degree University examination instituted by JobyKurian
4. Rev. Fr. Jose Mathew Endowment for the student securing the highest mark in the University Examination instituted by old students (Rs.1700)
5. Smt. P. Bhanumathyamma Memorial Endowment for the Topper Student in the University Examination for Associate Subjects Instituted by Dr. Sreedevi (Rs.3000)
6. Rev. Sr. Dr. Sbeeha Endowment for the student securing the highest mark in Teacher Education instituted by the staff (Rs.2000)
7. E.P. Sankar Kurup Memorial Endowment for the student scoring highest mark in the University Examination from Malayalam Optional instituted by Dr. S. Sree Devi (Rs.3000)

8. Prof. Mary Mathew Endowment for the student securing highest mark in the University Examination in Physical Science optional instituted by Physical Science students of 1994-95 (Rs. 3000)
9. Prof. Susan Joseph Endowment Award for the student securing highest mark in the University Examination for English instituted by Prof. Abraham Joseph (Rs. 5000)
10. Dr. Laji Varghese Memorial Endowment for the student securing the highest mark in the University Examination in English instituted by the family members of Dr. Laji Varghese (Rs.5000)
11. Dr. Laji Varghese Memorial Endowment for the student securing the highest mark in the University Examination in Educational Technology instituted by the family members of Dr. Laji Varghese (Rs.5000)
12. Rev. Fr. George Mootheril Endowment for deserving students instituted by Rev. Fr. George Mootheril (Rs. 8000)
13. Rev.Dr.Sr.Lilly Varghese Endowment for deserving students of English Optional instituted by Rev.Dr.Sr.Lilly Varghese (Rs.10,000).
14. P.K. Rajasekharan Nair Memorial Endowment for deserving students instituted by Dr. Maya S(10,000).
15. Rev. Sr. (Dr) Christy Endowment for deserving student of Social Studies Optional instituted by the college union 2003-04 (Rs.10,000).
16. Rev. Sr. Dr. Mercykutty A. Endowment for deserving student in the college instituted by Rev. Sr. Dr. Mercykutty A.
17. Dr. Esther Gladiz Endowment for the most deserving student in Natural Science optional instituted by Dr. Esther Gladiz.
18. Dr. Esther Gladiz Endowment for the Best Incoming Student in Natural Science optional instituted by Dr. Esther Gladiz.
19. Golden Jubilee Memorial Endowment for the deserving Secondary School students in nearby institutions.

THEOSA ENDOWMENTS

1. Moran Mor Cyril Baselios Catholicos Memorial Golden Jubilee Memorial Endowment for most deserving students of each optional instituted by Mar Theophilus Training College and well-wishers
2. Rev. Sr. Stanislaus Endowment for the best incoming student in Mathematics instituted by old students (Rs. 2000)
3. Stealth Manpower and Consultancy Services Endowment for the most indigent first year B. Ed. Student instituted by Mrs. Sumi S.S. 2015-2017

LINKAGE WITH OTHER INSTITUTIONS

Department of Education, University of Kerala/LBS Centre to Science and Technology/College of Teacher Education, Thycaud / Mar Ivanios College/ St John's College/ Sarvodaya Vidyalaya / NCERT/CTE/ASC/SIET/ SCERT Library/Public Library/ Medical College/Kerala University Health Club/SETRAD/State Literacy Mission/Sree Cithra Research Institute/C-Dit WWF/ Kerala Sasthra Sahithya Parishath/CACEE, University of Kerala / HRDC-State / Math Online USA/ AIRIO/ Kings College London

LIST OF PUBLICATIONS

1. College Calendar
2. College Magazine
3. Teacher Learner and Society-Bi-Annual Research Journal
4. Theosa Voice- Annual publication of Old Students' Association
5. Theophilus Campus Pulse-Quarterly College news letter
6. The Mathematics Teacher
7. Social Herald.

8. Scientific Innovative
9. Bhasha Ratnargal
10. Research compendium
11. Peace education

QUALITY IMPROVEMENT PROGRAMMES

1. Inter Collegiate Competitions
2. Yoga Course
3. ICT Training Course
4. Community English Course
5. Life skill courses and Softskill Courses
6. Communicative English Courses
7. Guidance and Counseling Programmes
8. Sparkz
9. Retreat for students and staff
10. Twinning programmes
11. Programmes realising UN Millennium goals
12. Career Guidance Courses, IQSC - Internal Quality Sustainable Cell
13. Innovative activities by association and various clubs

LEAVE RULES

1. A student requiring leave for a class must apply for it to be teacher before the class begins.
2. A student requiring leave for a day or more must apply for it writing to the principal
3. Application for leave will not be considered unless they are in the prescribed form as in the college calender
4. Application for leave should reach the office at least by 1 pm on the day for which leave is applied
5. Leave should not be taken in combination with holidays
6. Students who are absent without leave for three or more consecutive days should submit an immediate written explanation
7. Except in case of sudden illness, application for leave

- should reach the Principal a day before it is required.
8. Proper and acceptable reason should be given for casual leave
 9. No student will be granted more than 10 days casual leave in the college year. When casual leave is applied for owing to sickness, production of a proper medical certificate may be required.
 10. A student will forfeit one day's casual leave for every four time he is marked late.
 11. If a student absents himself for five consecutive working days without applying for leave his / her name will ordinary be removed from the roll of the college.

FORM OF APPLICATION FOR LEAVE

Name of the student with initials :

Class number :

Local address of the student with Phone Number:

Date and nature of leave sought :

Reason for leave :

Number of days of leave already availed:

Signature of the student with date :

Signature and remarks of the Warden / Guardian :

Order of the Principal :

Station :

Date :

ISSUE OF CERTIFICATE

1. Transfer Certificates will be issued only after the payment of all dues to the college.
2. A student past or present, applying for Certificates of Transfer, Character, Age, Marks, Identification etc. shall do so to the principal in writing with the year of study, admission number and the class number and the home address of the student.
3. Stipulated fee must be paid for issue of Certificate

4. A notice of not less than 24 hrs is necessary for the issue of a certificate.
5. No certificate will be sent by post unless the charge for transmission by registered post prepaid.

MULTI PURPOSE FORM

From

Name and Address of student with details of course
for study

To

The Principal, MTTC

Sir,

Sub : (Briefly state matter) - reg
Matter is one or two sentence

Yours faithfully

Signature

Name

List of attachments.

Recommendation of class teacher :

INTERNAL COMPLAINTS COMMITTEE-

The sexual harassment of women at workplace (prevention, prohibition and redressal) act 2013 is an act to provide protection against sexual harassment of women at workplace. Sexual harassment results in the violation of basic fundamental rights of women such as Right to equality under article 14, 15 and her right to life and live with dignity under article 21 of the constitution of India.

Sexual harassment includes anyone or more of the following unwelcome acts or behavior

- 1: Physical contact and advances
- 2: A demand or request for sexual favors

- 3: making sexually colored remarks
- 4: showing pornography
5. Any unwelcome messages through telephone or internet

• Complaints can be lodged directly with any member of the ICC or by putting in suggestion box. If the complaint is made through suggestion box, the person to whom the complaint is made should bring it to the notice of the Committee within two working days of its receipt by her /him. The proceedings under these Rules and Procedures of ICC shall not, in any way, be affected by any other proceedings against the defendant taken up by the complainant under any other provision of civil or criminal law, except to the extent specifically ordered by a court of law.

Sl. No.	Name of the Employee	Designation Number	Phone	Status in the Committee
1	Prof.Dr.Bindu B	Professor	9446395593	Chairperson
2	Prof.K.G.Ushakumari	Legal Councillor, Social Worker	9946444610	Member
3	Mrs.Shiney Jacob	Assistant Professor	9562120543	Member
4	Dr.Neena Thomas	Assistant Professor	9847662677	Member
5	Mrs.Shamin Thompson T.	Head Accountant	9847399584	Member

Teacher-In-Charge on Various Missions

Staff Secretary	Dr. Neena Thomas
Action Plan	Dr. Ancy A.S.
University Examinations / MCQ	Dr. K.Y. Benedict / Dr. Joju John
University Online examination	Dr. Neena Thomas/ Dr. George Thomas
Time Table	Dr. Ancy A.S.
College Calendar	Dr. Neena Thomas
Log Book	Mrs. Meekha Suraj Koshy
Photo/Visual documentation	Dr. Joju John & Mr. Rakesh Sharma
Website Updating	Mr. Shafi Thompson
Blog Updation	Mr. Rakesh Sharma
Visitor's Diary	Dr. Archana S.
Documentation (Accreditation) B.Ed.	Dr. Deepthi Elizabeth Mathew
Documentation (Accreditation) M.Ed.	Mr. Rakesh Sharma
Consultancy & Extension	Dr. Bindu B.
General Purchase: Educational and Furniture	Dr. George Thomas

Annual Committee in-Charges (2022-23)

• Invitation	Dr. Deepthi Elizabeth Mathew
• Assistant line manager (1st yrs)	Dr. Joju John & Dr. Ancy A.S. Mr.Rakesh Sharma
• Reception	Dr. Bindu B.
• Assistant line manager (2nd yrs)	Dr. George Thomas & Dr. Ancy A.S. Dr. Archana
• General Discipline	Dr. K. Y. Benedict Dr. V. Reghu•
• Media Coverage (FM,TV)+ Promotion	Mr. Nathanine J.P.
• Flex/Banner	Dr. George Thomas
• Registration	Mrs. Meekha Suraj Koshy
• Food	Dr. Joju John
• Programme Committee	Dr. Joju John & Mrs,Meekha Suraj Koshy
• Cultural events / Entertainment	Dr. Ancy A.S.
• Documentation of events and items	Mrs. Shiney Jacob Mr. Rakesh Sharma

• Awards / Prizes / Gifts	Dr. Neena Thomas
• Certificates	Mrs. Shiney Jacob
• Housekeeping / Decoration	Dr. Archana
• Transportation	Mr. Nathanine J.P.
• Weekly Assembly	Dr. Maya S. Mr. Shafi Thompson
Staff Advisor	Dr. Bindu B
Staff Editor to College Magazine	Dr. Maya S.
Tour Co-coordinator (Long)	Dr. Bindu B & Mr. Nathaniel. J.P
Tour Co-coordinator (One day)	Dr. Ancy A.S.
School visit- Induction & other	Dr. Bindu B
Demo./ Criticism classes	Mrs. Shiney Jacob
Practice Teaching	Dr. Meekha Suraj Koshy
Records	Dr. Deepthi Elizabeth Mathew
University Practical Exam	Dr. George Thomas & Mr. Nadhanine J P

PTA	Dr. George Thomas
Community Living Camp	Mrs. Shiney Jacob & Mr. Nadhanine J P
Uniform Coat	Dr. Neena Thomas
SUPW	Dr. Maya S.
Social Visit	Dr. Ancy A. S.
Arts and Aesthetic Education / Theatre	Dr. Joju John, Mr. Reju Koliyakode
Yoga	Dr. George Thomas
Health and Physical Education (Temporary)	Dr. George Thomas
Discipline, Campus safety, Parking	Dr. George Thomas
Agricultural Farm-"Haritha Kalalayam" Project	Mr. Nadhanine J P
Co-ordination of Clubs	Dr. Archana S.
Club in-charge (12 clubs)	
• Planning Forum	Mr. Rakesh Sharma
• Women's Cell	Mrs. Shiney Jacob
• Population Education Club	Dr. Deepthi Elizabeth Mathew
• Eco Club	Dr. Maya S.

<ul style="list-style-type: none"> • Creative Club • ICTClub • Media Club / THEORADIO / Project FM 	<p>Mr.Shafi Thompson Dr. Joju John</p>
<p>CommunityRadio...20-22.</p> <ul style="list-style-type: none"> • AICUF • Health Club (Aerobics &Yoga) • Reading and OratoryClub • PsychologyClub • EBSB Club 	<p>Dr,Ancy A.S. Dr. Neena Thomas Dr. George Thomas Mrs. Meekha Suraj Koshy Dr. Ancy A.S. Dr. Bindu B.</p>

INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

–Helen Caldicott

“Teaching is the profession on which all other professions depend. Indeed, everybody who is anybody was enabled to become somebody by a teacher.”

– Prof. Linda Darling – Hammond.

The destiny of the country is being shaped in her classrooms' is not rhetoric. This focuses on the crucial role, the teaching community is expected to play in making education qualitative. It is now well-recognized that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils' learning is the quality of the teachers' training. Hence considerable thought and attention have been given to teacher education by all societies throughout the world. Decades ago, developing subject

matter competency and pruning teaching skills in a specific subject was the prime objective of teacher training programs. But with the advent of globalization and the increasing convergence of digital technologies, educational practices have undergone tremendous changes throughout the world to meet the challenges brought about by this new landscape.

The teacher of today is not just one who can teach a specific subject, but one who possess the skills and competencies needed for the 21st century to transact the content and teaching not just a local student but even to a student residing in the remotest corner of the world with widely varying interests and abilities. In short, teacher education has to function as a professional learning under a global canvas. This requires an education system that adopts a holistic approach to developing the whole person and his or her full potential. To ensure quality in a changing scenario and to keep at par with national and global requirements and to keep in pace with national norms, a revision of the current B.Ed. curriculum became imperative. The prime objective of this revision, as done in the earlier revision, was to mould a Curriculum to equip in prospective teachers the knowledge, skills, attitude, competence and commitment to face the challenges of the 21st century.

Guiding Principles

The University of Kerala has drafted and implemented its two year B. Ed. curriculum in 2015 to equip the prospective teachers to cope up with the needs of the educational community of the 21st century. A new thrust in the field of Educational Technology, introduction of the concept of Pedagogic & Techno-pedagogic Content Knowledge Analysis, Evidence-based Performance Evaluation, Development of Teacher competencies, Entrepreneurship in education, Development of professionalism are a few novel aspects that were incorporated in the curriculum

revision. Moreover the need to lessen the burden of an over loaded curriculum, the lack of sufficient practical orientation, reducing the gap between theory and practice, the inclusion of obsolete content and a failure to be in touch with the realities existing in schools and the requirements of the community, the quite often heard limitations were also given special care while moulding the curriculum. Quite significantly, all these had been addressed and taken into consideration in the present revision also. The practical difficulties experienced while transacting the curriculum were collected, consolidated and addressed in the present revision. The frame work of the existing two year B Ed curriculum 2015 has been retained with minor modifications incorporating the view points of different stakeholders. Special care has been taken in the present revision also to retain the best practices of the earlier curriculum and to observe fully the NCTE New Regulations 2014. In fact, this curriculum revision was also successful in bringing together the expertise of several practicing teachers at different stages in identifying appropriate content and also in choosing popular instructional strategies to transact the curriculum.

As a guiding principle the National Council for Teacher Education itself has specified the nature and content of the Two Year B.Ed. curriculum through 'NCTE Regulations 2014' and associated publications. 'The B. Ed. Curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The program shall comprise three broad curricular areas: Perspectives in Education/core areas, Curriculum and Pedagogic studies/Optional subjects, and Engagement with the field/Practical courses. Information and Communication Technology(ICT), gender, yoga education, and disability/inclusive education shall form an integral part of B. Ed curriculum'(NCTE Regulations 2014). A perusal of the reports of various commissions and committees like NCERT, directions from UGC, observations of Justice Verma Commission Report,

NCFTE(2009), the recommendations and observations in this respect of several committees at the Regional, State and National levels had guided the present attempt to a large extent. The academic discussions resolved to the view that the teacher education curriculum should address a learning environment for the 21st century that enables students to collaborate, share best practices, integrate 21st century skills into classroom practices, provide access to quality learning tools, technologies and resources leading to an expansion of the learning environment to the community and an international setting, both face-to-face as well as online.

Curriculum Vision

Empowerment of prospective teachers with value embedded and competency-based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed, to meet the challenges in a knowledge society.

Vision Highlights: The curriculum gives emphasis for:

- Meeting the challenges of education in a knowledge society
- Development of Teacher Competencies among student-teachers
- Development of Professionalism among prospective teachers
- Capacity building of prospective teachers
- Moulding techno-pedagogically competent teachers
- Entrepreneurship in education
- Teacher as a Relationship Manager
- Evidence-based performance assessment in education.
- Development of Aesthetic qualities among the prospective teachers
- Health and fitness for future of the younger generation.

General Objectives/Course Outcomes of the B. Ed.

The curriculum is designed to enable the student-teacher:

1. **To equip the prospective teachers capable to meet the challenges of education in a knowledge society.**
2. To acquire and practice various teacher competencies through qualitative multi-level strategies and practices and the

development of professionalism among them.

3. To identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.
4. To develop a proper value system based on the cultural, social, political and moral bases of Indian society.
5. To develop teacher-identity required of a professional through theoretical discourses, college-school – community based experiences, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. To understand the central concepts, tools of inquiry, and structures of individual disciplines in the course and develop the ability to evolve meaningful learning experiences.
7. To imbibe knowledge and develop understanding of the various psychological, sociological, philosophical, environmental and technological principles and practices in respect of learners of different stages/multi level and develop the ability to facilitate effective learning.
8. To make use of the pedagogical knowledge for effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
10. To generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
11. To develop his/her managerial capacities in human relations for promoting human resources for national development.
12. To internalize appropriate theoretical and practical inputs in order to render an integrated- holistic understanding about

physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.

13. To develop the aesthetic quality of the prospective teachers through Art Education, theatre practices...

Regulations for the B Ed Degree Course

- 1. The B. Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2019-2020 admissions.**
2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each for Semester I and II, 120 working days for Semester III and 80 working days for Semester IV. excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (core papers), Curriculum and Pedagogic courses(optional papers) and Related Practical work. B. Ed offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science Education.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.
5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all

papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.

6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Government of Kerala and approved by the University from time to time.
7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows: **Gr: A+ (96-100)** **Gr: A (91-95%)**; **Gr: B+ (86-90%)** , **Gr: B (81-85%)** , **Gr: C+ (76-80%)** **Gr: C (75 and below)** -(For calculating percentage of attendance decimals will be rounded to the nearest whole number)
 - Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.
 - Only candidates who secure the required minimum attendance in the semester and registered for the end Semester University Examination is eligible to continue studies in the next Semester.
8. Readmission: - Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations: - Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course,

according to the changed Syllabus/regulations.

10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.
 - (I) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
 - (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed.(hard and soft copy)
 - (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester I. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of twelve weeks during Semester III and Phase II arranged for another eight weeks during Semester IV.
 - (iv) Assessment of School induction Program of Semester I will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of semester III shall be evaluated both internally by the colleges and externally by the external examination team appointed by the University, as per the guidelines in the curriculum. School internship Phase II of Semester IV shall be evaluated internally (jointly by the colleges & practice-teaching schools) and all the requirements/records there to have to be submitted before the external practical board of Semester IV for verification.
 - (v) Practical work (CE) related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) of all semesters shall be assessed internally by the colleges themselves. Other practical works viz, College based, School based and

Community based of Semester I and II will be assessed internally by concerned colleges and those of Semester III will be assessed internally and externally and subjected to standardization. The practical records of Discussion lessons, Demonstration lessons and Criticism lessons have to be presented before the external practical board of semester III for verification. The practicals namely CE of EDU 14, report of Minor Project of Semester IV will be assessed internally and externally. The practicals under Curriculum and Pedagogic courses; College based, School based and Community based of Semester IV and CE of EDU 15 have to be submitted before the External Practical Board of Semester IV for verification. Marks and respective grades of internal assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy)

- (vi) The total number of lessons required to be completed during Internship in Phase I is 40 and Phase II, 30. Practical works related to School Internship Phase I, practical work related to School Internship of Phase II and Minor project /Action Research/Case Study have to be compulsorily completed by all the student-teachers to be eligible for appearing for the External Practical Examinations of Semester III and IV respectively. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board of Semester III and IV, alone be permitted to register for the End Semester Examination of respective semesters. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.
11. Candidates who have completed the requirements of a semester (attendance, CE and other practical courses) alone will be eligible for appearing for the End semester University examination and promotion to the next semester. Those who have satisfactorily completed the course requirements and uploaded the internal marks to the university by the colleges

concerned, and fail to appear for the university examination alone can appear in supplementary examinations. Those who fail to comply with the course requirements have to redo the semester and get promotion to the next semester.

12. For a pass in the examination, a candidate should secure a minimum of 50% marks (C+ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the External Examination of the University, 50% for theory and CE put together and 50% (C+ Grade) for Practice Teaching/School internship in teaching. There is no separate minimum for CE & other practical courses in all the semesters. Marks/grades for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detail records have to be maintained by institutions in each case.
13. All the theory papers of all semesters will be assessed through external examination of the University.
14. In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear the papers with less than 50% of marks to secure a pass in that semester.
15. If a passed candidate wants to improve his/her grade he/she can appear for the theory examination and improve the grades within two years of completion of the course, if the same scheme exists.
16. Course betterment is limited to theory alone. For course betterment in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e., marks before betterment and after betterment whichever is higher will be considered.
17. There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% (C+ Grade). Three chances will be given for reappearance as long as the same scheme exists.

18. Even if a candidate fails to secure the required minimum marks/grades for a pass in Theory during a semester but has completed the Practical Courses/Engagement with field he/she shall be allowed entry to the next Semester.
19. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects. There is no provision for reassessment of Internship in teaching.
20. Re-admission and college transfers are as per University rules.

Definition of Terms

- **Semester system:** The semester system is a proactive system with program designed to be completed gradually within a period covering multiples of half an academic year. It is a pattern of the course in which the whole program is divided into different parts and each part is intended for a specified period of time, called semesters. The present B.Ed. program involves four semesters.
- **Credit:** Credit refers to the unit of value awarded for the successful completion of specific courses, intended to indicate the quality of the course instruction in relation to the total requirements for a course. Credit is a unit of input measured in terms of 'Study Hours'. It represents the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching-learning process such as attending classes, engaging in assignments, projects, community activities, gathering information from library and internet sources and other Practical Courses required by the course. Here, one credit for the B.Ed. program is considered equivalent to 30 Study Hours and one credit carries 25 marks (**1 credit-30 hours/25 marks**). All the tasks that carry credit are compulsory.

- Grading:** Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. Seven Point Scale is suggested for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded are converted into letter grades as per the weightage assigned. Marks will be converted to respective Grades for whole programmes and courses only and not to each and every component. (e.g. EDU 01 – total marks earned for Theory & CE is converted to Grade)
- Grade Point Average (GPA):** The means of grades obtained on a number of subjects/tasks for a specified period is the GPA. GPA is calculated by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester by the total number of credits taken by him/her in the semester*. The value shall be rounded off to two decimal places.
- Cumulative Grade Point Average (CGPA):** CGPA is the value obtained by dividing *the total Credits for a Semester X Sum of GPA for all the semesters by the total credits for the entire course*. The value shall be rounded off to two decimal places. CGPA will be converted to letter grades for final results.
- Perspectives in Education (core papers) :** Indicates the subjects of study under theoretical discourses which are compulsory for all the students undergoing the course (EDU 01 to 03, 06 to 08 , 11 to 12, and 14)
- Curriculum and Pedagogic Courses (optional subjects) :** Indicates the subject which the student-teacher specializes in the course (EDU 04,05 ,09, 10, 13 & 15).

- **CE** : Continuous Evaluation indicates the process of assessing the practical work related to Perspectives in Education/core papers and Curriculum and Pedagogic courses/Optional papers prescribed in the curriculum continuously to award marks/grades on the basis of an assessment criteria. The total marks of CE for each paper should be the sum of marks for various tasks specified in the paper.
- **Engagement with the field/Practical Courses** : Practical courses in the curriculum indicates the practical work expected to be done by the student-teacher related to subjects of study indicated as EDU-101, 102, 103 ; 201, 202, 203; 301, 302, 303 & 401 as a compulsory requirement.

Course Outline

Semester	Working days	Working Hours/Credits	Marks			Total Marks
			Theory	Practical	Total	
I	100	600/20	250	250	500	2000
II	100	600/20	250	250	500	
III	120	720/24	150	450	600	
IV	80	480/16	100	300	400	

Structure of B.Ed. Course

A. Theoretical Discourses-Subject codes			B. Practical Courses	
Semester	Perspectives in Education	Curriculum and Pedagogic Courses	Nature of Practical - Subject code	
Semester I	EDU 01	EDU 04 EDU 05	College Based.	EDU-101(101.1-101.3)
	EDU 02		School Based.	EDU-102 (102.1)
	EDU 03		Community Based	EDU-103 (103.1)
Semester II	EDU 06	EDU 09 EDU 10	College Based.	EDU-201(201.1-201.3)
	EDU 07		School Based	EDU-202 (-)
	EDU 08		Community Based	EDU-203 (-)
Semester III	EDU 11	EDU 13	College Based	EDU-301(303.1-301.2)
	EDU 12		School Based Community Based	EDU-302(302.1) EDU-303(303.1)
Semester IV	EDU-14	EDU-15	College, School & Community Based	EDU-401(401.1, 402.1)

Two year B. Ed Curriculum Framework.

Semester – I (June – October) – one credit = 30 hours: 1 credit carries 25 marks.					
Theory – Perspectives in Education (core papers)					
Subject code	Subject Title	External	Internal	Total	Credits (1credit = 30 hours)
EDU-01	Knowledge and Curriculum: Philosophical and sociological Perspectives.	50	25	75	3
EDU-02	Developmental Perspectives of the Learner.	50	25	75	3
EDU-03	Technology and Communication in Education.	50	25	75	3
Theory – Curriculum and Pedagogic Courses. (optional subjects)					
EDU-04 (1-13)	Theoretical Base ofEducation.	50	25	75	3
EDU-05 (1-13)	Pedagogic Content Knowledge Analysis :	50	25	75	3
Engagement with the Field/Practical Courses: EDU – 101 & 103.					
EDU – 101: College Based					
EDU 101.1	Discussion, Demonstration lessons		-	-	-
	Micro-teaching – one skill		-		
101.2	Yoga, Health & Physical Education		50	50	2
101.3	Art & Aesthetics Education		25	25	1
EDU 102 - School Based					
102.1	School Induction Programme		15	25	1
	Observation of model lessons(2 nos.) and reporting.		10		
EDU – 103: Community Based					
103.1	Vocational/Work Education		15	25	1
	Field Trip – optional-wise		10		
Total Marks & Credits		250	250	500	20
Total Days, Hours & Credits		100 days X 6 hrs : 20 credits X 30 hrs=600 hrs			
Note : CE of theory papers and other practicals of Semester I assessed internally.					

Semester – II (November – March) – one credit = 30 hours : one credit carries 25 marks.

Theory – Perspectives in Education.(core papers)

Subject Code	Subject Title	External	Internal	Total	Credits(1 credit = 30hours)
EDU-06	Education in Indian Society.	50	25	75	3
EDU-07	Perspectives of Learning and Teaching.	50	25	75	3
EDU-08	Assessment in Education .	50	25	75	3

Theory- Curriculum and Pedagogic Courses.(optional subjects)

EDU-09 (1-13)	Curriculum and Resources in Digital Era : Education	50	25	75	3
EDU-10 (1-13)	Techno-Pedagogic Content Knowledge Analysis:.....	50	25	75	3

Engagement with the Field/Practical Courses : EDU – 201, 202 & 203.

EDU – 201 : College Based

201.1	Discussion-10 lessons, Demonstration -10 lessons(5 marks each)(Sem I & II)& 10 Criticism Lessons(2 marks each)		30	50	2
	Field Trip / Education Tour		10		
	Micro-teaching (one skill)		10		
201.2	Health & Physical Education		50	50	2
201.3	Art Education & Theatre Practice		25	25	1
Total Marks & Credits		250	250	500	20
Total Days, Hours & Credits		100 days X 6 hrs:20 credits X 30 hrs=600 hrs			

Note : CE of theory papers and other practicals of Semester II assessed internally.

Semester – III (June – November) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education(core papers)					
Subject code	Subject Title	External	Internal	Total	Credits
EDU-11	*Developmental Perspectives in Education.	50	25	75	3
EDU-12	Learner in the Educational Perspective.	50	25	75	3
* Educational Management, Environmental education, Health education & Entrepreneurship Education.					
Theory- Curriculum and Pedagogic Courses(optional subjects)					
EDU-13 (1-13)	Emerging Trends and Practices in Education.	50	25	75	3
Engagement with the Field/Practical Courses : EDU – 301, 302 & 303.					
EDU – 301 : College Based					
301.1	Art & Aesthetics Education.		25	25	1
301.2	Health and Physical Education		25	25	1
EDU – 302 : School Based					
302.1	School Internship-Phase I (12 weeks) 1. Optionals (curriculum & pedagogic courses) *(40 lessons/120 marks+Record-10 marks+ viva-20 marks) Achievement test& analysis. Diagnostic test and remediation Reading and Reflection on a text Updating blog Multiple choice test battery Semester I to III (20 items from each paper) Reflective Journal 2. Health & Physical Education(2 lessons each)		150 15 10 10 10 20 10 50	275	11 Internal & External.
EDU – 303 : Community Based					
303.1	Community Living Camp (Program of Understanding the self)		50	50	2
	Total Marks & Credits	150	450	600	24
	Total Days, Hours & Credits	120 days X 6 hrs : 24 credits X 30 hrs=720 hrs			
Note :Records/products of 301.1, 301.2, 302.1 and 303.1 have to be submitted for scrutiny/evaluation before external practical board of Semester III.					
*Teaching 40 lessons : 120 marks (Optional teacher-80 + general teacher-20 + school supervisor-20)					

Semester – IV (November – March) : one credit = 30 hours. One credit carries 25 marks.					
Theory – Perspectives in Education.(core papers)					
EDU-14	Advanced Studies : Perspectives in Education.	50	25	75	3
Theory – Curriculum and Pedagogic courses (optional subjects)					
EDU-15 (1-13)	Advanced Studies : Curriculum and Pedagogic Courses inEducation	50	25	75	3
Practical Courses/Engagement with the Field – EDU – 401.					
EDU 401.1	Minor Project / Action Research / Case Study – (30-50 pages) Viva-voce.		40 10	50	2 Internal and external
402.1	School Internship Phase II (8 weeks) I. Optional (cu & pedagogic courses) *(Teaching-30lessons-90 marks + Record-10 marks+ viva-20 marks)		120	200	8 Internal & verification by external board.
	Achievement test & Analysis		15		
	Diagnostic Test& Remediation		10		
	Reading and Reflecting on a text.		10		
	Reflective Journal		10		
	Updating blog		10		
	Exposure to curriculum development. (Preparation of a sample unit of textual material)		25		
	Total	100	200	400	16
	TotalDays, Hours& Credits	80 days X 6 hrs:16 credits X 30 hrs=480 hrs			
Note : Records/products of 401.1,402.1, CE of EDU -14 & 15 (MCQ test batteries) have to be submitted for scrutiny/verification before external practical board of Semester IV.					
* Teaching 30 lessons : 90 marks (Optional teacher-60 + general teacher-15 + school supervisor-15)					

Credit details of the Course

Semester	Subject Code	Papers	Credits		Total Credits 1 credit=30hrs
			Theory	CE	
Sem. I	EDU 01	Core paper I	2 credits	1 credit	3 credits
	EDU 02	Core paper II	2 credits	1 credit	3 credits
	EDU 03	Core paper III	2 credits	1 credit	3 credits
	EDU 04.1-04.13	Optional I	2 credits	1 credit	3 credits
	EDU 05.1-05.13	Optional II	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU 101) School Based (EDU 102) Community Based(EDU 103)		3 credits 1 credits 1 credits	5 credits
	Total		10 credits	10 credits	20 credits
Sem. II	EDU 06	Core paper V	2 credits	1 credit	3 credits
	EDU 07	Core paper VI	2 credits	1 credit	3 credits
	EDU 08	Core paper VII	2credits	1 credit	3 credits
	EDU 09.1-09.13	Optional III	2 credits	1 credit	3 credits
	EDU10.1-10.13	Optional IV	2 credits	1 credit	3 credits
	Practical Courses	College Based (EDU201) School Based (EDU202) Community Based (EDU203)		5 credits 0 credit 0 credit	5 credits
	Total		10 credits	10 credits	20 credits
Sem. III	EDU 11	Core Paper VIII	2 credits	1 credit	3 credits
	EDU 12	Core Paper IX	2 credits	1 credit	3 credits
	EDU 13.1-13.13	Optional V	2 credits	1 credit	3 credits
	Practical Courses	College Based(EDU 301) School Based (EDU 302) Community Based(EDU 303)		2 credits 11 credits 2 credits	15 credits
Total		6 credits	18 credits	24 credits	
Sem. IV	EDU 14	Core Paper X	2 credits	1 credit	3 credits
	EDU-15	Optional VI	2 credits	1 credit	3 credits
	Practical Courses	College, School & Community Based		10 credits	10 credits
Total		4 credits	12 credits	16 credits	
Grand total					80 credits

Details of Theory Courses – Semester I

Code	Title	Instructional hours/credits	Related Practical work-CE-Hours/credits
EDU 01	Knowledge and Curriculum: Philosophical and Sociological Perspectives.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 02	Developmental Perspectives of the Learner.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 03	Technology and Communication in Education.	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.1	Theoretical Base of Malayalam Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.2	Theoretical Base of English Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.3	Theoretical Base of Hindi Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.4	Theoretical Base of Sanskrit Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.5	Theoretical Base of Arabic Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.6	Theoretical Base of Tamil Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.7	Theoretical Base of Mathematics Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.8	Theoretical Base of Physical Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.9	Theoretical Base of Natural Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.10	Theoretical Base of Social Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.11	Theoretical Base of Geography Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.12	Theoretical Base of Commerce Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 04.13	Theoretical Base of Home Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.1	Pedagogic Content Knowledge Analysis-Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.2	Pedagogic Content Knowledge Analysis-English	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.3	Pedagogic Content Knowledge Analysis-Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.4	Pedagogic Content Knowledge Analysis-Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.5	Pedagogic Content Knowledge Analysis-Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.6	Pedagogic Content Knowledge Analysis-Tamil	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.7	Pedagogic Content Knowledge Analysis-Mathematics	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.8	Pedagogic Content Knowledge Analysis-Physical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.9	Pedagogic Content Knowledge Analysis-Natural Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.10	Pedagogic Content Knowledge Analysis-Social Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.11	Pedagogic Content Knowledge Analysis-Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.12	Pedagogic Content Knowledge Analysis-Commerce	60 hrs / 2 credits	30 hrs / 1 credit
EDU 05.13	Pedagogic Content Knowledge Analysis-Home Science	60 hrs / 2 credits	30 hrs / 1 credit

Details of Theory Courses - Semester II

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU 06	Education in Indian Society,	60 hrs / 2 credits	20 hrs / 1 credits
EDU 07	Perspectives of Learning and Teaching.	60 hrs / 2 credits	20 hrs / 1 credits
EDU 08	Assessment in Education,	60 hrs / 2 credits	20 hrs / 1 credits
EDU 09.1	Curriculum & Resources in Digital Era : Malayalam Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.2	Curriculum & Resources in Digital Era : English Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.3	Curriculum & Resources in Digital Era : Hindi Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.4	Curriculum & Resources in Digital Era : Sanskrit Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.5	Curriculum & Resources in Digital Era : Arabic Language Education	60 hrs / 2 credits	20 hrs / 1 credit
EDU 09.6	Curriculum & Resources in Digital Era : Tamil Language Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.7	Curriculum & Resources in Digital Era : Mathematics Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.8	Curriculum & Resources in Digital Era : Physical Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.9	Curriculum & Resources in Digital Era : Natural Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.10	Curriculum & Resources in Digital Era : Social Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.11	Curriculum & Resources in Digital Era : Geography Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.12	Curriculum & Resources in Digital Era : Commerce Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU 09.13	Curriculum & Resources in digital Era : Home Science Education	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.1	Techno-Pedagogic Content Knowledge Analysis- Malayalam	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.2	Techno-Pedagogic Content Knowledge Analysis- English	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.3	Techno-Pedagogic Content Knowledge Analysis- Hindi	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.4	Techno-Pedagogic Content Knowledge Analysis- Sanskrit	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.5	Techno-Pedagogic Content Knowledge Analysis- Arabic	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.6	Techno-Pedagogic Content Knowledge Analysis- Tamil	60 hrs / 2 credits	30 hrs / 1 credit

EDU10.7	Techno-Pedagogic Content Knowledge Analysis-Mathematics	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.8	Techno-Pedagogic Content Knowledge Analysis-Physical Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.9	Techno-Pedagogic Content Knowledge Analysis-Natural Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.10	Techno-Pedagogic Content Knowledge Analysis-Social Science	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.11	Techno-Pedagogic Content Knowledge Analysis-Geography	60 hrs / 2 credits	30 hrs / 1 credit
EDU10.12	Techno-Pedagogic Content Knowledge Analysis-Commerce	60 hrs / 2 credits	30 hrs / 1 credit
EDU 10.13	Techno-Pedagogic Content Knowledge Analysis-Home Science	60 hrs / 2 credits	30 hrs / 1 credit.

Details of Theory Courses - Semester III

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU 11	Developmental Perspectives in Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 12	Learner in the Educational Perspective	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.1	Emerging Trends & Practices in Malayalam Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.2	Emerging Trends & Practices in English Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.3	Emerging Trends & Practices in Hindi Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.4	Emerging Trends & Practices in Sanskrit Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.5	Emerging Trends & Practices in Arabic Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.6	Emerging Trends & Practices in Tamil Language Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.7	Emerging Trends & Practices in Mathematics Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.8	Emerging Trends & Practices in Physical Science Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.9	Emerging Trends & Practices in Natural science Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.10	Emerging Trends & Practices in Social Science Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.11	Emerging Trends & Practices in Geography Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.12	Emerging Trends & Practices in Commerce Education,	60 hrs / 2 credits	30 hrs / 1 credit
EDU 13.13	Emerging Trends & Practices in Home science Education	60 hrs / 2 credits	30 hrs / 1 credit

Details of Theory Courses - Semester IV

Code	Title	Instructional hours/credits	Related Practical work Hours/credits
EDU- 14	Advanced Studies : Perspectives in Education.	60 hrs /2 credits	30 hrs / 1 credit
EDU-15	Advanced Studies: Curriculum and Pedagogic Courses-.....Education .	60 hrs/2 credits	30 hrs / 1 credit

- **EDU – 14 :Advanced Studies : Perspectives in Education.**
- **EDU – 15 : Advanced Studies : Curriculum and Pedagogic Courses -.....Education.**

This area has been included in the curriculum to achieve advanced learning in the areas education, technology and methodology and its integration with practice to **facilitate capacity building** among student-teachers. The knowledge and competencies acquired by the trainee during the entire course remains as the base of this course. The mode of learning proposed is classroom instruction focused on guided self-study. The study has to be initiated/progressed by the student-teacher mainly through self effort by reference study, collecting study materials from web site, peer assistance, scaffolding, guided study etc. The achievement of the student-teacher in terms of capacity building will be assessed through the Online examination of the University scheduled for the last month of Semester IV.

Details of Practical Work Associated with Theory: CE (25 marks/1 credit)

(a) Perspectives in Education (Core papers)

Sem.	Sub. Code	Nature of practicum.....	Marks	Credits	Assessment
I	EDU-01	1. Seminar/presentation-1 (5 marks) 2. Assignment-1 (5 marks) 3. Test-mid semester (5 marks) 4. Capacity Building Program (leadership building) -10 marks	25	One	Internal
	EDU-02	1. Seminar/presentation- 1 (5 marks) 2. Assignment- 1 (5 marks) 3. Test –mid semester (5 marks) 4. Capacity building Activity-1 (10 marks)	25	One	Internal
	EDU-03	1. Seminar/presentation-1 (5 marks) 2. Test-mid semester exam (5 marks) 3. Blog Creation (10 marks) (Blog creation workshop and posting of materials) 4. Online Assignment -1 (5 marks)	25	One	Internal
II	EDU-06	1. Group Seminar/group discussion/brain storming-1 (5 marks) 2. Practicum-1 (5 marks) 3. Test-mid semester exam (5 marks) 4. Capacity Building Program(workshop for life skill development-one skill) (10 marks)	25	One	Internal
	EDU-07	1. Practicum - 1 (5 marks) 2. Practical - 1 (5 marks) (paper pencil/group/digital) 3. Test-mid semester exam 1 (5 marks) 4. Capacity building-workshop for stress management - Activity -1 (10 mark)	25	One	Internal
	EDU-08	1. Group Seminar/group presentation (group discussion/brain storming-1 (5 marks) 2. Test-mid exam (5 marks) 3. Practicum- no.1 (5 marks) 4. Development of any one tool.(10 marks)	25	One	Internal
III	EDU-11	1. Test –mid semester exam. (5 marks) 2. Practicum-1 (10 marks) 3. Field study(consentizationprog)-1 (10 mark)	25	One	Internal
	EDU-12	1. School based activity -1 (10 marks) 2. Practical-1 (10 marks) Individual/Group 3. Test-mid semester exam (5 marks)	25	One	Internal
IV	EDU-14	MCQ Test battery-with college level testing for internal and viva-voce for external (consolidation from Semester 1 to IV, 20 items per paper.)	25	25	Internal & External

(b) Curriculum and Pedagogic Courses (Optional Papers)

Sem.	Sub. Code	Nature of Practicum.....	Marks	Credits	Assessment
I	EDU-04	1. Assignment -1 (5 marks) 2. Seminar/presentation-1 (5 marks) 3. Reading & reflecting on texts (10mks) 4. Mid semester exam – (5 marks)	25	One	Internal
	EDU-05	1. Observation of model video lessons & reporting(2nos.) (teacher monitored) – (10 marks) 2. Test-mid semester exam (5 marks) 3. Subject Association activity- (5 marks) 4. Online Assignment – 1 (5 marks)	25	One	
II	EDU-09	1. Mid semester exam (5 marks). 2. Reading and Reflecting on text -1(10marks) 3. Seminar/presentation-1 (5 marks) 4. Practicum – 1 (5 marks)	25	One	Internal
	EDU-10	1. Digital profile making/digital album(10 marks) 2. Test-mid semester (5 marks) 3. Video scripting, shooting, editing and uploading in blog/you tube-5 to 10 minutes-(10 marks.)			
III	EDU-13	1. Innovative work-1 (10 marks) 2. Reading and Reflecting on text-1 (10 marks) 3. mid semester exam (5 marks)	25	One	Internal
IV	EDU-15	1.MCQ Test battery -30 items from EDU 15. 2. Cognitive maps on one unit each from +1 and +2 curriculum.	15 10	One	Internal assessment & Verification by External board.

- Practicum: systematic study of problems from subject areas through collection of information from different sources. Records/short reports not exceeding 5 to 6 pages have to be maintained.
- Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. In this connection workshops for development of leadership quality EDU-01, any one life skill development for EDU-06 and workshop for stress management for EDU-07 have been proposed.
- Practicum-video script: Based on a single theme developing,

Video scripting, shooting, editing and uploading in blog/youtube for 5 to 10 minutes duration.

- Field study(conscientization program): A conscientization has to be undertaken by every student on a selected theme and records to be maintained. The student-teacher has to undertake any one conscientization program in the school/community during practice-teaching and has to prepare a written report.(gender sensitivity, inclusive education, social evils around, media abuse, and the like.....)
- Seminar-individual/group: The student-teacher has to take up either a seminar individual/group to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self-developed. .
- Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly by optional groups.
- Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.
- Reading and reflecting on text: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings interactively-individually and in small groups. Each student-teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. preferably in the optional subject area and to prepare reflective notes.

- Exposure to curriculum development. (Preparation of a sample unit of textual material). The aim of this section is to develop the capacity of student-teachers in preparing textual materials for Class VIII/IX/X in their optional subject based on a suitable content. The format of the text books in their subject can be followed in the preparation of text. A unit has to be prepared.

- MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question test batteries at three stages:with college level testing for internal and viva-voce for external.

1. MCQ test battery in the concerned optional subject(content cum pedagogic courses) with 20 items each from the optional paper/papers of Semester I, II and III.
2. MCQ test battery from the area Perspectives in Education with 10 items each from papers of Semester I, II, III and IV as a part of EDU-14.
3. MCQ test battery with 30 items from EDU-15 in the concerned optional subject.

It is better to start the preparation of MCQ test battery from Semester I itself and have to be completed and consolidated by semester III and IV. MCQ test batteries have to be presented before the External Evaluation Board along with the other requirements

- Mid Semester Examination: A college level examination for all papers - of one hour duration and 25 marks with multiple choice items, very short answer and short answer questions. The marks earned in the examination has to be converted to 5.

Details of Practical Courses : (Related practical work)

(a) College based (EDU-101,201,301)

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
101.1	Discussion Lessons	5 nos.	-	Internal
	Demonstration Lessons	3 nos.	-	
	Micro-teaching practice	one skill/trainee	-	
101.2	Yoga, Health & Physical Education	Refer Cu Sem. I	50/2 credits	Internal
101.3	Art & Aesthetics Education.	Refer Cu Sem. I	25/1 credit	Internal
201.1	Discussion lessons(ICT-1, Activity based-2, Model based-2)	5 nos.	5 (Sem I &II)	Internal
	Demonstration lessons	2 nos.(models of teaching)	5 (Sem I &II)	
	Criticism Lessons	10 lessons.	20	
	Micro teaching practice	one skill/trainee	10	
	Field Trip/Education tour.	Participation& report.	10	
201.2	Health & Physical Education	Refer Cu Sem. II	50/2 credits	Internal
201.3	Art Education and Theatre Practice.	Refer Cu Sem. II	25/1 credit	Internal
301.1	Art & Aesthetics Education	Refer Cu Sem.III	25/1 credit	Internal
301.2	Yoga, Health & Physical Education	Refer Cu Sem.III	25/1 credit	Internal and external

(b)School Based

Code EDU	Title	Task to be carried out	Marks/ Credits	Assessment
102.1	Initiatory School Experiences/school induction program.(5 days)	3 periods teaching / shared practice without formal lesson plans	10	Internal
		preparation of diary/repot.	10	
		observation of lessons(2 nos.) and reporting	5/1 credit	
302.1	School Internship Phase – I (12 weeks)			Internal & external
	1. Curriculum & Pedagogic Courses	40 lessons and associated work	225/9 credits.	
	2. Health Education and Physical Education	2 lessons each and associated work	50/2 credits	

(c) Community Based

Code EDU	Title	Task to be carried out	Marks/credit	Assessment
103.1	Field Visit (optional)	Field visit related to the subject –	10	Internal
	Vocational/Work Education (group)	supw - service & product-1 each/ community work & report	15/1 credit	
303.1	Community Living Camp	Participation in 5 days camp	50/2 credits	Internal & external.

Semester - IV

Code EDU	Title	Task to be carried out	Marks/credit	Assessment
401.1	Minor Project/Action Research/Case Study	Completion of the task & reporting in 30 to 50 pages.	40	Internal & External
		Viva-voce	10/2 credits	
402.1	School Internship Phase – II (8 weeks)			Internal & External verification
	1. Curriculum and Pedagogic Courses	30 lessons and associated work	200/8 credits	

Guidelines for Related Practical Work/Practical Courses.

EDU 103.1 – Field Trip/Visit associated with the Curriculum and Pedagogic Courses (optional). Field visit appropriate to the content area has to be selected. The report has to be evaluated on the basis of rubrics developed by the teacher educator.

EDU 103.1 – Vocational/Work Education (SUPW / Community Work). The objective of this program include planning and executing productive work, develop social sensitivity, seek support from the locality, sensitize with dignity of labour, etc. This Community based practical - Socially Useful Productive Work (SUPW) has to be organized by the college at their convenience in the specified time. The task include one service (Participation in social activities, social services, social projects, social work etc) and submission of one product (e.g. - book binding, craft/art work, soap making, agarbathi, paper bag, designing and making electronic devices, candle making,

film making, pot making, embroidery, improvisation,.....)
Assessment has to be made on the basis of proper division of marks using Performa for assessment designed by the institution.

EDU 201.3 – Art Education and Theatre Practice. The aim of theatre practice is to help the student-teacher realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involves visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.

EDU 102.1 – School Induction Program. The sole purpose of Initiatory school experience is to provide the student-teacher an opportunity to have primary experiences with the functioning of the school. This school attachment program is for a period of five continuous working days giving them an opportunity to acquaint with the school environment and their day-to-day functioning. Observation of lessons of senior teachers individually or in small groups (2 nos.) , meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as Shared Practice. In Shared Practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity employed for Practice Teaching lesson. The student-teachers have to maintain a detailed diary as record of the visit.

After the initiatory school experiences, a reflection session should be organized in the college. Assessment of student-teacher

performance during this period will be done jointly and conveniently by the General and Optional teachers. Institutions can depute either the Optional teacher or the General teacher for organizing and assessment of school initiatory experiences.

EDU 201.1 –Field Trip/ Study Tour: It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work and understanding the environment around. A report of tour has to be prepared by all student-teachers. 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 and suggestions. The Study tour can be organized by the institution at their convenience as a general program/Optional requirement, for a duration not exceeding 5 working days, and will be counted as an activity of Semester II. In case any student fails to attend the study tour/field work due to genuine reasons they have to compensate it by undertaking a minor community work suggested by the institution and have to submit a report.

School Internship: - School Internship is a part of the curricular area of 'Engagement with the Field' designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers. The task during this period include:

- practicing the process of preparation of material, teaching, assessment and evaluation,
- participating in all the academic activities of the school under direct supervision,
- learn to set realistic goals in terms of learning, curricular content and pedagogic practices,
- choose, design, organize and conduct meaningful classroom activities,

- participate in school , social and community activities in the locality associated with the school,
- observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies,
- develop, locate, collect and maintain teaching-learning resources.

Internship in Teaching/School Internship is for a period of 20 weeks divided into two Phases of 12 and 8 weeks, to be organized during the Third and Fourth Semesters of the Course. For school internship, the Colleges of Teacher Education and the participating Schools shall set up a mutually agreed mechanism for organizing, monitoring, supervising, tracking of internship and assessing the student - teachers. Make arrangement with at least five practicing schools for the internship as well as other school based activities of the course. These schools shall form basic contact point for all other practicum activities and related practical work during the course of the program. During the internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

The school internship program has been arranged in phases to install effectiveness in the program. School induction program, Phase I & II of School internship have to be organized in close supervision of the colleges with effective co operation from practicing schools. After the completion of each program colleges should arrange reflection sessions in the college so that the trainee can benefit by sharing experiences and can plan and modify/regulate his/her teaching and associated activities in the next spell/phase in the school more effectively. Planned progressive development of the behavior of the student-teacher phase after phase is the major purpose of arranging teaching practice in various progressive phases/stages/spells.

EDU-302.1: School Internship Phase I.

School Internship/Teaching Practice for Semester III shall be arranged as a single block program for a duration of 12 weeks (one week preparatory work at school/college, 10 weeks of teaching in schools, one week post practice-teaching practical work at school/college). Student-teachers have to complete 40 Practice Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and 2 lessons each for Health Education & Physical Education during this period and to actively participate in all activities of the practicing school. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, MCQ battery, Reading and reflecting on text, blog updation (*1. Bi-Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.*), are mandatory. Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures. This phase of internship will be assessed both internally by colleges concerned and externally by the external practical board of the university.

EDU-401.2 : School Internship cum apprenticeship in Teaching : Internship Phase II.

School Internship cum apprenticeship /Teaching Practice for Semester IV may be arranged as a single block program for a duration of 8 weeks (one week preparatory work at school/college, 6 weeks of teaching in schools, one week post practice-teaching practical work at

school/college). Student-teachers have to complete 30 Lessons spread over in standards VI to XII in the Primary/Secondary/Higher Secondary Schools (Kerala State/CBSE/ICSE/ISC scheme) in their concerned Optional Subject and to actively participate in all the activities of the school during this period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII conveniently. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to undergo Teaching Practice at Higher Secondary School level. Lesson plans/Records have to be maintained by all student-teachers. *Preparation of Diagnostic Test, Achievement Test, Internship diary/Reflective Journal, updating blog (1.Bi- Weekly report of school experiences including curricular and co-curricular and extension activities, 2. Innovative work during practice teaching-1 nos.), Reading and reflecting on a text in the concerned optional, Preparation of textual material and Field work (Minor Project/Action Research/Case Study) have to be undertaken/completed/reported during this period.* Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test. The scores of the Achievement test should be analyzed quantitatively and qualitatively employing necessary Statistical measures.

Supervision of School Internship: - The supervision of Practice Teaching is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. The subject teachers of the school have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of three lessons (probably at the beginning, middle and at the end of Practice Teaching) by the Optional teacher and one lesson by the General teacher is mandatory. The Principals of Colleges have to visit the practicing schools, observe

lessons and monitor Practice Teaching. Assessment of Practice Teaching will be done on the basis of the Performa for assessment of teaching (see appendix). Assessment of Practice Teaching will be done jointly by the General and Optional Teachers , and School supervisors.

Assessment of School Internship/Teaching Practice: School Internship and associated activities of Phase I (Semester III) will be assessed jointly by the General and Optional Teacher Educators as per guidelines. The assessment for Semester III will be subjected to external examination through the External Examination Board constituted by the University.School Internship Phase II and associated activities of Semester IV will be assessed jointly by the General and Optional Teacher Educators and the School Supervisors internally. There will be no external practical examination for Phase II. However all the mandatory records/products associated with school internship during Phase II have to be submitted for scrutiny/verification by the external practical board.

EDU 303.1 – Community Living Camp:

Community Living Camp: - All the colleges have to organize a five-day residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice. It is a joint camp of Student- Teachers and their Teacher Educators in a convenient location, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programs for development of personal and social skills, to develop student-teacher 'social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. are the major outcomes expected of the program. Record mentioning all

the activities have to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience either during Semester III or during holidays after the Semester II University examinations, but will be credited with Semester III. Assessment of participation in Community Living Camp has to be done on the basis of an Assessment Schedule.

Organization of the Camp: Select a main theme related to education, culture, society and environment for each year by each institution for the community camp. The common objectives of the camp should be:

- To promote social accommodation and broaden the mental abilities of the student-teachers.
- To promote the democratic nature and involvement of the student-teacher in planning and implementing educational activities.
- To develop critical thinking about the issues related to the policies/approaches in education.
- To inquire in to the cultural, social, scientific, educational and environmental aspects of a community.
- To develop an interest to train the body and mind for a well balanced personality.

Themes for a Community Living Camp (decide the theme to suit the location)

- Education and Social Change
- Education- its creative and social aspects
- Nature, agriculture, culture and education
- Education, environment and development/empowerment etc.

Programs suggested for community living camp: Social and educational Surveys, visit to social institutions to study their

functioning, undertaking community productive work, campus cleaning/beautification, undertaking duties in the camp including preparation of food, attending classes/seminars/yoga etc., participation in games and recreational activities, mock Parliament activities etc.

EDU 401.1 – Minor Project/Action Research/Case Study

The student-teacher has to take up a minor research project/Action Research/Case Study during the course. The fundamentals and modalities of this systematic study are well discussed in EDU – 08 of Semester II. The task/theme selected should be relevant socially, academically and contextually and has to be undertaken in a phased manner as per the schedule under the guidance of a supervisor(General/Optional Teacher Educator). The task has to be initiated during the 1st Phase of School internship and to be completed during the 2nd Phase and credited with Semester IV. Selection of a relevant topic/problem/case, review of available literature in the area, preparation/adoption of simple tools to collect facts/data regarding the issue, analysis of the data either qualitatively or quantitatively(using simple statistics), reporting the findings are the stages to be followed. The report has to be typed/neatly handwritten, consolidated to a document of 30-50 pages. (format of the report is given as appendix) . Assessment of the report will be done internally by the Supervising Teacher Educator and externally by the external practical board. **Assessment of Report : Internal/External – 40 marks, viva-voce-10 marks(internal & external)**

Reflective Journal: A student-teacher generated locally standardized daily log book maintained under the supervision of the mentors is visualized as a Reflective Journal (RJ). The RJ can act as a document that carries an analytical account of the daily experiences of student-teachers during school internship. The major purpose of the RJ is reflection-on-action. During the practice-teaching the RJ depicts how different aspects of teaching are interconnected.

Analysis and comments on theory-practical integration, the nature and extend of support system utilization, process analysis of success and failures management, interference and projection of future course of correction and developmental actions etc. can function as elements in the design of the reflective journal.

ASSESSMENT : The academic growth of the student-teacher is assessed using various assessment devices. For the theory courses, the proficiency of the student-teacher is evaluated through continuous evaluation of the candidates progress and through the semester end examination. To make continuous evaluation transparent, student-teachers should be made aware of the modus operandi of the evaluation process and the assessment criteria. The level of performance of the student-teachers is to be published periodically. The internal marks of

1. Theory Courses-both Core and Optional papers(CE) of Semester I, II, III and IV (EDU-15),
 2. Practical courses viz. College based, School based and Community based of Semester I and II,
- signed by the candidate shall be submitted to the University within one week after the closing of the respective semester.

During Semester III the internal marks of Art and Aesthetic Education, Health and Physical Education, Community Living Camp, Teaching and related activities of Content-cum-Pedagogic courses have to be handed over to the Chairman, External Practical Examination Board at the time of practical examination.

During Semester IV the internal marks of Minor project/Action research/Case study, CE of EDU-14 and Teaching and related activities of Internship II have to be handed over to the Chairman, External Practical Board at the time of Practical Examination.

Course Evaluation/Assessment

Sem.	External assessment (Theory-Written)	Internal Assessment
I	EDU – 01 to 05	CE of EDU 01 to 05 EDU: 101.1 to 101.3; EDU:102.1; EDU: 103.1.
II	EDU – 06 to 10	CE of EDU 06 to 10 EDU : 201.1 to 201.3 ;
III	EDU – 11 EDU – 12 EDU – 13	CE of EDU 11 to 13 EDU : 301.1 to 301.2 ; EDU : 302.1 ; EDU: 303.1 (Internal and External)
IV	*EDU – 14 (online examination) *EDU - 15 (on line examination)	EDU : 401.1 to 402.1 (Internal & External)

- **Online examination of EDU-14 & EDU-15:** The online examination shall be conducted by the university at the end of Semester IV in respective Colleges of Teacher Education/selected centres. The duration of the examination will be one hour fifteen minutes (75 minutes) with 50 multiple choice question items. There will be four distracters to each question item and the students have to select the most appropriate choice. All the rules with respect to online examination will be applicable here also. A question bank with sufficient multiple choice items shall be created separately for EDU-14 & EDU-15 as per the respective curriculum requirements/components and uploaded in the web site. Students have to answer 50 items in 75 minutes in both the examinations.

Tools for Assessment:-For assessing student performances Criteria / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. A *rubric* is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a guideline for rating student performance. A rubric usually includes levels of potential achievement for each criterion, and sometimes also includes work or performance samples that typify each of those levels. Levels of achievement are often given

numerical scores. A summary score for the work being assessed may be produced by adding the scores for each criterion. Rubrics are typically displayed in list or grid form. Within the rubric a series of criteria and traits are listed, usually followed by a Rating Scale.

Modes of Assessment :

A. Theory: (50 marks each)-Theoretical discourses of Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) for all semesters will be assessed externally through end semester examinations of the University.

Practical work related to theory papers-CE- (25 marks each) - (EDU-01 to 15) Continuous Evaluation (CE) of Practical Work related to theory papers will be done by the teacher educator concerned internally as per the guidelines in each case. The Practical Work (CE) coming under Theoretical Discourses EDU 01 to 05 of Semester I, EDU 06 to 10 of Semester II and EDU 11 to 13 of Semester III will be subjected to internal assessment only where as CE of EDU 14 & 15 will be assessed internally and externally.

B. Practical Courses:-

1. Practical Courses for Internal assessment.

Continuous and comprehensive assessment of the College, School & Community Based Practical for EDU 101 to EDU 103 of Semester I, EDU 201 of semester II will be done by the teacher educators concerned internally on the basis of the criteria fixed for the purpose. The internal examiner will assess the performance of the student-teachers and award marks and respective grades. EDU 301, EDU 302 & EDU 303 of Semester III and EDU 401 and 402 of semester IV will be assessed both internally and externally.

2. Practical Courses for External Assessment

Practical work related to EDU 301, 302, 303 of Semester III and EDU 401.1, & EDU 402.1 of Semester IV will be subjected to

external assessment by an External Examination Board constituted by the University. The external examiner for Physical Education will assess the Records related to Physical and Health Education. There will be no external assessment of Physical and Health Education classes by the external examiner. The present practice of appointing Zonal Boards will be continued. The board members will be appointed by the University on the basis of existing norms.

The practical Examination by the External Board will be conducted in two Phases.

- Phase I – Practical Examination of Curriculum and Pedagogic courses (optional), Art Education and theatre practice and Health and Physical Education of Semester III(during October-November).
- Phase II – Evaluation of Minor Project work/Action Research/Case study and viva-voce , CE of EDU-14, and scrutiny/verification of Teaching records/products of Internship II-(during March). Phase II teaching will be assessed internally but the records/products of internship will be verified by the board.

Scheme of Assessment of Practical Courses of Semester III and IV.

Semester III

Code	Item for assessment.	Marks.	Mode of assessment
301.1	Art and Aesthetic Education	25	Internal and External
301.2	Health and Physical Education	25	
		150	
302.1	Achievement test and Analysis	15	
	Diagnostic test and remediation	10	
	Reading and reflecting on a text	10	
	Updating blog	10	
	MCQ test battery (semester I to III)	20	
	Reflective journal	10	
	Health and Physical Education -teaching records and viva-voce	50	
303.1	Community Living Camp	50	

Records of Discussion, Demonstration and Criticism lessons of semester II to be submitted for verification before the External Practical Board.

Semester IV

Code	Item for assessment.	Marks	Mode of assessment
401.1	Minor Project/Action Research/Case study	50	Internal and
	EDU-14 (CE)	25	External
402.1	Teaching – Content & Pedagogic courses	120	Internal . (Records to be submitted for verification before External Practical Examination Board)
	Achievement test and Analysis	15	
	Diagnostic Test and remediation	10	
	Reading and Reflecting on a text	10	
	Reflective Journal	10	
	Updating blog	10	
	Preparation of Curriculum /textual material.	25	
	CE of EDU-15.	25	

External Practical Board

Zonal Board : - The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper, one Subject expert for Core Papers, one Subject expert for Physical and Health Education appointed by the university. The zonal board will schedule its examination in two phases.

During Phase I (Semester III) the team members consisting of the Chairman , examiners of Optional subjects and Physical education will visit the colleges as per schedule of examination fixed by the chairman in consultation with respective colleges and assess the performance of the student-teachers as per the criteria already fixed. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The board shall observe and assess the teaching competency (Optional only) and other Practical Work of all student-teachers and conduct a Viva-Voce based on the subject. The members of the external board will assess the performance of the student-teachers in their concerned subject and award marks and respective

grades for the maximum marks specified. Each Zonal Board will visit maximum 3 to 4 institutions.

During Phase II(Semester IV)the team consisting of the Chairman and one examiner (Perspectives in education-core papers/Curriculum and Pedagogic courses-Optional) will schedule external examination and will assess the project work/case study/action research and conduct a viva-voce on the project. Moreover the board will scrutinize/verify the records/products of Phase II practice teaching/internship as noted mandatory in the curriculum.

Duties of Practical Board: The marks and respective grades of internal assessment of Practical Courses of Semester III and IV will be handed over to the Chairman, External Practical Board at the time of Practical Examination by the Colleges concerned. The members of the External Practical Board will assess/verify the Records and performance of all the student-teachers in their concerned subject using the assessment criteria followed in internal assessment and hand over the marks and respective grades to the Chairman of the Board. The average of the internal and external assessment has to be taken as the final score. In case, the total marks awarded by the internal and external examiner for a subject (Minor Project/Action Research/Case Study, Physical Education, and Practice Teaching and related activities) has a difference more than 20% of the total marks, the Chairman will examine the case and settle the variation. In such cases the decision of the Chairman will be final. The Chairman will check randomly/verify any case, if discrepancies are noted. All the Examiners, appointed by the University including the Chairman have to be present in the centre on all the days on which Practical Examination is conducted.

Compilation of marks : The average marks and respective grades of the internal and external assessment have to be computed by the Chairman of the Board and forwarded to the Co-ordinating Chairman along with internal marks handed over by the colleges and external marks assigned by the board after the completion of the examination.

Co-ordinating Chairman: - A Co-ordinating Chairman will be appointed by the University who will co-ordinate the work of four zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark Lists of Practical Examination (average of internal and external, internal marks handed over by colleges, and external marks awarded by the board) have to be forwarded to the Controller of Examination.

Number of Zonal boards: - The University will constitute the required number of Zonal Boards to complete the Practical Examination in the stipulated time (in aduration of 10 to 15 days). All qualified teacher educators have to compulsorily take up appointment as External Examiner.

Timing of Practical Examination: - Practical examination will be scheduled and carried out simultaneously in all the colleges in a period of 10 to 15 days. The Phase I has to be scheduled during mid October-November. Phase II has to be scheduled during February/March. The duration of the Practical Examination in an institution will be two days for a strength of 50 students(one unit) for Phase I & Phase II. Additional days will be provided depending on the strength of the institution.

Scheme of Assessment: Theory

Semester I (Semester-end examination)

Code	Paper	Duration	Marks
EDU 01	Knowledge and Curriculum: Philosophical and Sociological Perspectives.	2 hours	50
EDU 02	Developmental Perspectives of the Learner.	2 hours	50
EDU 03	Technology and Communication in Education	2 hours	50
EDU 04.1-13	Theoretical base ofEducation	2 hours	50
EDU 05.1-13	Pedagogic Content Knowledge Analysis:...	2 hours	50
Total			250

04.1-12 & 05.1-13– Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.

Scheme of Assessment – Semester II (end Semester examination)

Code	Paper	Duration	Marks
EDU 06	Education in Indian Society.	2 hours	50
EDU 07	Perspectives of Learning and Teaching.	2 hours	50
EDU 08	Assessment in Education.	2 hours	50
EDU 09.1-13	Curriculum and Resources in Digital Era:.....Education.	2 hours	50
EDU 10.1-13	Techno-Pedagogic Content Knowledge Analysis:.....	2 hours	50
Total			250

09.1-13 & 10.1-13 - Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.

Semester III (Semester-end examination)

Code	Paper	Duration	Marks
EDU 11	Developmental Perspectives in Education.	2 hours	50
EDU 12	Learner in the Educational Perspective.	2 hours	50
EDU 13	Emerging Trends and Practices in Education.	2 hours	50
Total			150

04.1-13 & 05.1-13 – Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce, Home Science.

Semester IV (Semester-end examination : online examination)

Code	Paper	Duration	Marks
EDU 14	Advanced Studies: Perspectives in Education.	75 minutes	50
EDU – 15	Advanced Studies : Curriculum and Pedagogic Courses - Education.	75 minutes	50
Total			100

Pattern of Question Papers (Semester I , II & III)

Type of Question	Number	Marks	Time
Multiple Choice	5	5(1 mark each)	5 minutes
One word/Sentence	5	5 (1 mark each)	5 minutes
Very Short Answer	5	10 (2 marks each)	20 minutes
Short Answer	4 out of 6	20 (5 marks each)	60 minutes
Essay	1 out of 2	10 marks	30 minutes
Total	20	50	120 minutes

Pattern of Question Paper – Semester IV (online examination)

Type of Question	Number	Marks	Time
Multiple Choice	50	50(1 mark each)	75 minutes

Grading System (Seven Point Scale) : Grading: Grading is the process of applying standardized measurements of varying levels of comprehension within a subject area. Assigning letters for indicating the performance of students in each paper/area by giving due weightage according to the scale adopted. A seven point scale is suggested here for the grading purpose and Indirect Grading shall be used. In Indirect Grading the students are assessed using conventional marking mode and the marks awarded for each subject/area are converted into letter grades as per the weightages assigned. Marks for each Theory Courses (EDU-01 to 15) and Related Practical Work (CE), Practical Courses (EDU 101, 102, 103, 201, 301, 302, 303 & 401) will be assessed and the marks will be converted into letter grades in a seven point scale. Then find the Grade point Average (GPA). The overall performance of the students will be assessed by finding the Cumulative Grade Point Average (CGPA) and converting this CGPA into letter grades following the grade range in the seven point scale.

Intervals of marks in %	Grade	Grade Range
90 and above	A+	9 to 10
80 to < 90	A	8 to < 9
70 to < 80	B+	7 to < 8
60 to < 70	B	6 to < 7
50 to < 60	C+	5 to < 6
40 to < 50	C	4 to < 5
Below 40	D	< 4

Grade Point Average (GPA): GPA is the value obtained by dividing *the sum of the weighted grade points obtained by a student in various subjects in a semester by the total number of credits taken by him/her in these semester.* The value shall be rounded off to two decimal places.

$$GPA = \frac{\sum WGP}{Total\ Credit}$$

Cumulative Grade Point Average (CGPA)

Cumulative Grade Point Average (CGPA):CGPA is the value obtained by dividing (*the total credits for each semester*) X (*Sum of GPA for all the semesters*) by (*the total credits for all the semesters*). The value shall be rounded off to two decimal places. Then,

$$CGPA = \frac{GPA\ of\ Semester\ I + II + III + IV}{4}$$

Grading of a Candidate: For a pass in the examination the candidate should have obtained a minimum of 50% marks (C+ grade) in aggregate in each semester with a separate minimum of 40% marks in each Theory Paper, 50% when theory and CE are taken together and 50% for School Internship of Semester III, IV and 50% marks for Minor research project/Action Research/Case Study. There is no minimum for CE and other related Practical Courses. The overall grade of the Course will be computed in terms of CGPA and respective letter grades will be awarded. The minimum grade required for a pass is C+ in aggregate.

Curriculum Transaction

Strategies to be adopted

- *The strategies proposed to be adopted in the transaction of the B. Ed. curriculum include Lecture-cum-Discussion/Narration, Co-operative and Collaborative Learning, Focused Reading and Reflection/Intellectual Discourses, Observation-Documentation-Analysis, ICT Enabled Learning/Virtual Tours, Requirement Based Learning / Individualized Learning, Multi Disciplinary Learning, Meaningful Verbal Expression, Seminars, Case Studies, Workshop /Dramatization / Miming, Self Learning,*

Problem Based Learning, etc. With a view to move away from theoretical discourses through lectures alone, the student teachers will be required to be engaged in these various kinds of learning experience/modes of learning engagements. These strategies have to be initiated by the mentor to guide the student teachers to go through the processes to achieve the expected outcomes. Many probable instructional strategies have been included with each content in the curriculum, and the teacher educators have to adopt the most suitable ones to make the instruction effective.

Mental Process :- the sequence of mental experiences-pedagogical-instructional-experiential contexts felt/received/undergone by the student-teacher during/as a result of various interactions viz. Intellectual dilemma, Cognitive challenge, Controlled listening, Disequilibrium and accommodation, Reflective intellectual discourses, Contemplative self expression, Verbal and conflict management, Narrative expression of self experiences, Field based mental imagery formation, Collective expression of consensus point and the like constitute the learning process.

The mental processes involved in the learning of various subjects are presented below in hierarchical order.

1. Retrieves/ recollects/ retells information
2. Readily makes connections to new information based on past experiences and formulates initial ideas/ concepts
3. Detects similarities and differences
4. Classifies/ categorizes/ organizes information appropriately
5. Translates/ transfer knowledge or understanding and applies them in new situations
6. Establishes cause- effect relationship
7. Makes connection/ relates prior knowledge to new information/ applies reasoning and draw inferences
8. Communicates knowledge/ understanding through

different media

9. Imagines/fantasizes/ designs/ predicts based on received information
10. Judges / appraises/ evaluates the merits or demerits of an idea/ develops own solutions to a problem

The list of strategies, learning processes etc are inconclusive.

Teacher Educators have the freedom to adopt various strategies, learning process, assessment techniques in addition to the ones suggested in the Syllabus grid. But each institution/ teacher educator has to ensure that activities/ strategies suggested in the syllabus grid are followed during transaction of curriculum.

Orientation of the Curriculum

The time provided for General Orientation is one week. The purpose of General Orientation for fresh entrants to the B. Ed. Course is to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course.

Scope of the orientation:- When the student teachers join a teacher education institution, they are anxious to know how to grapple with the problems and situations that are new to them and appear to be challenging. Therefore, the orientation program should be organized at the beginning and be spread over the whole of the first week, as it will lay the foundation of a successful course. It should cover the following areas:

1. General Orientation :

- a) About Teaching as a Profession
- b) About the Institution
- c) About the Faculty

2. *About the B. Ed. Program*

- a) Theoretical Discourses and Related Practical Work (CE)
- b) School internship /Practice Teaching
- c) Practical Courses / Practicum (College/School/Community Based)

- d) Assessment and Evaluation (both Internal and External)
- e) Curricular and Co curricular Activities in the Institution.

Composition of the Curriculum

The curriculum of various subjects for B Ed are presented in the order Semester I, Semester II, Semester III & Semester IV. Perspectives in Education (EDU01-03, 06-08, 11 & 12, 14) are Core papers & Curriculum and Pedagogic Courses (EDU 04 –05, 09-10, 13, 15) are Optional subjects. The components of the curriculum have been presented in the following order.

- Title of the Subject
- Objectives of teaching the Subject
- Contents included in the subject
- Syllabus Grid
- References

The syllabus Grid contains four columns

1. Learning Outcomes – what the student-teacher may achieve.
2. Contents/Concepts and allied matters – concepts and knowledge of functional dimensions of concepts.
3. Strategies/Approaches recommended for transaction – Initiated by the mentor.
4. Assessment and Evaluation – to assess the progress of the novices.

Perspectives of Education (core Papers).

Nine areas/papers (EDU – 01, 02, 03, 06, 07, 08, 11, 12 and 14) have been included under this heading in order to develop among the student-teachers a realistic outlook about education and teacher in the Indian society. The objectives of this program include:

The prospective teacher

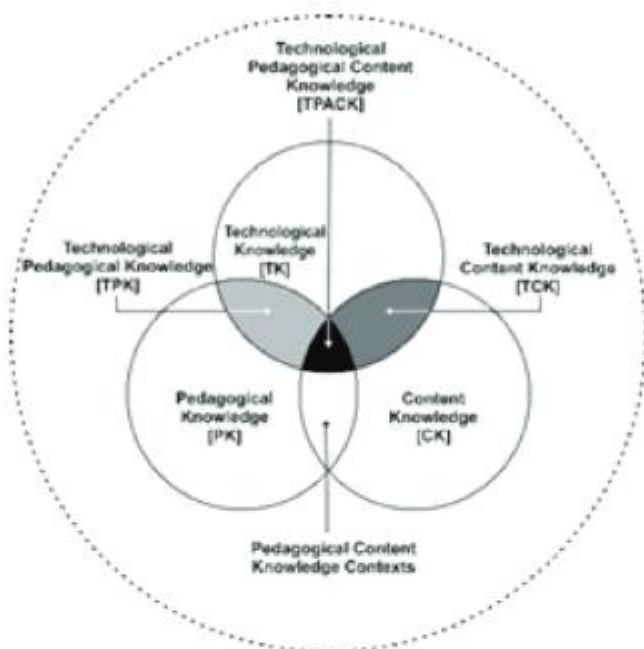
- Understands the meaning, significance and perspectives of education in the socio-cultural context.

- Understands the history, current issues and challenges of Indian Education and becomes capable of solving various problems of the society.
- Understands the developmental processes and needs of children and adolescents, the role of teacher in facilitating them.
- Acquaints with prominent Psychological principles, theories of development and learning, and allied matters and make use of them in educational contexts.
- Understands the assumptions of ICT, Assessment and Evaluation, Management, Environment etc and makes use of them in practical life and classroom instruction.
- Acquires democratic and social values of an ideal teacher and develops skills and competencies in teaching and classroom management.

Curriculum and Pedagogic Courses (Optional subjects)

Theoretical Base of the optional subject, (Techno) Pedagogic Content Knowledge Analysis, Curriculum and Resources in Digital Era, Emerging Trends and Practices & Advanced Studies in the subject area are the Optional Papers included under Curriculum and Pedagogic courses. Due consideration has been given to incorporate the latest trends in learning and pedagogical theories that touches various domains of the subject concerned. Keeping in mind the local-cultural-historical-environmental and educational dimensions of Kerala an earnest effort has been undertaken to incorporate the spirit of the 21st century knowledge based economic circumstances and its divergent demands in the teacher education process through the respective course work of the optional paper. A clear demarcation of the methodology and the corresponding pedagogical analysis papers with respect to the respective optional subjects have been worked out which help for meaningful transaction of the optional curriculum. Revamping the concept of Pedagogical analysis to Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge

(TPCK) Analysis have been accommodated to give a practical face to the curriculum. The following illustration may make things more clear.



The objectives of optional education include:

- To make the novice teacher understand the scope and nature of teaching the subject at different levels of learning.
- To introduce the challenging career of a teacher with a futuristic perspective, as an agent of social change.
- To develop practical field based skills and experience in resource development and learning experience designing while transacting the curriculum.
- To provide the required research based learning experience so as to undertake a habit of self development through inquiry and investigation,

- To enrich the vision and capabilities of prospective teachers as reflective practitioners during and after the pre-service education.
- To design instructional and learner support mechanism-print, non-print, electronic and digital-appropriate for the learner needs and contextual requirements.
- To get a field based understanding of theories and principles of pupil assessment and evaluation.
- To undertake a self-empowerment initiative in transacting the curriculum from a Techno-Pedagogic content Knowledge perspective.
- To identify the Entrepreneurial opportunities of futuristic significance associated with the subject.
- To develop a neo-humanistic attitude among the student-teachers in the light of Science-Technology-Society/Culture-Environment interaction paradigm.

Regulations for the M. Ed. Degree Programme for Affiliated Colleges (2022 Scheme)

a. Conditions for admission, and reservation of seats

Eligibility for admission, Norms for admission, reservation of seats for the M.Ed. Degree programme shall be in accordance with the University/Govt./NCTE norms from time to time. Candidates seeking admission to M.Ed. programme must possess a B.Ed. Degree of the University of Kerala or any other B.Ed. Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 55% marks in aggregate. However, those candidates with B.Ed. Special Education can apply only to M.Ed. Special Education

Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission. The number of seats reserved under community merit and open merit at various colleges - shall be made on the basis of the criteria stipulated by the University of Kerala. Of the total seats, 3% shall be reserved for Persons with Disabilities (PWD).

a. Scope

The regulation provided herein shall apply to the regular Post-Graduate programme in Education (M.Ed.) conducted by the affiliated colleges/Institutions Government/ Aided/ self-financing of the University of Kerala with effect from the academic year 2022-2024 admission onwards.

The provisions herein supersede all the existing regulations for the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges of the University of Kerala, unless otherwise specified.

b. Subjects for the study

The subjects of study shall be in accordance with the scheme and syllabi of the study.

c. Duration of the Programme

The M.Ed Degree Programme shall extend over a period of two academic years comprising four Semesters. The minimum number of working days in each semester shall be 100.

d. Eligibility for the Degree

No candidate shall be eligible for the M.Ed Degree unless he/she has undergone the prescribed course of study for a period of not less than two academic years in an institution affiliated to the University of Kerala and has passed all subjects as per the prescribed syllabus.

f. Mode of selection and weightage of marks

The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection. While preparing the rank list an additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in their subject of specialization at the B.Ed level. The weightage shall be 15 marks for those having a first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

Relaxation of 5% marks for the SC / ST candidates and 2% marks for SEBC candidates/ relaxation as per the norms of Govt. shall be allowed. Weightage of 10 marks shall be given to candidates with a B.Ed degree from the University of Kerala.

Weightage of 2 marks for every year of approved Teaching experience in Govt. /aided/recognized institutions subject to a maximum of 10 marks. No weightage shall be given to teaching experience of a duration less than 6 months. The weightage shall be given on the basis of an Experience Certificate produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DIISE/DVHSE. Experience shall be counted in completed months. $[(2/12) \times (X)]$, where X is the number of months of service. Days will not to be counted.

g) Registration

The strength of students for the M.Ed. programme shall remain as per the Affiliation Rules of the University.

Each student shall register for the course in the prescribed registration form in consultation with the Academic Advisor within two weeks from the commencement of each semester. The academic Advisor shall permit registration on the basis of the preferences of the student and the availability of seats.

The number of courses that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and the maximum number of courses permitted to an institution based on its facilities.

A student can opt out of elective subject/subjects of the M. Ed Programme registered, subject to the minimum course requirement, within two weeks from the commencement of the semester.

The college shall send a list of students registered for the M.Ed Programme each semester giving the details of courses registered including repeat courses to the University in the prescribed form within 20 days from the commencement of the Semester.

Those students who possess the required minimum attendance and progress during the firstsemester and could not register for the semester examination are permitted to apply for NotionalRegistration to the examinations concerned enabling them to get promoted to the next class.

h) Attendance

Each semester shall be taken as a unit for the purposes of calculating attendance. A student shall be considered to have put in the required attendance for the Semester if he/she has attended at least 75% of the number of working days(lectures, seminars, practicals & fieldwork taken together) during each semester.

The shortage of attendance may be condoned as per the rules of the University by the Vice-Chancellor on the recommendations of the Principal of the college and on payment of fee prescribed by the University from time to time.

Students who secure not less than 75% attendance in the total number of working days in the semester concerned and register for the University Examination alone can continue in the next semester.

There shall be a uniform academic and examination calendar prepared by the University for the conduct of the programme. The University shall ensure that the calendar is strictly followed.

i) Medium of the course

The medium of the course for both instruction and examination shall be in English except for the elective subjects offered in Malayalam, Hindi, Sanskrit, Tamil and Arabic. However, those candidates who desire to prepare the research tools for Data collection are permitted to prepare it in Malayalam or in any other language but the English version of the same must be appended to the dissertation.

j) Minimum for a pass

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate (external and internal put together) with a minimum of 40% in each Theory

Paper in the External Examination of the University. There is no minimum for CE including Practicum for the core and elective papers in all the semesters.

Internship

Internship has been proposed in three phases. for Internship (INT1), (INT2), and (INT3) there has to be a pass minimum of 50%. For internship cent percent attendance is compulsory.

Research Proposal Presentation

For research proposal, 25 marks each have to be allotted as external & internal evaluation. The student shall get a pass minimum of 50% in the external as well as internal i.e. 12.5 each.

Likewise, for **Dissertation, SDCs, Institutional Twinning Programme (ITP), Practical, Interface with External Board & Comprehensive Viva-voce**, there has to be a pass minimum of 50% for each. All components carrying credits are to be compulsorily attended by the candidate for promotion to the next semester.

In case a candidate gets the minimum for all papers (40%) but fails to get the semester minimum (50%) she/he has to re-appear for those paper/papers, which does not have an aggregate of 50% for theory and CE taken together to secure a pass in that semester.

A candidate cannot complete the course in different schemes. In case such a situation arises, the candidate has to cancel the earlier semesters already appeared or studied and has to take re-admission to the first semester in the revised scheme.

A candidate may be permitted three more chances other than the regular chance to enable the candidate to complete the course. A candidate has to appear for the failed paper or papers only and shall obtain minimum 50% marks for ESA for each failed paper, for a pass in that paper.

k) Results:

The results shall be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done in every semester. The classification of the result will be done after combining the marks of all semesters. The marks secured in subsequent appearance(s) will be considered for classification alone, provided the candidate appears for the supplementary examination within one year of completion of the course. The marks secured in subsequent appearance(s) will not be considered for the ranking. A Consolidated Mark list with total marks be issued to candidates.

The classification of results will be as follows.

First class with Distinction	Marks 80% and above
First class 80%	Marks 60% and above, but below
Second class 60%	Marks 50% and above, but below
Failed	Marks below 50%

l) Re-admission

The maximum duration for completing a programme of study be restricted to S+4 semesters for semester programmes unless otherwise specified by the apex bodies, where S stands for normal or minimum duration prescribed for completion of the programme.

m) Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall redo the course and take the examinations.

Two-year M.Ed. (Non CSS) Programme

1 PREFACE

1.1 Introduction

Education is a comprehensive process including a large variety of elements facilitating the process of student learning and development. Teaching and learning are inseparable and as the mode of teaching and learning changes from time to time, the role of the teacher also changes from a mere instructor to more of a facilitator. Teachers of twenty-first-century classrooms should have many essential skills and competencies in planning instruction, managing the learning environment, designing the instructional process and evaluating outcomes. On the one hand, the teacher should be a professional with a variety of skills and conceptual competencies, on the other, he/she should be a person with humane values and ethics which will be modeled by the beneficiaries. Any course on teacher education emphatically points out the need for bringing high-quality teachers who can portray their expertise in all aspects of teaching and learning. As envisioned by Dr. K.S. Kothari, the quality of education depends on the quality of teachers, the quality is to be framed, trained, and upgraded through a visionary approach to teacher education.

Professional preparation and continuing professional development of teachers in turn need teacher educators who are having top-grade academic competency, research aptitude, social commitment, deeper understanding of the theory and practice of education and are capable of integrating innovative pedagogical practices in teaching. He/she should be a continuous reflective practitioner with a professional culture and ethics who can carve a signature in the mind of learners. A post-graduate programme in education needs to address the quality, competency and professionalism of teachers and teacher educators who are well-versed in the art and science of teaching. Therefore, the curriculum for a post-graduate level teacher education programme needs to be more deep-rooted with theory, enriched with experiential opportunities, empowered with capacity-building courses and laced with professional ethics.

Higher education aimed to provide training of a cadre of people who can reflect on phenomena related to education at all levels, particularly the macro-level. Such personnel is increasingly required for policy formulation, criticism, monitoring and evaluation of the education system, perceiving and reporting, and the changing pattern of perspectives that transcends day-to-day concerns of teaching and learning. There is a huge cry on the quality concerns in higher education

from time immemorial. Every programme in higher education should meet the expectation of its stakeholders as well as the quality at par with global standards. The aim of the teacher education course (M.Ed.) offered by the University of Kerala is based on the conception of –Education as professional preparation for service or more clearly –Education as preparation of teachers and other professionals for service in the field. The purpose of the course as envisaged by the UGC is ‘to develop an educational leader with the vision. Hence the M.Ed. programme is designed in such a way as to become the driving force in equipping personnel with competent, empowered, committed and devoted teachers who are the skilled force in managing the educational environment and providing high-quality education.

As part of the curriculum preparation for two years M.Ed. programme in line with the NCTE frame work, certain inevitable changes have been brought about in the syllabus and course structure for improvement in the classroom processes and extending the competency to respective fields through more innovative strategies where the student teachers are assuming a major role.

1.1.1 Professionalization in Education

Teacher education is a professional course that should be approached with a wider outlook incorporating professionalism in every aspect. Professional programmes have certain distinct elements over and above those of liberal programmes. Therefore, in addition to critical comprehension of theory and collective reflections, exploratory readings, and inquiry through research, professional programmes have a distinct additional emphasis on hands-on and field-based experiences, deep and protracted reflective practice, development of competencies and skills, particularly those related to the practice of the profession and inculcation of ethical principles that characterize the profession. Professional training in education in this sense would be constituted by the above features that are common to most professional fields.

There is an ongoing debate about the status of education as an area of knowledge or discipline. Largely irrespective and independent of this debate, there is a consensus about the professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation, and so on. It follows logically that preparation of educators to engage with these processes is itself an exercise of professional preparation. It is important to differentiate between the two major components that constitute the preparation of educators and their continuing professional development, viz., the domain of perspective building and the domain of competence development. While one must acknowledge the contributions of the

various foundational areas in the perspective-building exercise, it must be emphasized that the essence of professional preparation as educators is a reflective practice involving hands-on engagement with the core processes of education.

1.2. The broad objectives of Teacher Education

After the completion of the course, the student teacher would be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Get acquainted with the content, and organisation of the pre-service teacher education curriculum, the infrastructure and resources needed, and the issues and problems related to teacher preparation.
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator.
- Master the methods and techniques of developing competencies, commitments, and performance skills of teachers.
- Explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them
- Appreciate as well as evaluate the national education policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country
- Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners to execute their responsibilities as -Global citizens
- Realize the importance of leadership in education and how it can be developed
- Imbibe the attitudes and skills required of 'life-long learners in the 'ICT influenced world' of today and tomorrow

- Acquire the skills required of a 'consumer' and a 'practitioner' of educational research and innovations
- Acquire skills to design a curriculum for research-embedded instruction.

1.3. Components of the Two year M.Ed. Programme (as envisaged by NCTE)

This is a Professional Course leading to a Master's Degree in Education. The duration of the course shall be **two years** comprising **four semesters** of six months each. The course of study shall be regular and embedded with the requisite number of lectures, practical training, field study and internship.

The 2-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization either in elementary education, secondary/senior secondary education or higher education.

The course comprises of areas as follows: Perspective Core Subjects (PCS), Teacher Education Core (TEC), Tool Core Subjects (TCS), Special Core Subjects (SCS), Self-Development Courses (SDC), Specialization in Elective Subjects (SES), Internship/Field Attachment and Research leading to Dissertation

NCTE in its curriculum frame work, emphatically states that the two-year PG course in Education should cater to the needs, capacities, skills and individual potentialities through multidimensional strategies to improve the quality of the teaching community.

1.3.1. Perspective Courses

The main thrust of the M.Ed. programme is designed as a professional programme to prepare teacher educators; however, in the current scenario of education, it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration. The profession of the teacher educator has to be visualised keeping this broadened view of a teacher educator. There are many characterisations of a profession, some emphasising socio- political aspects of it and others keeping academic aspects at the center.

Expertise emanating from a broad base of knowledge and understanding, skill and judgment, and integrity and independence of professional judgment is generally accepted as necessary characteristics of a profession. Teacher education as a discipline might have some special

characteristics of its own as far as the required knowledge base is concerned. But teacher education as a profession may additionally demand:

- I. Certain knowledge of pedagogy to help others acquire knowledge and capabilities.
- II. A general perspective on society, social needs and concerns and the well-being of human beings are essential to be an educator.
- III. A wider understanding of human knowledge and an idea of the epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to fix her work in the curriculum, and educational perspective.
- IV. An in-depth understanding of the education of teacher educators is necessary and should match liberal studies; otherwise, it would restrict the further development of knowledge of the teacher educator. Here perspective courses are spread over four semesters.

1.3.2 Tool Courses

The tool courses are envisioned to provide students with certain skills that enable them to work as professionals and scholars in the field. Included in the common core of the M.Ed. programme that will be taught to all students irrespective of the specialisations they choose, these tool courses have been conceptualised in a broader fashion (to encompass research, communication and writing skills) rather than restricting them to a specialised domain of any policy analysis or curriculum development. Ideally, these tool courses should be transacted through or be supplemented by workshops.

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven into the sessions. The new outcome-based curriculum offers the course in the form of skill enhancement electives along with other core courses.

1.3.3 Teacher Education Course

The master of the education programme is viewed primarily as a programme that prepares teacher educators who would be involved in either initial teacher preparation or in-service teacher professional development or both. Even though all courses in the M.Ed. Programme will contribute to the making of a teacher educator, it is necessary to provide focused exposure and experiences in teacher education. This component of teacher education is compulsory for all students. It would consist of two taught courses transacted through the content transaction and an internship

transacted in an institution of teacher education.

The notion of teacher cognition and teacher learning has acquired a special meaning in the last 20-30 years. This is also embedded in the concept of teacher development that enables a teacher to keep learning and growing in the profession. In keeping with learner-centered approaches to teaching leading to autonomy, the teacher educator must employ learner-centered approaches in the teacher education classroom. A teacher education course would need to equip a teacher educator to this end.

The would-be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analysing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through Two Year M.Ed. Curriculum.

1.3.4 Specialization in Core Subject

The component Specialization in the core subject has 8 credits. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as elementary/secondary and senior secondary) organised in the following manner: Elementary Education: Curriculum and Management (Sem I) Secondary/Senior Secondary Education: Curriculum and Management. (Sem. II).

1.3.5 Reflective Practicum

A brief report of activities/ problems/ issues/ context related to the content of each course shall be prepared (not exceeding 10 pages and preferably hand written) and submitted for internal assessment in all semesters.

1.3.6 Self - Development Courses

The course aims to develop mental and physical wellbeing through modalities such as yoga practices, gender issues, eco-friendly practices, art and literature. These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. 1 credit is assigned to each SDC (25 marks). The theme emphasises the development of personal and professional competencies and becoming healthy individuals. A total of 7 SDCs shall be offered as given below.

1. Yoga Practices
2. Working with community
3. Communication and Academic Writing
4. Gender Issues: Awareness and Management
5. Practices promoting Eco-friendliness
6. Career Development
7. Participation in Rural Reconstruction and Social Welfare in collaboration with LSG

1.3.7 Internship

Internship in education has been proposed in three phases. Phase I is for a duration of at least 5 working days with 2 credits (1 credit for Visit and 1 credit for Report Writing) during Semester I, Phase II for a duration of 15 working days with credit 3 during semester II – Teaching at D.Ed level and Phase III for a period of 15 days with 3 credits during semester III – Teaching at B.Ed level under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The assessment of the Internship during the three Semesters will be done internally. The report of the internship - duly signed by the mentor in the institution - shall be presented before the external board deputed by the University. The tasks to be carried out by the students during the internship and the marks assigned to each are as follows.

Phase – I (Semester I)

(50 marks / 2 credits / 60 working hours)

(Attachment with an institution of educational & social relevance and reputation)

The student is expected to make a detailed study regarding organization, objective, administration, hierarchy, functions, strengths/weaknesses, output, social obligation, best and innovative practices etc, and to prepare a detailed report not exceeding 50 pages. District-level institutions like DIET, SSA district/state offices, SCERT, SIEMAT, IMG, BRC, Adult and Non-formal Education dist/State mechanisms, Colleges with NAAC accreditation/Autonomous colleges, Gandhi Smaraka Nidhi, Reputed social organizations like Mitraniketan and the like can be selected for students' attachment.

Phase – II (Semester II)

(75 marks/ 3 credits / 15 working days / 90 hours)

Teaching at D.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

COMPONENTS	MARKS FOR CORE SUBJECTS	MARKS FOR OPTIONAL SUBJECTS	TOTAL MARKS
Planning & preparation- Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15
Grand Total			75

Phase-III (Semester III)

(75 marks/3 credits/15 working days/90 hours)

Teaching at B.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

COMPONENTS	MARKS FOR CORE SUBJECTS	MARKS FOR OPTIONAL SUBJECTS	TOTAL MARKS
Planning & Preparation - Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15
Grand Total			75

1.3.8 Research Dissertation

(Proposal 50 marks/Dissertation 150 marks/Viva-voce 50 marks /Total 250marks/10credits)

The dissertation is a compulsory component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme based on the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the dissertation) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, (Phase I of

Dissertation-preparation & Presentation of Research Proposal in Semester II) executing the plan (which includes engaging with the relevant body of literature and theories), analysing and writing the findings in an academic fashion, and presenting the work (Phase II of Dissertation in Semester IV). However, this should not be seen as implying that the dissertation must be field based.

The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. The main body of the Dissertation shall not be less than 120 pages and shall not exceed 250 pages in total. Each student shall submit 3 copies of the Dissertation to the University and of which in two copies the identity shall be masked, and the 3rd copy shall be complete and unmasked. The Dissertation shall be submitted within two months from the commencement of Semester IV.

1.3.9 Institutional Twinning Programme (1 credit)

Institutional Twinning Programme (IIP) component of the M.Ed course is intended to generate the Education Master Aspirants to imbibe leadership experience through collaborative inter-institutional visits to institutes of International, National or Regional significance of pure, applied, or interdisciplinary research in pedagogy or allied social sciences. The programme is to be of a maximum one-week duration (ie.5 working days) covering 30 functional hours involving collective academic and co-curricular initiatives of mutual interest and consensus. The program must be visualized to generate a taste to engage with the administrative and research culture of a unique institution of reputation leading to a short reporting cum visual presentation by the master aspirant.

The assessment could be done internally through on-line submission or by using a standardized rubric. The component carries 1 credit and 25 marks. This shall be given internally by giving weightage to the following parameters such as participation in the programme (15 marks) and reporting cum visual presentation (10 marks).

1.3.10. Interface with External Board (1 credit)

There will be an interface with the external board at the end of the second semester carrying 25 marks. Students securing less than 12.5 marks in the interface with the external board will have to repeat the same during the next year. Such students will be given a total of two chances to clear the same. The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman 2nd semester M.Ed. examination and an internal/external examiner) for conducting both

the DIS1- Research proposal presentation and the interface with the external board.

1.3.11 Comprehensive Viva-voce (2 credits)

There will be a comprehensive viva-voce at the end of the Fourth semester carrying 50 marks. Students securing less than 25 marks in the comprehensive viva-voce will have to repeat the same during the next year. Such students will be given a total of three chances to clear the same. The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman of 4th-semester examination, and an internal/external examiner) for conducting both the DIS2 Dissertation viva-voce and comprehensive viva-voce.

1.3.12 Attending 2 Seminars (State/National/International)during the course

The student shall attend 2 seminars/workshops of educational importance at any convenient time during the course and shall submit a copy of the certificates at the time of submission of the dissertation. The original certificates shall present before the Comprehensive VivaII Board.

1.4. Curriculum Transaction

A post-graduate teacher course emphasises advance learning and practice of acquired competencies not only in the field of teaching, learning and evaluation but in knowledge creation, innovation and research also. Thrust has been given to the way in which the curriculum must be transacted through the latest pedagogic practices, problem-based learning and reflection. This will help to bridge the gap between theory and practice in the present teacher preparation programmes. Theory forpractice should be the modus operandi for helping student educators to become educators of student-teacher educators.

1. SYLLABUS FOR M.Ed.

Programme Specific Outcomes (PSO) for M.Ed.	
PSO 1	Develop professional attitudes, values and interests needed to function as a teacher educator.
PSO 2	Master the methods and techniques of developing competencies, commitments and performance skills of teachers.
PSO 3	Explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies solve them.
PSO 4	Appreciate as well as evaluate the national education policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country.
PSO 5	Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
PSO 6	Acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
PSO 7	Examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education
PSO 8	Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners in order to execute their responsibilities as Global citizens.
PSO 9	Realize the importance of leadership in education and how it can be developed
PSO 10	Imbibe the attitudes and skills required of life-long learners on the present day ICT influenced world
PSO 11	Acquire the skills required of a consumer and a practitioner of educational research and innovations.
PSO 12	Acquire skills to design a curriculum for research-embedded instruction.
PSO 13	Understand and appreciate the research perspective on various practices in teacher education.

3, PROGRAMME STRUCTURE OF M.Ed. (Non CSS)

SEMESTER I					
COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS1	Advanced Philosophical and Sociological Perspectives of Education	4	70	30	100
TCS1	Convergence of Technology in Classrooms: ICT and Beyond	4	70	30	100
TEC1	Trends and Practices in Teacher Education	4	70	30	100
SCS1	Elementary Education: Curriculum and Management	4	70	30	100
TCS 1(a)	ICT- Practical	1	-	25	25
SDC1	Self Development Course: Yoga Practices	1	-	25	25
TEC 1(s)INT J	Attachment with Institution (at least 5 days + report writing)	2		50	50
TOTAL		20	280	220	500

SEMESTER II					
COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 2	Advanced Educational Psychology	4	70	30	100
TCS2	Fundamentals of Educational Research and Statistics	4	70	30	100
SCS 2	Secondary/ Sr. Secondary Education: Curriculum and Management	4	70	30	100
PCS 2 (a)	Educational Psychology- Practical	1		25	25

SDC2	Self-Development Course, Working with Community	1		25	25
TEC 1 (b) INT II	Teaching at D.Ed. level(15 days)	3		75	75
DIS 1	Research proposal: Preparation & Presentation	2	25	25	50
IEB	Interface with External Board (Practical works, SDCs, and Internship Report)	1	25		25
TOTAL		20	260	240	500

SEMESTER III

COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 3	Curriculum Development in 21 st Century Learning Context.	4	70	30	100
TCS 3	Advanced Educational Research and Statistics	4	70	30	100
SES 1	Advanced Methodology in Classroom Practices SES 1.a. Advanced Mathematics Education SES1.b. Advanced Science Education SES1.c,d,e,f,g,h. Advanced Language Education (English, Hindi, Malayalam, Sanskrit, Tamil, Arabic) SES1.i. Advanced Social Science Education SES1j. Advanced Commerce Education SES1k. Advanced Geography Education	4	70	30	100
TCS 3(a)	Educational Statistics- Practical	1		25	25
ITV	Institutional Twinning Visit	1		25	25
SDC 3	Self-Development Courses Communication & Academic writing.	1		25	

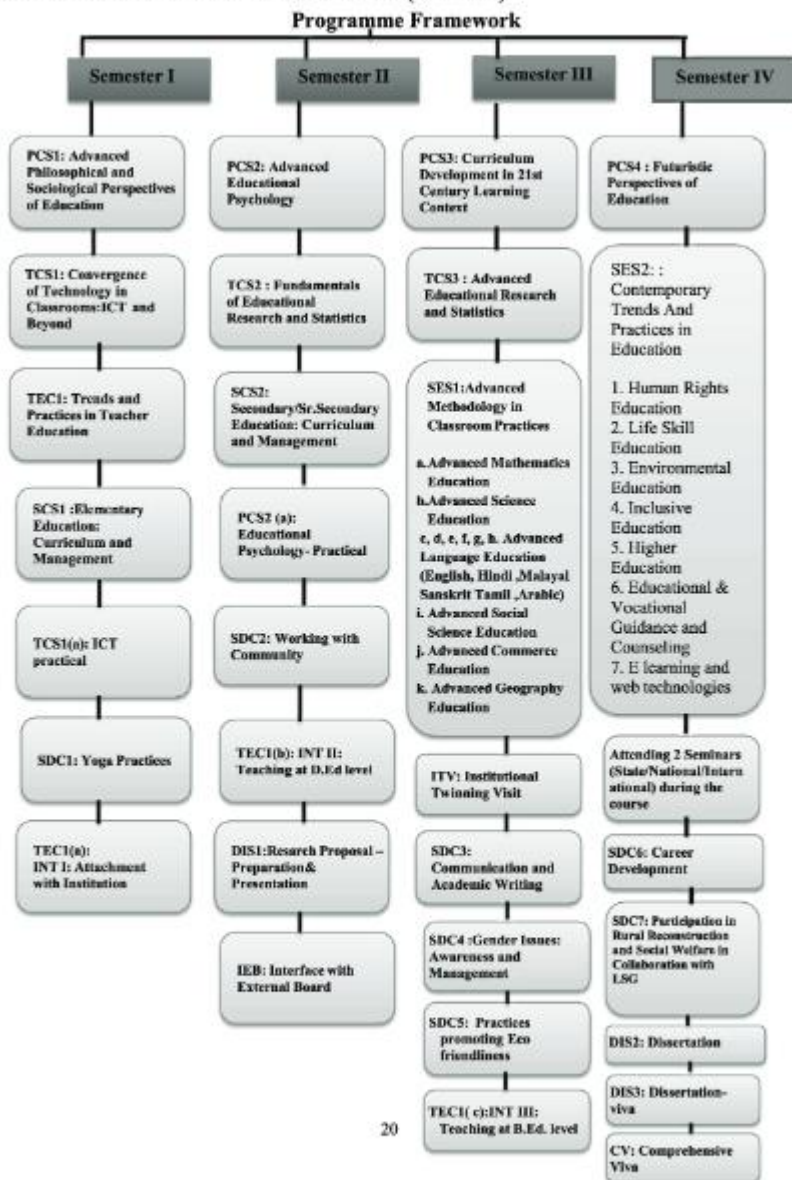
SDC 4	Gender Issues: Awareness and Management	1		25	75
SDC 5	Practices promoting Eco-friendliness	1		25	
TEC I(c) INT III	Teaching at B.Ed Level,(1.5 days)	3		75	75
Total		20	210	290	500

SEMESTER IV

COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 4	Futuristic Perspectives of Education	4	70	30	100
SES 2	Electives: Contemporary Trends And Practices in Education SES 2.1. Human Rights Education SES 2.2 Life Skill Education SES 2.3 Environmental Education SES 2.4 Inclusive Education SES 2.5 Higher Education SES 2.6 Educational & Vocational Guidance and Counseling SES 2.7 E learning and web technologies	4	70	30	100
SDC 6	Self Development Courses Career Development	1		25	50
SDC 7	Participation in Rural Reconstruction and Social Welfare in collaboration with LSG	1		25	
DIS 2	Dissertation Attending 2 Seminars (State/National/International level) during the course	6	150		150
DIS 3	Dissertation-Viva-voce	2	50		50
CV	Comprehensive Viva (Practicals, ITV, SDCs, INT report)	2	50		50
		20	390	110	500

PCS- Perspective Core Subject, TCS- Tool Core Subject, TEC- Teacher Education Core, SCS- Specialisation Core Subject, INT- Internship, SDC- Self Development Course, DIS- Dissertation
SES- Specialisation in Elective Subject, ITV- Institutional Twinning Visit, IEB- Interface with External Board, CV- Comprehensive Viva

4. PROGRAMME FRAMEWORK M.Ed. (Non CSS)



Record of Leave

Sl. No	Date	No. of days	Reason	Sig. of Class Teacher	Sig. of Principal
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Time Table 2021 (1st Semester)

Days	9 - 9.30 am	9.30 - 10.15 am	10.15 - 11 am	11.10-11.50 am	11.50 - 12.30 am	12.30 - 1.30 am	1.30 - 2.10 pm	2.10-2.50 pm	2.55 - 3.30 pm	3.30 - 4.30 pm
Mon						INTERVAL				
Tue										
Wed										
Thurs										
Fri										

Time Table 2022 (IInd Semester)

Days	9 - 9.30 am	9.30 - 10.15 am	10.15 - 11 am	11.10-11.50 am	11.50 - 12.30 am	12.30 - 1.30 am	1.30 - 2.10 pm	2.10-2.50 pm	2.55 - 3.30 pm	3.30 - 4.30 pm
Mon						INTERVAL				
Tue										
Wed										
Thurs										
Fri										

Time Table 2022 (IIRD Semester)

Days	9 - 9.30 am	9.30 - 10.15 am	10.15 - 11 am	11.10-11.50 am	11.50 - 12.30 am	12.30 - 1.30 am	1.30 - 2.10 pm	2.10-2.50 pm	2.55 - 3.30 pm	3.30 - 4.30 pm
Mon						INTERVAL				
Tue										
Wed										
Thurs										
Fri										

Time Table 2022 (IVth Semester)

Days	9 - 9.30 am	9.30 - 10.15 am	10.15 - 11 am	11.10-11.50 am	11.50 - 12.30 am	12.30 - 1.30 am	1.30 - 2.10 pm	2.10-2.50 pm	2.55 - 3.30 pm	3.30 - 4.30 pm
Mon						INTERVAL				
Tue										
Wed										
Thurs										
Fri										

ACADEMIC CALENDER 2022 - '24

SEPTEMBER 2022 FIRST SEMESTER OCTOBER 2022

		Sun	30	
		Mon	31	
		Tue		
		Wed		
	1	Thu		
	2	Fri		
	3	Sat	1	
	4	Sun	2	Gandhijayanthi
Teachers Day	5	Mon	3	
Onam Holidays begin	6	Tue	4	Mahavamai
First Onam	7	Wed	5	Vijayadeshami
Thiruvonam	8	Thu	6	
Third Onam	9	Fri	7	
SreeNarayana Guru Jayanthi	10	Sat	8	Milad Ul Nabi
	11	Sun	9	
	12	Mon	10	
	13	Tue	11	
	14	Wed	12	
	15	Thu	13	
	16	Fri	14	
	17	Sat	15	
	18	Sun	16	
Classes begin after Onam	19	Mon	17	
Re-union Day	20	Tue	18	
Sree Narayana Guru Samathi	21	Wed	19	
	22	Thu	20	
	23	Fri	21	
	24	Sat	22	
Maholy	25	Sun	23	
	26	Mon	24	Deepavali
	27	Tue	25	
	28	Wed	26	
	29	Thu	27	
	30	Fri	28	
		Sat	29	

ACADEMIC CALENDER 2022 - '24

NOVEMBER 2022	FIRST SEMESTER			DECEMBER 2022
		Sun		
		Mon		
	1	Tue		
	2	Wed		
Inter Collegiate Quiz Competition	3	Thu	1	
	4	Fri	2	
	5	Sat	3	
	6	Sun	4	
Chess Tournament	7	Mon	5	
Capacity Building Programme	8	Tue	6	
	9	Wed	7	
	10	Thu	8	
Fresher's Day	11	Fri	9	
Second Saturday	12	Sat	10	Second Saturday
	13	Sun	11	
School Induction Programme Begins	14	Mon	12	
	15	Tue	13	
	16	Wed	14	
	17	Thu	15	
	18	Fri	16	
	19	Sat	17	
	20	Sun	18	
	21	Mon	19	
Danspiration Session begins	22	Tue	20	
	23	Wed	21	
	24	Thu	22	
	25	Fri	23	College closes for Christmas Holidays
	26	Sat	24	
	27	Sun	25	Christmas
	28	Mon	26	
	29	Tue	27	
	30	Wed	28	
		Thu	29	
		Fri	30	
		Sat	31	
		Sun		
		Mon		

ACADEMIC CALENDER 2022 - '24

JANUARY 2023 FIRST SEMESTER FEBRUARY 2023

Patrons Day	1	Sun		
Mannam Jayanthi	2	Mon		
College reopens after Christmas Holidays	3	Tue		
	4	Wed	1	Training Programme M.Ed.
	5	Thu	2	Art and Aesthetic Visit
	6	Fri	3	
	7	Sat	4	
	8	Sun	5	
	9	Mon	6	MCQ test begins
	10	Tue	7	
	11	Wed	8	
	12	Thu	9	
	13	Fri	10	
Second Saturday	14	Sat	11	Theosafest
	15	Sun	12	
	16	Mon	13	Model Examination Begins
	17	Tue	14	
	18	Wed	15	
	19	Thu	16	
	20	Fri	17	
Optional Field Visit	21	Sat	18	Maha Shivaratri
	22	Sun	19	First Semester Exam Begins
	23	Mon	20	
	24	Tue	21	
	25	Wed	22	
Republic Day	26	Thu	23	
	27	Fri	24	
	28	Sat	25	
	29	Sun	26	
	30	Mon	27	Theopedagagues'
	31	Tue	28	National Science Day
		Wed		
		Thu		
		Fri		
		Sat		

ACADEMIC CALENDER 2022 - '24

MARCH 2023
SECOND SEMESTER
APRIL 2023

		Sun		
		Mon		
		Tue		
	1	Wed		
	2	Thu		
	3	Fri		
	4	Sat	1	
	5	Sun	2	
	6	Mon	3	
	7	Tue	4	
	8	Wed	5	
	9	Thu	6	Moundy Thursday
	10	Fri	7	Good Friday
Second Saturday	11	Sat	8	Second Saturday
	12	Sun	9	Easter Sunday
	13	Mon	10	
	14	Tue	11	
	15	Wed	12	
	16	Thu	13	
	17	Fri	14	Dr. Ambedkar Jayanthi
	18	Sat	15	Vishu
	19	Sun	16	
	20	Mon	17	
	21	Tue	18	
	22	Wed	19	
	23	Thu	20	
	24	Fri	21	
	25	Sat	22	Eid-UI-Fitr
	26	Sun	23	
	27	Mon	24	
	28	Tue	25	
	29	Wed	26	
Inauguration of Clubs Publication of First Semester Result	30	Thu	27	
College Closes for Summer Vacation	31	Fri	28	
		Sat	29	
		Sun	30	

ACADEMIC CALENDER 2022 - '24

MAY 2023
SECOND SEMESTER
JUNE 2023

		Sun		
Labour Day	1	Mon		
	2	Tue		
	3	Wed		
	4	Thu	1	College Reopens/ Orientation Program
	5	Fri	2	
	6	Sat	3	
	7	Sun	4	
	8	Mon	5	Environmental Week Celebration
	9	Tue	6	
	10	Wed	7	
	11	Thu	8	
	12	Fri	9	
Second Saturday	13	Sat	10	Second Saturday
	14	Sun	11	
	15	Mon	12	Discussion Lesson Preparation Classes
	16	Tue	13	
	17	Wed	14	
	18	Thu	15	
	19	Fri	16	
	20	Sat	17	
	21	Sun	18	
	22	Mon	19	Demonstration Classes begin
	23	Tue	20	
	24	Wed	21	
	25	Thu	22	
	26	Fri	23	
	27	Sat	24	
	28	Sun	25	
	29	Mon	26	
International Seminar	30	Tue	27	Mar Theophilus Day
Outreach Program	31	Wed	28	Bakrid / Eid al Adha
		Thu	29	
		Fri	30	

ACADEMIC CALENDER 2022 - '24

JULY 2023
SECOND SEMESTER
AUGUST 2023

		Sun		
		Mon		
		Tue	1	Criticism Classes begin
		Wed	2	
		Thu	3	
		Fri	4	
	1	Sat	5	
	2	Sun	6	
St. Thomas Day	3	Mon	7	
Microteaching Classes	4	Tue	8	
	5	Wed	9	
	6	Thu	10	
	7	Fri	11	
Second Saturday	8	Sat	12	Second Saturday
	9	Sun	13	
	10	Mon	14	
	11	Tue	15	Independence Day
	12	Wed	16	Art and Theatre Workshop
	13	Thu	17	MCA Test Series
	14	Fri	18	
Mar Ivanios Day	15	Sat	19	
	16	Sun	20	
Amavasi / Karkida Vavu	17	Mon	21	Model Exam
	18	Tue	22	
	19	Wed	23	
	20	Thu	24	
	21	Fri	25	Onam Holidays
	22	Sat	26	
	23	Sun	27	
	24	Mon	28	First Onam : Ayyankali Jayanthi
	25	Tue	29	Thiruvonam
	26	Wed	30	Third Onam
	27	Thu	31	Sri Narayana Guru Jayanthi, Fourth Onam
Muharam	28	Fri		
	29	Sat		
	30	Sun		
	31	Mon		

ACADEMIC CALENDER 2022 - '24

SEPTEMBER 2023 SECOND SEMESTER OCTOBER 2023

		Sun	1	
		Mon	2	Gandhi Jayanthi
		Tue	3	
		Wed	4	
		Thu	5	
	1	Fri	6	Sreekrishna Jayant's
	2	Sat	7	
	3	Sun	8	
Classes begin after Onam Holidays	4	Mon	9	
Teacher's Day / Second Semester Exam begins	5	Tue	10	
	6	Wed	11	
	7	Thu	12	
	8	Fri	13	
Second Saturday	9	Sat	14	Second Saturday
	10	Sun	15	
	11	Mon	16	National Tour (Annual)
	12	Tue	17	
	13	Wed	18	
	14	Thu	19	
	15	Fri	20	
	16	Sat	21	
	17	Sun	22	Durdashtami
	18	Mon	23	Mahanavami
	19	Tue	24	Vijayadesami
Re-union Day	20	Wed	25	
	21	Thu	26	
Sree Narayana Guru Jayanthi	22	Fri	27	
	23	Sat	28	
	24	Sun	29	
	25	Mon	30	
	26	Tue	31	Publication of Second Semester result
Eid-e-Milad	27	Wed		
	28	Thu		
	29	Fri		
	30	Sat		

ACADEMIC CALENDER 2022 - '24

NOVEMBER 2023 THIRD SEMESTER DECEMBER 2023

	Sun		
	Mon		
	Tue		
	1 Wed		
	2 Thu		
	3 Fri	1	
	4 Sat	2	
	5 Sun	3	
	6 Mon	4	
	7 Tue	5	
	8 Wed	6	
	9 Thu	7	
	10 Fri	8	
Second Saturday	11 Sat	9	Second Saturday
Deepavali	12 Sun	10	
	13 Mon	11	Internship Phase I begins
	14 Tue	12	
	15 Wed	13	
	16 Thu	14	
Art and Aesthetic Workshop	17 Fri	15	
	18 Sat	16	
	19 Sun	17	
	20 Mon	18	
	21 Tue	19	
	22 Wed	20	
	23 Thu	21	
	24 Fri	22	Christmas Holidays
	25 Sat	23	
	26 Sun	24	
	27 Mon	25	Christmas
	28 Tue	26	
	29 Wed	27	
	30 Thu	28	
	Fri	29	
	Sat	29	
	Sun	31	

ACADEMIC CALENDER 2022 - '24

JANUARY 2024 THIRD SEMESTER FEBRUARY 2024

		Sun		
New Year Day	1	Mon		
Mannam Jayanthi	2	Tue		
College reopens after christmas vacation	3	Wed	1	
	4	Thu	2	
	5	Fri	3	
	6	Sat	4	
	7	Sun	5	
	8	Mon	6	
	9	Tue	7	
	10	Wed	8	
	11	Thu	9	
	12	Fri	10	
Second Saturday	13	Sat	11	Second Saturday
	14	Sun	12	
Pongal	15	Mon	13	
	16	Tue	14	MCQ test series
	17	Wed	15	
	18	Thu	16	
	19	Fri	17	
	20	Sat	18	
	21	Sun	19	
	22	Mon	20	Model Exam
	23	Tue	21	
	24	Wed	22	
	25	Thu	23	
Republic Day	26	Fri	24	
	27	Sat	25	
	28	Sun	26	
	29	Mon	27	
	30	Tue	28	National Science Day Third Semester Examination begins
	31	Wed	29	
		Thu		
		Fri		
		Sat		

ACADEMIC CALENDER 2022 - '24

MARCH 2024

FOURTH SEMESTER

APRIL 2024

		Sun		
		Mon	1	
		Tue	2	
		Wed	3	
		Thu	4	
	1	Fri	5	
	2	Sat	6	
	3	Sun	7	
	4	Mon	8	
	5	Tue	9	
	6	Wed	10	Eid Ul Fitr
	7	Thu	11	
Shivarathiri	8	Fri	12	
Second Saturday	9	Sat	13	Second Saturday
	10	Sun	14	Ambedkar Birthday / Vishu
	11	Mon	16	
	12	Tue	17	
	13	Wed	18	
	14	Thu	19	
	15	Fri	20	
	16	Sat	21	
	17	Sun	22	
	18	Mon	23	
	19	Tue	24	
	20	Wed	25	
	21	Thu	26	
	22	Fri	27	
	23	Sat	28	
	24	Sun	29	
	25	Mon	30	
	26	Tue	31	
	27	Wed		
Moundy Thursday	28	Thu		
Good Friday	29	Fri		
College Classes for Summer Vacation	30	Sat		
Publication of Third Semester Examination Results	31	Sat		

ACADEMIC CALENDER 2022 - '24

MAY 2024

FOURTH SEMESTER

JUNE 2024

		Sun		
		Mon		
		Tue		
May Day	1	Wed		
	2	Thu		
	3	Fri		
	4	Sat	1	
	5	Sun	2	
	6	Mon	3	College Reopens
	7	Tue	4	
	8	Wed	5	
	9	Thu	6	
	10	Fri	7	
Second Saturday	11	Sat	8	Second Saturday
	12	Sun	9	
	13	Mon	10	School Internship Phase II begins
	14	Tue	11	
	15	Wed	12	
	16	Thu	13	
	17	Fri	14	
	18	Sat	15	
	19	Sun	16	
	20	Mon	17	Bakrid
	21	Tue	18	
	22	Wed	19	
	23	Thu	20	
	24	Fri	21	
	25	Sat	22	
	26	Sun	23	
	27	Mon	24	
	28	Tue	25	
	29	Wed	26	
	30	Thu	27	Mar Theophilus Day
	31	Fri	28	
		Sat	29	
		Sun	30	

ACADEMIC CALENDER 2022 - '24

JULY 2024
FOURTH SEMESTER
AUGUST 2024

		Sun		
	1	Mon		
	2	Tue		
St. Thomas Day	3	Wed		
	4	Thu	1	
	5	Fri	2	
	6	Sat	3	
	7	Sun	4	Karikkadavavu
	8	Mon	5	
	9	Tue	6	
	10	Wed	7	
	11	Thu	8	
	12	Fri	9	
Second Saturday	13	Sat	10	Second Saturday
	14	Sun	11	
Mar Ivanios Day	15	Mon	12	
	16	Tue	13	
Muhuram	17	Wed	14	
Model Exam	18	Thu	15	Independence Day
	19	Fri	16	
	20	Sat	17	
	21	Sun	18	
Fourth Semester Exam Begins	22	Mon	19	
	23	Tue	20	
	24	Wed	21	
Publication of Fourth Semester Results	25	Thu	22	
	26	Fri	23	
	27	Sat	24	
	28	Sun	25	Sreekrishna Jayanthi
	29	Mon	26	
	30	Tue	27	
	31	Wed	28	Ayyankali Jayanthi
		Thu	29	
		Fri	30	
		Sat	31	

ACADEMIC CALENDER 2022 - '24

SEPTEMBER 2024 FOURTH SEMESTER OCTOBER 2024

	1	Sun		
	2	Mon		
	3	Tue	1	
	4	Wed	2	
	5	Thu	3	
	6	Fri	4	
	7	Sat	5	
	8	Sun	6	
	9	Mon	7	
	10	Tue	8	
	11	Wed	9	
	12	Thu	10	
College closes for Onam Holidays	13	Fri	11	
Second Saturday First Onam	14	Sat	12	Second Saturday (Mahanavami)
Thiruvonam	15	Sun	13	Vijayadasami
Milad - ul - Nabi	16	Mon	14	
Sreenarayana Guru Jayanthi	17	Tue	15	
	18	Wed	16	
	19	Thu	17	
	20	Fri	18	
	21	Sat	19	
	22	Sun	20	
College reopens after onam Holidays	23	Mon	21	
	24	Tue	22	
	25	Wed	23	
	26	Thu	24	
	27	Fri	25	
	28	Sat	26	
	29	Sun	27	
	30	Mon	28	
	31	Tue	29	
		Wed	30	
		Thu	31	Deepavali
		Fri		
		Sat		

OFFICIAL TELEPHONE

Archibishop's House	(p) 2541331 / (O) 2541642
College Office	2530074
Principal (Office)	2530074 / 2533518 (Fax)
(Residence)	2530043
Bursar	9447657911
The Secretary MSC (Office)	244141
MTT Hostel for Women	2530098
St.Thomas Hostel for men	2530150
St. Alphonsa Hostel (Girls)	2530160
Sarvodaya Vidyala	2530831
Jayamatha press	2531607
Jayamatha Ladies Hostel	2532375
St.Mary's Major Seminary	2531521
Mar Ivanios College	2531053
Bethany Hostel Palayam	2330874
Bethany College, Nalanchira	2531152
Bethany Ashram, Nalanchira	2530052
MSC Correspondence Office, Pattom	2540574
Karunya, Nalanchira	2533176
St.Aloysious Seminary, Pattom	2448696
Sarvodaya Central Vidyalaya	0471-2530896
Nature Cure Centre, Nalanchira	2530624
Mar Baselios Engineering College	2545868
Cardinal Cleemis School of Management Studies	2544770
Mar Gregorios Law College	2541120
Bethany Navjeevan College of Physiotherapy	2531152

PRACTICE TEACHING SCHOOLS

- | | |
|--|--------------|
| 1. St.Mary's H.S.S. Pattom | 2447395 |
| 2. St.Mary's L.P.S. Pattom | 2441600 |
| 3. St.Johns Model H.S. Nalanchira | 2530376 |
| 4. Govt. H.S. Parottukonam | 2530710 |
| 5. St.Goreiti's H.S.S., Nalanchira | 2532099 |
| 6. Fort H.S., Kizhakkekotta | 2551160 |
| 7. Govt. G.H.S., Peroorkada | 2438219 |
| 8. Govt. H.S.S., Manacaud | 2471459 |
| 9. Govt. Girl H.S. Chalai | 2456618 |
| 10. Salvation Army H.S., Kowdiar | 2315465 |
| 11. Central High Schools, Attakulangara | 2474418 |
| 12. Tamil High School, Chalai | 2476772 |
| 13. Govt. High Shool, Mannanthala | 2541819 |
| 14. S.MV. H.S., School, East Fort | 2330395 |
| 15. Govt. Girl's H.S., Pattom | 2553676 |
| 16. Fort High School, Trivandrum (Boys) | 2473070 |
| 17. St. Joseph's H.S. School, Trivandrum | 2471720 |
| 18. Govt. GHSS, Kaniyakulangara | 0472-2832346 |

SOCIAL VISIT CENTERS

- | | |
|--|-------------------|
| 1. Polio Home, LMS | 2316724 / 2432724 |
| 2. Bethania, Kumarapuram | 2442002 |
| 3. St.John's Leprosy Home, Pirappancode | 2872047 |
| 4. Home for Mentaly Challenged, Vattappara | 2832035 |
| 5. Snaha Bhavan, Benedict Nagar, Nalanchira (Fr. Joshua) | 984712245 |

TELEPHONE NUMBERS OF RETIRED STAFF

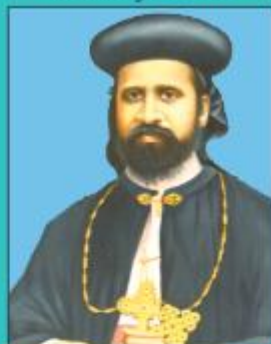
- | | |
|---|----------------------|
| 1. Prof. Susan Joseph | 0471 - 2360715 |
| 2. Rev. Sr. Dr. Sbeeha, SIC | 0481 - 2578537 |
| 3. Prof. Mary Mathew | 0471 - 2540409 |
| 4. Prof. Dr. Achamma Geoge | 0473-2610879 |
| 5. Prof. Dr. John Elanji Mannil | 0471 - 2301465 |
| 6. Prof. T.M.Joseph | 0471 - 2531091 |
| 7. Rev. Dr. Christina Augustine | 04852-2860012 |
| 8. Rev. Dr. Lilly Vargese | 0468-2229658 |
| 9. Most. Rev. Dr. Joseph Mar Thomas | 09447053175 |
| 10. Rev. Mother Dr. Mercykutty A. | 9400275511 |
| 11. Dr. Ester Gladiz | 2501730 / 9495316654 |
| 12. Mr. P.K.Mathew (Jn. Superintendent) | 2531432 / 9447429520 |
| 13. Mr. V.T. Mathewkutty (Jn. Superintendent) | 9446850135 |
| 14. Mr. George Mathew (Jn. Superintendent) | 9447280215 |

Servant of God



Mar Ivanios

Heavenly Patron



Jacob Mar Theophilus

Founder



His Grace Benedict Mar Gregorios
Former Archbishop of Trivandrum



MAR THEOPHILUS TRAINING COLLEGE

**MAR IVANIOS VIDYA NAGAR, NALANCHIRA
THIRUVANANTHAPURAM - 695 015**

(Affiliated to the University of Kerala, Recognised by NCTE & Re-accredited by NAAC)

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