

# **DIPLOMA IN MONTESSORI EDUCATION**

**(DISTANCE EDUCATION PROGRAMME)**

**Curriculum**

**With**

**Choice Based Credit System (CBCS)**



**Alagappa University**

**(Accredited with A<sup>+</sup> Grade by NAAC (CGPA:3.64) in The Third Cycle,  
Graded as Category-1 University & granted Autonomy by MHRD, UGC,  
2019:Asia Rank-216, QS BRICS Rank-104, India Rank-20)**

**Karaikudi- 630 003**

**(2020)**

## **Programme Project Report for Diploma in Montessori Education**

### **(a) Programme Mission**

In developing country like India needs larger number of schools and teachers at primary level. These Educational Institutions must offer number of courses and prepare teachers with adequate skills. Particularly, at primary level of Education, we need to have skillful teachers and they should be committed, competent and compassionate. These skills will promote preprimary children to learn functional concepts well and more importantly develop affinity towards life-long learning. Thus pre Primary Education is considered as an essential one. Before, entering into the main stream of Montessori Training Programme, students who have passed XII standard and those who are interested in play way method of teaching; they must know about the Montessori education and they must have well versed knowledge and the needed skills for entering into the teaching field. The course on Diploma in Montessori Education will definitely help the young children of XII standard and prepare them mentally to enter into the Montessori Teacher Training field.

### **(b) Objectives of the Diploma in Montessori Education Course (One year)**

- 1) To enhance the quality of Montessori Training Programme and the quality of teaching at preprimary level, the one year Diploma in Montessori Education will fulfill the aspiration of XII students and utilize them for serving the society at large.
- 2) To equip the XII students teaching skills, attitude towards play way method knowledge related to Montessori Education and Child development and psychology at preprimary level.
- 3) To explore the learners ( XII) to issues and solutions related to health and hygiene, nutrition of children and basic necessities to maintain their health which is considered as special needs.
- 4) To sensitize learners about comprehensive science of human life and domains of learning with special emphasis on Emotional intelligence.
- 5) To expose learners to know the role of Montessori Teachers in handling children with care, understanding their temperament and psychology by using the ideas and contributions of selected educationists and thinkers.
- 6) To inspire the learners to have deep respect and affinity towards teaching profession with the Montessori teacher job characteristics.

### **(c) Relevance of the programme with Alagappa University**

The founder of the Alagappa University Dr. RM. Alagappar was having interest to equip children in all spheres of Education. Particularly he started Montessori Education School long back to provide education through play way activities. He also wanted to produce high quality teachers and that's why he started Alagappa Chettiar Teacher Training College. His motive was also to offer high quality education from preprimary stage to higher education. By considering his one o the important view, the Directorate of Distance Education started offering the Diploma course by following the philosophy of Madam Maria Montessori to offer high quality in Montessori Education also. This programme will increase the knowledge horizon of +2 students to become intellectually competent person.

### **(d) Nature of Prospective Target Group of Learners:**

This course specifically target of XII std students and those who are interested, above the age of 18, who have the minimum qualification of Class XII from any state within India. Candidates having qualification similar to this from other locations will also be admitted. This one-year(1) course has been designed with a sincere intention to provide such learners all the necessary Perspectives, Attitude, Skills and Knowledge (PASK) as exemplary teachers at the pre-primary levels. It is also expected that the course will attract a large number of candidates More importantly, the course is likely to attract large number of

unemployed women and young female students who have completed Class X/XII. Thus it is a cinch that this course will also contribute to empower the young men and women to perform their role.

**(e) Appropriateness of programme to be conducted in Distance Learning mode to acquire specific skills and competence:**

This one year Montessori diploma Course has been designed to ensure effective delivery so that candidates acquire specific skills and competence related play way method of to teaching-learning at the pre-primary levels. This would include knowledge about i) The connection between Philosophy and Education 2) Philosophical, psychological and sociological knowledge Related to Montessori Education 3) Principles of Montessori Education 4) Pedagogical Knowledge and Approaches 5) Developing Teaching Competency 6) Child Psychology and Health Education 7) Family and Life Education 8) Life Work for Getting Practical Knowledge

The candidates will also enabled to acquire necessary understanding and skills in

- 1) Applying Montessori Teaching Methods and Equipment
- 2) Child Observation in order to apply learning related to Child Developmental milestones, gaps and remedial measures

Even though the diploma in Montessori Education offered in distance mode, the course delivery will have face-to-face contact classes as an integral component. This is because the candidates would have completed only class XII mostly and they would require support in learning. The contact classes, thus, ensure that learners receive proper guidance and support.

**a. Instructional Design**

**1. Curriculum Design**

**Diploma in Montessori Education**

<b>Sl. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>CIA Max.</b>	<b>ESE Max.</b>	<b>TOT Max.</b>	<b>C</b>
<b>I Semester</b>						
1.	516 11	Maria Montessori's Education	25	75	100	2
2.	516 12	Principles of Montessori Education	25	75	100	2
3	516 13	Pedagogical Aspects and Approaches in Montessori Education	25	75	100	2
4	516 14	Developing Life Work Skill (School based practicum – I)	25	75	100	2
<b>Total</b>			<b>100</b>	<b>300</b>	<b>400</b>	<b>08</b>
<b>II Semester</b>						
5.	516 21	Developing Teaching Competency in Montessori Education	25	75	100	2
6	516 21	Child Psychology and Health Education	25	75	100	2
7	516 21	Family and Child Life Education	25	75	100	2
6.	516 21	Developing Life Work Skill (School based Practicum – II)	25	75	100	2
<b>Total</b>			<b>100</b>	<b>300</b>	<b>400</b>	<b>08</b>
<b>Grand Total</b>			<b>200</b>	<b>600</b>	<b>800</b>	<b>16</b>

CIA – Continuous Internal Assessment

ESE – End Semester Examination

TOT – Total

C – Credit

## Detailed Syllabi

### FIRST SEMESTER

Course Code	Title of the Course
516 11	Maria Montessori's Education

Max Marks: 100

Credits: 02

#### OBJECTIVE

To enable the X standard and XII standard students to understand the Montessori Education related to Philosophy, Psychology, Sociology and Educational bodies.

#### UNIT I Philosophy and Educational

Philosophy Education, meaning - Definition Meaning, Definition Montessori Philosophy and Education; Relationship between philosophy and education; Education for modification of behaviour; Epistemological approach of Education- Educare and Educere.

#### UNIT II Indian Philosophical thoughts and Montessori Education

Rabindranath Tagore- Mahatma Gandhi, Radhakrishnan, Vivekananda, Dayanand, Dr. Zahir Hussain, Thiruvalluvar- Bharathiar and Bharathidasan and their contributions related to Montessori Education.

#### UNIT III Western Philosophical thoughts and Montessori Education

Idealism-Naturalism-Pragmatism-John Jacques Rousseau- John Dewey- Soren Kier Kegaard's Existentialism – Mechanicalism- Humanism.

#### UNIT IV Psychological Contributions in Montessori Education

Thorndikes Trial and Error; Pavlov's Classical Conditioning; BF Skinner's Operant conditioning; Jean Piaget's cognitive development; Deniel Coleman – Emotional Intelligence.

#### UNIT V Sociological thoughts in Montessori Education

Max Webers's view on Social / human behaviorism - Ottaway's view on Social relations- Durkhiem's view of Methodological socialization- Brom's Group behavior-John Madge's view on social interaction.

#### UNIT VI Role of Educational Bodies in Montessori Education

NCERT-NCTE-SCERT-NIEPA- NIPCCD- MHRD- NEP

#### REFERENCES

1. Agarwal, J.C. (1999). Theory and Principles of Education. New Delhi: Vikas Publications House Pvt. Ltd.
2. Biswal, U.N. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.
3. Chandra, S.S. (1996). Principles of Education. New Delhi: Atlantic Publishers.
4. Ghanta, R. and Dash, B.N. (2005). Foundations of Education. Hyderabad: Neelkamal Publications.
5. Mathur, S.S. (1997). Sociological and Philosophical Foundations of Education. Agra: Vinod Pustak Mandir.
6. Patel, M.S. (1953). The Educational Philosophy of Mahatma Gandhi. Ahmedabad: Navjeevan Pub. House. 8
7. Sharma, R.A. (2008). Development of Educational System in India. Meerut: R.Lall books depot.
8. Sharma, R.N. (2008). Education in the Emerging Indian Society. Delhi: Surjeet Publications. 9. Saraswathi, T.S. (1999). Culture, Socialisation and Human Development. New Delhi: Sage Publications.

Course Code	Title of the Course
516 112	Principles of Montessori Education

**Max Marks: 100**

**Credits: 02**

## **OBJECTIVE**

To give awareness on the Principles of Montessori Education

### **UNIT I: Free Learning and Health**

Free Learning: Definition, meaning: Health-improving their health and wellbeing; Teaching children to have sense of control; Freedom control; Free decision making-improving the skill; sensitize in work-Nature of work and time bound work.

### **UNIT II: Congenial Learning Environment**

Learning environment for Montessori Education; Effective learning in congenial atmosphere; Environment promotes development on child; organized classroom; Physical Environment (layout); conceptual progressive learning (Effective use of material progress).

### **UNIT III: Learning Interest**

Intrinsic motivation; learner and learning interest; children's rights and their feeling with strength and courage; superficial learning and goal oriented test; Creating interest for better learning.

### **UNIT IV: Group Learning**

Peer tutoring - using imitation model in Montessori classroom; mixed age class - Young learning from old – Questioning- observing the work; Repetitive learning - Reciprocal learning; knowledge enhancement to promote learning skills - social skills.

### **UNIT V: Cognition and Learning by Doing**

Relationship of cognitive and physical activities; Physical classroom environment is not for learning - learning is for physical classroom - Enhancement of Learning; Negligence of Teacher and Text in child learning - Montessori programmes; Classroom learning with objects and action; Predicting the children's interests.

### **UNIT VI: Teacher is a Guide**

Teacher is a director for making boundary for child learning; sensitive interaction between teacher learner based on learner's needs and levels of aspiration; Authoritative parenting – traditional attitudes and authoritarian attitude.

## **REFERENCES**

1. Erikson H Erick, "Childhood and Society", Penguin, 1969.
2. George G Thompson, "Child Psychology", The Times of India, 1965.
3. Issacc Susan, "The Nursery Years", Routledge, London, 1956.
4. Craig Grace J, and Marguerite Kermis, "Children Today", Allyn and Bacon, New Jersey, 1995.
5. Gordon Ira J, "Human Development", D.B.Taraporevala, Mumbai, 1970.
6. Todd V E and HelersHeffernon, "The Years Before School", Macmillan, London, 1970.
7. Ali Mohamad: "Food and Nutrition in India", K.B. Publications, New Delhi.
8. "National Seminar on Nutrition Education", NCERT, 1975.
9. Rirchie A S Jean, "Learning Better Nutrition", Raner, Italy, 1967.
10. Holmes C Alan, "Visual Aids in Nutrition Education", FAO, Rome, 1969.

Course Code	Title of the Course
516 13	Pedagogical Aspects and Approaches in Montessori Education

**Max Marks: 100**

**Credits: 02**

### Objective

To enable the learners to get awareness on methods and approaches in Montessori education

#### Unit I Life Activity Method

Practical life activities - Child Promotes activities and learn to Interact with environment; Real life projects - Promote five Motor skills, Concentration of mind and Independent nature (transferring, sorting, Personal hygiene, grooming, Dusting and sweeping).

#### Unit II Language and Mathematical Learning Activity Method

Learning to Recognize; Learning the sound variation and writing; Grammar and etymology; Group work and hand on work; learn to count the numbers; Decimal System and geometry. Individualized and abstract work.

#### Unit III Cultural and Mental Activity Method (Learning)

Geographical, astronomical, artistic, Musical Learning enhance cultural activities; Multicultural activities expressing to the global culture; Develop observation Skill, Comparative Skill and Decision making skill; Visual ability and Visual Discrimination.

#### Unit IV Motor Skill - Sensory Skill Approach

Motor skills improve muscular movements - Perceiving the different sounds; Writing - Reading Skills approach - Learn to write (phonetic practices).

#### Unit V Experience- Vocabulary cum Storytelling - Reading Approach

Performance of Real nature and action before artificial one; Grasping ability; Pleasurable Reading; Narrative Interaction; Loud Reading and Exploration of New facts; Pronunciation and vocabulary; Storytelling and lifelong Reading.

#### Unit VI Sensorial Experience Approach

Memorization and recognition of objects; Manipulation of letters and constructing words; Recognize and matching the Words - Secret Words, Action Words; Reading, Friendly Environment / Adaptation to Environment; Logical and Perceptual Ability; Enhancement of Visible Sensibility.

### REFERENCES

1. Francis Soundararaj, F. (1995). Teaching Spoken English and Communication Skills.Chennai:
2. Joyce., & Well., (2004). Models of Teaching. U.K: Prentice hall of India.
3. Kohli, A. L. (2006). Techniques of Teaching English. New Delhi: Dhanpat Rai pub.co
4. Fletcher F.G Some lessons in mathematics OUP.
5. Hogben Lancelot, Mathematics for the Million George Allen and Unwin Ltd., London.
6. Joseph Crescimbeni teaching of New Mathematics Parker publishing Co. New York.
7. NCERT Brochure on themes relating to Mathematics Education.
8. NCTMS year Books 15. Siddhu R.S teaching of Secondary Mathematics Sterling publishers 21 S.M.S.G Books Yale University.

<b>Course Code</b>	<b>Title of the Course</b>
<b>516 14</b>	<b>Developing Life Work Skill (School based Practicum)</b>

**SCHOOL BASED PRACTICUM – 100 marks (2 credits)**

<b>S. No</b>	<b>Subjects/Records</b>	<b>Maximum Marks</b>	<b>Total</b>	<b>Credits</b>
1				
2				
3				
<b>Total</b>				



## SECOND SEMESTER

Course Code	Title of the Course
516 21	Developing Teaching Competency in Montessori Education

Max Marks: 100

Credits:02

### OBJECTIVE

To enable the learners to have familiarity with teaching competency

#### UNIT I: Motivation

Level of Motivation; Motivational environment; Dynamic classroom activity; Effective involvement and effective teaching is pursued in class room - simplification, enthusiastic participation and sensibility to children's needs.

#### UNIT II: Preparation

Careful planning and competent performance; well preparation; Cherished of presentation and positive emotional impact; Intellectual Excitement; Acquisition of basic teaching skills; Associated with student learning - Habit of reflective practice - new direction for pursuing the performance - Self correction, self-confident, self-direction and self-evaluation.

#### UNIT III: Personal Philosophy

Developing self-competency; promoting self-esteem; value characterized activities; sequential development in teaching activities; Teacher's role model - Effective implicit approach rather than direct approach - Enriched varieties of skill practice including language skill, Managerial skill and other relevant skills.

#### UNIT IV: Interpersonal Rapport

Social climate; Socialization; Social relationship; Developing prosocial behavior, congenial classroom climate- Open, Warm and non-authoritarian attitude; Student centred and student friendly and predictable practices in classroom; Degrees of Effectiveness - Adequate, Socratic, competent, masterful facilitator and holistic behaviour of classroom master.

#### UNIT V: Teacher Commitment

Commitment based on priorities offered by Teacher in classroom; values – Social, ethical and moral values; Attitude – professional attitudes; Excellence in Teaching - knowledge, values and reflection.

#### UNIT VI: Emotional Intelligence and Professional Competency

Teachers emotional intelligence - competency; (Sensitivity and Maturity) Teaching competency - Developing capacity to elicit varieties of stimuli in different environment; sensitivity- Identifying and expressing feelings - balancing rate of heart and mind adaptability; sensorial activities s- broaden and refine a child's senses - it is logical, perceptive and aware; maturity -managing the immediate environment maintaining rapport; harmony and comforts etc.

### REFERENCES

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). *Hand Book of Disability Studies*. Sage, London
2. Arcus, H.E. and Others (1993), *Handbook of Family Life Education: The Practice of family Life Education (Vol II)*, New York:
3. Bandarkar, P.L. and Wilkinson T.S. (2000): *Methodology and Techniques of Social research*, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry . (2010, 8th edition). *Parent-child Relations*. Pearson Merrill Prentice Hall: Columbus Ohio.
5. Blau,D.M. (Ed)(1991) *Quality cost and parental choice of Child Care*. New York: Russel Sage

Course Code	Title of the Course
516 22	Child Psychology and Health Education

**Max Marks: 100**

**Credits: 02**

### **Objective**

To enable students to get awareness on psychological practices in child hood stage and maintain their health

#### **Unit –I Understanding the Child**

Learning parents role to understand the child; effective guidance and nurturing the child - growth and mature; child and unique personality traits (consistent throughout the life); professional advantage of teachers in Montessori school-observing child activities.

#### **Unit-II Understand the Children’s Consistent Traits**

Observing the desirable activities of child - sufficient time factors and familiarity with the normal characteristics - receiving crucial information for better understanding - child is unique individual.

#### **Unit-III Child Development in Montessori Education**

Children develop order, co-ordination, concentration and independency at the early age; role model to protect community - freedom within the Boundary - active seekers of knowledge - self-correction, self-introspection and self evaluation; integral part of Montessori classroom approach.

#### **Unit –IV Society and Child Psychology**

Chance for playing opportunities to develop human personality - concept of child hood is a cultural invention - Montessori school – age of child - unique period of development-hurried child - no opportunity to nurture development capabilities - play is creative and non-literal; play involving new skills and ability.

#### **Unit-V Health Education**

Mental health and mental hygiene; advantage of mental health programmes - anxiety, stress, Eustress and distress; emotional origin and common symptoms; health management of stress interpersonal relationship - case study self confidence.

#### **Unit-VI Child psychologist Domain of Service in Montessori School**

Interpersonal communication; accountability; decision making; collaborative ability and consultation; effective instruction and development of cognitive / academic skills socialization and development of life competencies; students diversity in school learning; organizational climate home, school and community collaboration research and programme evaluation; legal and ethical practice in professional activities and development.

#### **Reference:**

1. Carson, R.C., Butcher, J.N., & Mineka, S. (2007). *Abnormal Psychology and Modern Life* (11<sup>th</sup> Ed). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Hammer, Tommie J. & Turner, Pauline, H. (2001). *Parenting in Contemporary Society* 4th Ed. MA: Allyon & Bacon.
3. Heath, P. (2009). *Parent-child relations: Context, research, and application*. New York, NY : Pearson Education.
4. Hegarty Seamus & Mithu Alur, (2002). *Education and Children with Special Needs*. Sage, London
5. Judith Winter, (2006). *Breakthrough Parenting for Children with Special Needs*. Library of Congress Cataloguing. San Francisco, USA.

Course Code	Title of the Course
516 23	Family and Child Life Education

**Max Marks: 100**

**Credits:02**

### **Objective**

To enable the learners to develop good character / personality and to provide good moral spiritual life for conducive to healthy living.

#### **Unit I Family and Family Life Education**

Family Life Education: Definition, aims and objectives, value education; value transformation; value oriented education; Family as a custodian of Transmitter of values; social functions of family.

#### **Unit II Family Relationship and Child Life**

Mothering; Fathering; love oriented Discipline; Child rights to Healthy Parental Attitude; Parental Responsibility; Social functions of the family; Education toward Justice; Guidelines for parents and teachers to maintain relationship with child .

#### **Unit III Child Development and Sensorial Activities**

Exploration of world around child through senses; Child development - Physical and Mental Exercises; Discrimination of contrast; Child's capacity to define the Quality - Colour, Weight, Shape, Texture, sound, etc.

#### **Unit IV Adolescent and Personality Development**

Adolescence: meaning of life; Goal of life; Personality development; Emotions and activities of Adolescents; behaviour pattern of Adolescents; Role of Teachers and Parents in shaping and guiding Adolescence.

#### **Unit V Child Care and Responsible Parent hood**

Stage of child development; Responsible parenthood; Working mother and child care; Child Diet and Diet for Adolescent to maintain Health in a family.

#### **Unit VI Child - Skill Based Education**

Skill based Education; Teaching of life skill particularly, Interpersonal relationship, Personality, Social Adjustability, etc. Responsibilities of Teachers and Parents in developing skills among children and.

### **REFERENCES:**

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, \$18)
- 2.S.K. Mangal & Uma Manga (12012) Essentials of Educational Management, PHI Learning, Private Limited , New Delhi-110001
3. National College for School Leadership (2006) First Corporate Plan , Launch Year 2001-2002, Nottingham.
4. Carlo& Olson 1979 innovations in teaching –learning process, new delhi: vikas publishing house.
5. Gillies, & Robyn. M (2007) Cooperative Learning, Integrating Theory and Practice, Los Angels: Sage Publication

## PRACTICAL COURSE

Course Code	Title of the Course
516 24	<b>Developing life skill-II school based practicum (2 credits)</b>

**SCHOOL BASED PRACTICUM -100 marks (2 credits)**

### LIFE WORK FOR PRACTICAL COURSE

#### **I - Caring for self**

1. Watching the table
2. Washing face, hands
3. Dressing dress clap cloth
4. Holding the tray

#### **II - Caring for Environment**

1. Caring for plants and Animals
2. Sitting in a chair
3. Mopping a Floor
4. Transferring

#### **III - Grace and**

1. Select mate
2. Shaking hands
3. Spooning
4. Polishing

#### **IV - Control and Coordination of Body**

1. Cutting fruits and vegetables
2. Folding
3. Carrying the glass of water
4. Opening and closing bottles

#### **Duration of the Programme:**

The programme for the Diploma in Montessori Education programme shall consist of one academic year divided in to two semesters. Theory courses carry 4 credits each and Practical course carries 8 credits. Each semester consists of 16 credits and the programme consists of 32 credits in total.

e. 3. Duration of the Programme: The programme for the Diploma in Montessori education shall consist of one academic year divided into two semesters. Each semester consists of Three Theory course and One Practical course. Theory course and Practical course carry 4 credits each. Each semester consists of 16 credits and the programme consists of 32 credits in total.

e. 4. Faculty and Support Staff Requirements: The programme for the Diploma in Montessori education requires following faculty and supporting staffs:

Staff Category	Required
<b>Core Faculty</b>	<b>3</b>
<b>Faculty - Specialization</b>	<b>2</b>
<b>Clerical Assistant 1</b>	<b>1</b>

e. 5. Instructional Delivery Mechanisms: The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, virtual media wherever applicable.

e. 6. Identification of Media: The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to virtual laboratory media wherever necessary.

e. 7. Student Support Services: The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, Curriculum Transaction and Evaluation:

f. 1. Procedure for Admission: A candidate who has passed U.G.Degree (10 + 2+ 3 system) in any discipline from any recognized University or an Examination of any other University accepted by the Syndicate as equivalent thereto shall be eligible to appear and qualify for the **Diploma in Montessori education** of this University after a course of study of one academic year.

f. 2. Curriculum Transactions: The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted. For practical courses exclusive study materials containing the requirements, procedure for the practical will be issued to the learners. In the laboratory, instruction would be given for the practical's followed by demonstration and finally the students have to do them individually. The face to face contact sessions will be conducted in following durations;

<b>Course Type</b>	<b>Face to Face Contact Session per Semester (in Hours)</b>
Theory courses (3 Courses with 2 credits each) 6 Hrs/Course	18
Practical courses (1 Course with 2 credit) 60 Hrs/course	60
<b>Total</b>	<b>78</b>

g. 3. Evaluation: The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

f. 3.1. Question Paper Pattern: Time: 3 Hours Max. Marks: 75

Part-A – Answer All Questions All questions carry equal marks 10 x 2 Marks = 20 Marks

Part-B – Answer all questions all questions carry equal marks. 5 x 5 Marks = 25 Marks.

Part-C - Answer any three questions. 3x10=30 marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments: The following procedure shall be followed for awarding internal marks for theory courses.

Component	Marks
Student's Assignments and seminar	25
<b>total</b>	<b>25</b>

The following procedure shall be followed for awarding internal marks for practical courses

Internal –Practical	Marks
Continuous Assessment (demonstration) Record Note Book Viva	25
<b>total</b>	<b>25</b>

f. 3.3. Passing Minimum: • For Internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses

. • For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.

• In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses. marks (Maximum marks 25).This method is applicable for both theory and practical's.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

$C_i$  = Credits earned for the course i in any semester

$G_i$  = Grade Point obtained for course i in any semester.

$n$  refers to the semester in which such courses were credite

**For a semester;**

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a semester

**For the entire programme;**

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme.

CGPA	Grad	Classification of Final Result
9.5-10.0 9.0 and above but below 9.5	O+ O	First Class- Exemplary*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	D++ D+ D	First Class with Distinction*
7.0 and above but below 7.5 6.5 and above but below 7.0 6.0 and above but below 6.5	A++ A+ A	First Class
5.5 and above but below 6.0 5.0 and above but below 5.5	B+ B	Second Class
0.0 and above but below 5.0	U	Re-appear

\*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

**4. Maximum duration for the completion of the course:**

The maximum duration for completion of **Diploma in Montessori education** programme shall not exceed Four semesters from their Second semester.

**5. Commencement of this Regulation:**

These regulations shall take effect from the academic year 2020-2021 for students who are to be admitted to starts the course during the academic year 2020-2021 and thereafter.

**1. Fee Structure:**

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Nature of Fees	
		First Year	
1	Admission Processing Fees	100	Non- Refundable
2	Tuition Fees	5200	Non- Refundable
3	ICT Fees	150	Non- Refundable
	TOTAL	5450	Non- Refundable

The above mentioned fee structure is exclusive of Exam fees.

**g. Requirement of the Library Resources:**

A well-equipped library exclusive for Distance Education Programme was established at the faculty of education Block, Alagappa University, Karaikudi with all the necessary classrooms for conducting face to face contact sessions. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for **Diploma in Montessori education** programme.

The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

**h. Cost estimate of the programme and the provisions:**

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with **Diploma in Montessori education** Programme as follows

Sl. No.	Expenditure Heads	Approx. Amount in Rs.	Provisions for the Fund
1	Programme Development (Single Time investment)	10000	University's Own Fund
2	Programme Delivery (Per Year)	2800	University's Own Fund and Fees to be collected from the learners.
3	Programme Maintenance (Per Year)		University's Own Fund

**i. Quality assurance mechanism and expected programme outcomes:**

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based review feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the **Diploma in Montessori education** Programme.

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**MINUTES OF THE ONLINE MEETING OF THE ADHOC BOARD OF STUDIES IN  
MONTESSORI EDUCATION HELD ON 10.09.2020 AT 11.30 A.M.**

**Members present:**

- |  |   |                   |
|--|---|-------------------|
| 1. Dr. P. Paul Devanesan, Dean, Faculty of Education; and Professor and Head, Department of Life Long Learning, Alagappa University.               | - | Chairperson       |
| 2. Dr. P. Sivakumar, Professor & Head, Department of Education, DDE, Alagappa University.  | - | Member            |
| 3. Dr. N. Vasuki, Professor & Head, Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. | - | Member            |
| 4. Dr. M. Manivannan, Professor & Head, School of Education, Tamil Nadu Open University, Chennai.  | - | Member            |
| 5. Dr. E. Ramganes, Professor, Department of Educational Technology, Bharathidasan University, Tiruchirappalli.                                    | - | Member            |
| 6. Dr. M. Vasimalairaja, Associate Professor, Department of Education, DDE, Alagappa University.   | - | Member            |
| 7. Mrs. G. Usharani, Principal, Stanford International Hr. Sec. School, Pitchaiveeranpet, Moolakulam, Puducherry.                                  | - | Member            |
| 8. Dr. S. Thanuskodi, Director, Curriculum Design and Development Cell, Alagappa University.   | - | Ex-Officio Member |

The meeting scheduled and conducted on 10<sup>th</sup> September 2020 at 11.30 a.m. through online mode to frame the Regulations and Syllabus for the Diploma in Montessori Education programme offered by the DDE of Alagappa University.

The draft copy (curricular material) of the Programme Project Report (PPR) for the Diploma in Montessori Education which was already sent to all members through email is taken for discussion on the meeting.

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After the deliberation and discussion, the Board resolved to approve the Programme Project Report (PPR) consisting of the Regulations and Syllabi for the Diploma in Montessori Education programme to be offered by the DDE Alagappa University from 2020-21 academic year onwards. The approved PPR is appended.

  
Dr. S. Thanuskodi


(email)  
Mrs. G. Usharani,

  
Dr. M. Vasimalairaja

  
Dr. E. Ramganesha  
19/9/20

(email)  
Dr. M. Manivannan

(email)  
Dr. N. Vasuki

  
Dr. P. Sivakumar

  
Dr. P. Paul Devanesan  
10/9/20

