



# Bagalkot University, (A State Public University of Govt. of Karnataka) Jamkhandi

The Draft

**REGULATIONS FOR COURSE OF STUDY AND SCHEME OF  
EXAMINATION FOR TWO YEARS MASTER OF EDUCATION  
(M.Ed.) PROGRAMME**

**P. G. DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION (M.Ed.)**

**REGULATIONS AND SYLLABUS**

**FOR**

**TWO YEARS MASTER OF EDUCATION (M.Ed.) PROGRAMME**

**UNDER**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**Adapted from RCU Belagavi applicable from the Academic Year 2023-24**

## Preamble for PG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26<sup>th</sup> Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Vide letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the postgraduate syllabus from RCU, Belagavi for all the 2 years degree PG programmes such as M.S.W, M.A.(English), M.A.(Political Science), , M.Com, M.Ed etc. The syllabus follows the Choice Based Credit System introduced by University and provides flexibility to the students to choose their course from a list of electives and soft-skill courses, which makes teaching-learning student-centric. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self-contained. Only the subject codes/ question paper codes are changed, whereas the subject syllabi remains the same. The subject code format is described in the following.

### **Subject Code Format for M.A. (History), M.Sc. (Physics) and MED**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code		DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE		TH/ LAB /B/ I NT.
1	2	6	M	S	C	0	1	P	H	Y	C	S	C	0	1	T
1	2	6	M	A	M	0	1	H	I	S	C	S	C	0	1	T
1	2	6	M	E	D	0	1	X	X	X	H	C	C	0	1	T

**[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...**

**[2-3] The University UUCMS Code**

**[4-6] The PG degree codes to be provided as**

Sl. No	Degree Code	Degree
1	MSC	Master of Science
2	MAM	Master of Arts
3	MCM	Master of Commerce
4	MBA	Master of Business Administration
5	MCA	Master of Computer Applications
6	MSW	Master of Social Work
7	MED	Master of Education
8	MPE	Master of Physical Education

**[7-8]The Semester Information is provided as**

Sl. No	Semester
1	'01
2	'02
3	03

**[9-11]The Discipline Information to be provided as**

SI No	Degree	Discipline Code
1	MCM-MCOM	XXX
2	MCA	XXX
3	MBA	XXX
4	MSW	XXX
5	MAM	'HIS',POL', 'KAN', 'ENG'

Sl No	Degree	Discipline Code
6	MSC	'PHY','CHE', 'MAT',
7	MED-Med	XXX
8	MPE-MPEd	XXX

**[12-14]The Subject Type to be provided as**

Sl. No.	TYPE	Description
1	HCC	Hard Core Course
2	CSC	Core Subject Course
3	SCC/SPC/OPC	Soft Core Course / Specialization Course / Optional Course
4	OEC	Open Elective Course

**[15-16] The Running Serial Number is to be provided for a particular subject type 01 to 99**

**[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab**

## **1. Introduction**

The Master of Education (M.Ed) Programme is a two –year professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors ,school principals and researchers.

## **2. Title, Application and Commencement.-**

1. The regulations shall be cited as Rani Channamma University’s Regulations 1015-16 governing two year Post-Graduate Programme of the Department of Education, Assistant Professor ,Department of Education, Rani Channamma University, Belagavi. leading to Master of Education Degree Course in the Faculty of Education.

2. These regulations shall apply to Master of Education Degree Course approved by NCTE and being run in the Post Graduate Department of Education of Assistant Professor, Department of Education, Rani Channamma University and in its affiliated Teacher Education Institutes having approval of the NCTE for the M.Ed two year programme. The affiliated institutions offering this PG programme shall have the physical infrastructure and follow norms as per University and NCTE regulations prescribed for M.Ed two year programme. These regulations come into force from the date on which they are approved by the Chancellor or on such other date as directed by the chancellor.

### 3. Definitions of the Key terms Used in the Regulation.

a) **Academic Council**" means Academic Council of the University constituted according to the Karnataka State Universities Act, 2000.

b) **"Board of Studies"** means P.G. Board of Studies in Education, Rani Channamma University, Belagavi

c) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.

d) **Blank Semester :** A Semester is said to be a blank semester for a candidate if he/she does not enrol for that semester

e) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects 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, seminars, practical aspects, field based activities, immersion, computer skills, research activities required for the course.

f) **Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of a credit and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L, P, and T.

g) **Tutorial :** A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/ lab- work/field work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

h) **Practical/practice:** A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

i) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his performance while doing the activity and based on his record. The focus is development of competencies. In-depth understanding through field experience and application of theoretical aspects learnt.

j) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.

k) **Hard Core Course:** A Hard Core Course is a course that is fundamental and compulsory requirement, for a subject of study in a particular programme. The hard core course of studies prescribed for study in a programme shall not be replaced by studying any other course/s. Essentially

field work, Team work, etc lead to report writing and project/ dissertation of the main programme of study shall be treated as a hard- corecourse.

**l) Dissertation:** A Dissertation is a special course with wider scope involving an application of knowledge in solving/analyzing / exploring a real – life situation/ problem like project works consisting of eight to twelve credits.

**m) Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or softskill courses).

**n) Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

**o) "Cumulative Grade Point Average (CGPA)"** refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.

**p) "Degree"** means Post-Graduate Degree.

#### **4. Aims of the Programme**

The main thrust of M.Ed. Programme is visualized as a professional programme to prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and text book development, research, policy analysis and educational administration. An effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom.

The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners.

#### **5. Intake.**

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation. The approval will be based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

#### **6. Eligibility.**

a. Candidates seeking admission to the M.Ed programme should have obtained at least 50% marks or an equivalent grade in the following programme as prescribed by NCTE and UGC.

- i. B.Ed

- ii. B.A, B.Ed./ B.Sc., B.Ed/B.A.Ed./B.Sc.Ed.
- iii. B.El.Ed
- iv. D. El. Ed./D.Ed. with an undergraduate degree (with 50% marks in each)

## **7. Duration of Programme**

The M.Ed. programme shall be for duration of four semesters (two academic years) including field attachment for a minimum of 8 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme. The inter semester breaks should be used for field attachment/practicum/other activities.

## **8. Working Days**

The working days shall be as per UGC/NCTE guidelines, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department shall work as per the stipulated periods by NCTE in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

**9. Attendance for Students:** The minimum attendance of students shall be 75% for theory courses and practicum and 90% for field attachment.

## **10. Medium of Instruction**

The medium of instruction shall be English. However, the students may write the answers in the internal test and semester end examinations in Kannada if so provided by the concerned Board of Studies.

a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) categories shall be as per the rules of the Central Government/ State Government whichever is applicable from time to time.

## **11. Admission Procedure**

a) Admission shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

b) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats. The Department and TEI shall follow the calendar of events and obtain permission from the University before admitting the candidates. The calendar of events to be followed are:

- i. Date for the publication of notice inviting applications for admission by the University.
- ii. Last date of receipt of the applications for admission.
- iii. Date of selection of test ,counselling or interview;
- iv. Date of publication of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> list of candidates and last date of closure of admission.



- v. Provisional approval of the admission by the University through website
- vi. Last date for admission.

List of candidates admitted in each institute and permitted to apply foreligibility.

## **12. Curricular Components.**

The course shall have the curricular components as in NCTE regulation namely:

- a. Perspective Courses
- b. Tool Courses
- c. Teacher Education Courses
- d. Specialisation at any one level (Primary or Secondary)
- e. Specialisation on a area of Study
- f. Dissertation
- g. Internship
- h. Lab work for skill development
- i. Field activity for skill development
- j. Immersion

Each component of the curriculum will have course/s of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'mode of transaction and assessment' (MOTA).The details are in the proceeding table presented semester wise:

## **13. Programme Structure**

- The students of Post-Graduate Programme shall study the courses as may be approved
- by the concerned Board of Studies, Faculty and the Academic Council of from time to time subject to minimum and maximum credits as outlined in these regulations.
- There shall be three categories of courses namely, Compulsory Courses. Specialization Courses and Open Elective Courses.
- Each programme shall have a set of Compulsory Courses, as stipulated in the regulations governing the concerned programme that a student must complete to get the concerned degree.
- In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Courses offered within the Department.
- The Department of Education offers Open Elective courses for Students of other
- Departments. The Students of the Department of Education shall choose Open Electives courses prescribed by the University.

The curriculum of two-year M.Ed. programme as suggested in the NCTE Regulations, 2014 is as follows:

<b>Major Components</b>	<b>Areas Covered</b>	<b>Description</b>
<b>Common Core</b> (Theory and Practicum included)	Perspective Courses, Tool Courses, And Teacher Education Courses	<p>1. Perspective Courses in the areas of Philosophy of Education, Sociology, History-Political, Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</p> <p>2. Tool Courses comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</p> <p>3. Teacher Education Courses (which are also linked with the field internship/ immersion/attachment in a teacher education institution) will also be included in the core.</p>
<b>Specialization Branches</b> (Theory and Practicum included)	Courses in <b>any one</b> of the school levels/areas (such as Elementary, or Secondary and Senior Secondary) and further thematic specializations.	<p>The Specialization branches in one of the school stages: <b>Elementary Level</b> (up to VIII), or, <b>Secondary and Senior Secondary Level</b> (VI to XII), each with:</p> <ol style="list-style-type: none"> <li>1. Core courses, within Elementary/Secondary specialization, focusing on mapping the area</li> <li>2. Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> <li>- Curriculum ;</li> <li>- Pedagogy and Assessment;</li> <li>- Policy, Economics and Planning;</li> <li>- Educational Management and Administration; Education for Differently Abled;</li> <li>- Education Technology, etc.</li> </ul> </li> </ol>
<b>Field Attachments /Internships /Immersion</b>	Teacher Education Institution (TEI)	Field Attachments/ Internship/Immersion in: 1. A Teacher Education Institution (TEI), and 2. The Area of Specialization (Elementary Level or Secondary /Senior Secondary Level)
<b>Research leading to Dissertation</b>	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

**Structure for Two-Year M.Ed. Programme Semester-wise Distribution of  
the Courses**

**Semester – I**

<b>Course</b>	<b>Subject Name</b>	<b>Theory/ Practical</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>	<b>Total Credits</b>
Course – 1	Philosophy of Education	Theory	75	25	100	4
Course – 2	Psychology of Learning and Development	Theory	75	25	100	4
Course – 3	Educational Technology	Theory	75	25	100	4
Course – 4	Introduction to Educational Research And Statistics	Theory	75	25	100	4
<b>ISB</b>						
Activity–I (a)	Communication Skills & Expository Writing	Practical		50	50	2
Activity–I (b)	Self Development-Yoga Education	Practical		50	50	2
<b>Total</b>			<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>

## Semester – II

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course – 5	Sociology of Education	Theory	75	25	100	4
Course – 6	Historical, Political and Economic Foundations of Education	Theory	75	25	100	4
Course – 7	Educational Studies	Theory	75	25	100	4
Course – 8	Advanced Educational Research and Statistics	Theory	75	25	100	4
Course (OEC)	Opted from other Departments	Theory	80	20	100	4
<b>ISB</b>						
Activity – II (a)	Dissertation	Practical		50	50	2
Activity – II (b)	Internship in a Teacher Education Institutions	Practical		100	100	4
<b>Total</b>			<b>380</b>	<b>270</b>	<b>650</b>	<b>26</b>

**Semester-III**  
**Specialization in any ONE level: Elementary/Secondary and Senior Secondary**

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-9 (d):	* Guidance and Counselling at Elementary Level * Guidance and Counselling at Secondary Level	Theory	75	25	100	4
Course- 10 (d):	* Administration, Management and Leadership of Elementary Education * Administration, Management and Leadership of Secondary/Senior Secondary Level	Theory	75	25	100	4
Course- 11 (a):	* Professional Ethics and Human Values of Teacher Educators	Theory	75	25	100	4
Course- 12 (c):	* Perspectives of Teacher Education	Theory	75	25	100	4
Course- 11 :	* Internship in Specialization (Elementary or Secondary/Senior Secondary)	Practical		100	100	4
Course (OEC):	* Opted from other Departments	Theory	80	20	100	4
<b>ISB</b>						
Activity III (a)	Dissertation	Practical		50	50	2
Activity III (b)	Academic Writing	Practical		50	50	2
<b>Total</b>			<b>380</b>	<b>320</b>	<b>700</b>	<b>28</b>

**Semester-IV**  
**Specialization in any ONE level: Elementary/Secondary and Senior Secondary**

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-12 (d):	* Educational Technology at Elementary Level * Educational Technology at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course-13 (d) :	* Inclusive Education at Elementary Level * Inclusive Education at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course-15 :	* Curriculum Studies at Elementary Level * Curriculum Studies at Secondary Level	Theory	75	25	100	4
Course-16 :	Dissertation	Practical		100	100	4
<b>Total</b>			<b>225</b>	<b>175</b>	<b>400</b>	<b>16</b>
<b>GRAND TOTAL</b>			<b>1285</b>	<b>965</b>	<b>2250</b>	<b>90</b>

**List of Open Elective Courses offered by the Department**

1. Strategies of Teaching (Second Semester)
2. Personality Development and Communication Skills (Third Semester)

**Scheme of Examination**

**(Semester end Theory Examination Question Paper Pattern) Hard core, Soft core (Specialization) papers for M.Ed Students and Open Elective Papers for Students from other departments**  
**Duration: 03 Hours**

Section	Type of Questions	Marks	Total
A	Four essay type questions in Section A with internal choice out of 5	3 X 15	45
B	There will be short answer questions in Section B with internal choice out of 8	5 X 6	30
<b>Total</b>			<b>75</b>

### Scheme of Evaluation (Internal Assessment)

Sl. No.	Continuous Assessment Programme	Maximum Marks
1	Two Session tests in each course (5 marks first test and 10 marks second test)	15
2	Seminar/Group Discussion/Assignment (to be assessed on the basis of writing, comprehension, communication, articulation and presentation skills)	07
4	Regularity and Attendance	03
<b>Total</b>		<b>25</b>

Three marks in each course are marked for regularity in attending the classes shall be awarded as follows:

Percentage of Class Attended	Marks to be awarded
	Hard core, Soft core and Open Elective Courses
< 75	00
75 < 80	01
80 < 90	02
90	03

## 14. Examination

- 1) There shall be an examination at the end of each semester.
- 2) There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 80 marks and examination duration of 3 hours.
- 3) Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Chairman of Department of Education and shall also pay the fees prescribed.
- 4) The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations. The Answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.
- 5) The M.Ed programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to

take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).

- 6) Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.
- 7) Candidates who desire to challenge the marks awarded to them, in the semester - end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation), within 15 days from the announcement of results.

## **15. Evaluation**

- i. M.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.
- ii. The IA component in a course shall carry 25 marks (including 03 marks for attendance) and the Semester End Examination shall carry 75 marks. However, dissertation will carry 200 marks, in which 50 marks is allotted to the presentation of the research proposal and 50 marks for research progress.
- iii. The IA marks list shall be notified on the Department Notice Board as Marks and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.
- iv. There is no provision for seeking improvement of Internal Assessment marks.
- v. The IA records of each semester end examination should be submitted to the department of education in duplicate, at least 8 days prior to the commencement each semester end examination and the dissertation thesis should also be submitted to the department of education in duplicate before the end of IV semester end examination.

### **➤ Maximum duration for completion of the Programme**

- A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.
- Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

### **➤ Declaration of Results:**

- i. Minimum for a pass in each paper shall be 40% of the total marks including the IA / viva



and the semester end examinations marks. However, candidate shall obtain at least 40% of the marks in the Semester End Examination (ex. 30/75). There is no minimum in the IA / viva marks.

- ii. Candidates shall secure a minimum of 50% in aggregate in all semesters to complete the programme successfully. A candidate who passes individually with 40% score but fails to secure 50% in aggregate shall be declared to have failed. Such candidate shall at his option appear for any one or all papers for improvement.
- iii. Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree in Education.
- iv. For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt.
- v. The candidates, seeking improvement of their results shall submit an application along with a prescribed fee to the Registrar (evaluation) and surrender the degree certificate / provisional pass certificate/original marks cards of that semester before 15 days from the date of exam application submission as per the prevailing rules of University from time to time.

First class with Distinction	70% and above	(A)
First Class	60% and above but less than 70%	(B)
Second Class	50% and above but less than 60%	(C)
Fail	Less than 50%	(F)

➤ **Marks, Credit Points, Grade Points, Grade and Grade Point Average:**

The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	F

Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit the course.

The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semester. The CGPA to date shall be calculated by dividing the total number of credit points in all the semesters to date by the total number of credits in all the semesters to date.

$$\begin{aligned} \text{CGPA for the I semester} &= \frac{\text{Sum of the CP of the I semester}}{\text{Sum of the credits of the I semester}} \\ \text{CGPA for the II semester} &= \frac{\text{Sum of the CP of the I sem} + \text{Sum of the CP of the II sem}}{\text{Sum of the credits of I sem} + \text{Sum of the credits of II sem}} \end{aligned}$$

CGPA for the III and IV Semester shall be computed accordingly.

The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and grade points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average(CGPA)	Class to be awarded
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

### Evaluation Rules & Regulations

- The Degree will be awarded to a student who completes a total of 90 Credits in a minimum of two years taking four courses per Semester.

Each paper (except ECP) will be of 4 credits, the evaluation of which will be decided by the teacher educator. Each 4 credit course will have 100 marks. Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits

- Tutorial per week: 2 (one hour each) = 1 credit.
- Field work/practicum per week: 4 (one hour each) = 2 credits
- While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts will have grade points average and total percentage of marks (up to two decimal points).
- A student obtaining Grade F will be considered as failed and is required to reappear in the examination.
- The formula for conversion of Grade Point Average (GPA) into the Final Grade:
- Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.,  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$  Where  $C_i$  is the number of credits of the in the course and  $G_i$  is the grade point scored by the student in the  $i$ th course.
- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.,  $CGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$
- The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 50 % of the total credits.
- There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.
- For grade improvement a student must reappear for semester-end examination for a minimum 50% of the total credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

### Special Instructions

- There will be a university examination at the end of each semester as per details of the scheme of examination.
- Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- The minimum pass marks in each year or semester examination will be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
- A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which they fail along with the next semester.
- A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
- In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
- Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for M.Ed. degree.
- Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time

be made by amendment or remaking and a candidate will, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

- In matter governing the above programme, the decision of the honourable Vice Chancellor is final.

## 16. Modalities of Transaction and Assessment.

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality mentioned in the below mentioned table. Further details of each modality are mentioned there after

	Modality	Courses of programme	
1	Type 1	Theory courses of semester I,II,III,and IV	
2	Type 2	Research Proposal preparation Sem I	
3	Type 3	Dissertation of semester I,II,III,and IV	
4	Type 4	Lab Work : ICT-1 and ICT-2 Lab Work Psycho-Lab1 and 2 Lab Work Personality Dev and Yoga	
5	Type 5	Field work	
6	Type 6	Internship/Immersion	

The details of each modality of transaction and assessment are as below:

### 1. Modalities of Transaction and Assessment : (Papers):

Sem	Course Titles	Credits	Int-Marks		Ext-Marks		Total
			Max	Minimum to pass	Max	Minimum to pass	
I	Philosophical Foundation Education	4	20	8	80	32	100
	Psychological Foundation of Education-I	4	20	8	80	32	100
	ICT and personality Development-I	4	20	8	80	32	100
	Educational Policies and structure ( SSA level) Or Educational Policies and Structure(MRSA level)	4	20	8	80	32	100
	<b>Semester wise Sub Totals</b>					200	400
	II	Sociological Foundation of education	4	20	8	80	32
Psychological Foundation of Education-II		4	20	8	80	32	100
Educational Research methodology –I		4	20	8	80	32	100
Sociological Foundation of education		4	20	8	80	32	100
Psychological Foundation of Education-II		4	20	8	80	32	100
Educational Research methodology –I		4	20	8	80	32	100
ICT and personality Development-II		4	20	8	80	32	100
OE-I		4	20	8	80	32	100
<b>Semester wise Sub Totals</b>					250	500	

III	Historical and Political Perspective of Education	4	20	8	80	32	100
	Educational Research methodology -I I	4	20	8	80	32	100
	Teacher Education-I	4	20	8	80	32	100
	Area spl paper-I	4	20	8	80	32	100
	OE-II	4	20	8	80	32	100
	<b>Semester wise Sub Totals</b>					200	400
IV	Educational Studies	4	20	8	80	32	100
	Teacher Education	4	20	8	80	32	100
	Curriculum, Pedagogy and Evaluation(SSA level) Or Curriculum, pedagogy, Androgogy and Evaluation (MRSA level)	4	20	8	80	32	100
	Area spl paper-II	4	20	8	80	32	100
		18					1800

There shall be at least four periods for theoretical paper learning per week where in the teacher shall lead the learning either through lectures, Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activity related to the paper in noon session. There shall be assignment and periodical tests related to the theory and shall be considered for internal assessment.

## 2. Research proposal Submission Course:

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Orientation Classes					
2	Proposal Submission of hard copy and soft copy, and presentation in seminar	1	25*			25
3	Viva voce	1		25		25
	Total	2	25	25	25	50

Number of Activities: Two Credits: One for Proposal write up and one for Viva/25+25 Marks

The processes will have four phases as given below:

- Orientation on developing research proposal. : Under this phase there shall be a detail presentation for about eight periods on components and details of research proposal. Further they should be exposed to various research proposals as specimen copy. A demo of preparing the research proposal can also be undertaken.
- Selection of topic with the guidance from Guide. : Under this phase the candidate will meet their respective guide and will select the research topic and prepare the proposal. There shall be general exposure in class to the group or in small group at theory period by the teaching staff individually or in the group. Also each teacher will guide the student to prepare the proposal. This phase will be for 45 days.
- After the preparation of research proposal a one sheet summary framework has to be presented in five to ten minutes by each to the whole group, where in all the

teachers of department will be present. In case required there will be group advice for refining the title and other requirements. The basic frame will be approved by the dept head through dept staff meeting. This should also ensure that the student is given a work that does not allow him to present a work already done as duplicate one.

- d. The student after getting the approved title and frame should modify the research proposal prepared with proper guidance from guide. The soft copy and three hard bound copies shall be submitted to the guide and the same shall be forwarded to the head and Chairperson of the department.
- e. The guide has to be from the list of teachers fully qualified and approved by the department council. In case of fresh appointment of teachers the approval is mandatory to get approval before assigning the students.

### 3. Dissertation work and Submission :

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Guidance by research teacher and formative evaluation during II,,III,,and IV Semester					
2	Submitting three copies with a soft copy to the Dept Council through Guide and Head	4		100	50	100
3	Presentation of draft report	2		50	25	50
	Viva –voce after submission	2		50	25	50
	Total	8				200

The research proposal designed should be implemented and the student should pursue the work under the guidance of the guide. The dept is free to call upon the student to present the progress of the work at any point of time in the form of seminar. The detailed procedure of completing and presenting are given in the appendix with title Guide Lines for Dissertation work submission.

### 14. ICT Lab work:

ICT Lab-I and ICT Lab-II will be in the following form

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to Pass	Total
1	Conduct of Practicum in lab situation					
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		10			10
4	Examination for in lab work and Viva-voce on ICT works			40	16	40
	Total	2				50

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis soft wares, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall be as listed in the practicum list of the syllabus. There shall be two types of activities.

Type-I, shall have following procedure:

- f. Orientation for 15 to 20 minutes.
- g. Demonstration of the activity.
- h. Presenting the details of the exercise by the student.
- i. Exercise practice and output print if necessary.
- j. Writing the details of the activity in the journal and submission for the tutor's signature.

Type-II, shall have following procedure:

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Working out the exercise and presenting the material to the small group for feedback and discussion

### 5. Psycho –Socio Lab work:

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to Pass	Total
1	Conduct of Practicum in lab situation					
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and Submission		10			10
4	Examination for in lab work and Viva-voce on ICT works			40	16	40
	<b>Total</b>	<b>2</b>				<b>50</b>

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counselling parents, teachers, and other stake holders. The rooms are necessary to observe and develop the counselling skills and see the effect of counselling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the dept council. There shall be at least four indoor assignments and four our door assignment for this course. The dept council shall evolve a list of assignment, improve upon and notify accordingly.

Some the sample assignment are listed for below

A) Type –II, Lab assignment :

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores( Dept may evolve the draft and keep ready for use)
2. Conducting a counselling on issue related child/teachers recording the session and analysing in term of potential of change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer with the equipment.

B) Out of lab assignments:

1. Visiting schools and generate the sociometry results through sociometry software and use them for change.
2. Testing intelligence/creativity of at least five children of a school and reporting the scope to use the results for the beneficiary.

**6. Personality Development and Yoga Course work:**

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Personality Development work shops		10			
2	Yoga Exercises and performance rating		20			
3	Records of Personality development submitted for valuation		10			
4	Viva voce		10			
	Total	2	50		25	50

The Department Council shall list out the details of activities and will inform the TEI's to conduct

**7. Field Attachment Assignments:**

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to Pass	Total
1	Teaching learning Material Development					
2	Developing In-service Teacher Education Competencies					
3	Publication and Dissemination Competencies					
4	Case Studies					
5	Action Research					



6	Leadership Development and Institutional Change					
7	Institutional Quality Assurance and Feedback					
8	Cost effectiveness and Resource mobilisation Study					
9	Any other					
		4	100		50	100

There will be a series of assignments not less than four, and will be decided by the Dept Council for the academic year. Some of the assignments are listed below as exemplars.

#### Assignment One: Development of In- service Teacher Enrichment competences (DIS TEC)

The M.Ed group will be oriented to the objectives, processes, organizing requirement and programme assessment details. Some of the models will be exposed to the students. At second stage they will be sub grouped in to two to four students, and will be assigned to a guide. They will be asked to select a theme and conduct one day workshop/orientation/enrichment programme with full preparation. The participant will be the school teachers/teacher educators locally available. The participants can be about ten members and not less than eight. Necessary requirements of stationary and comfort for academic should be looked after by the students. The resource persons should be preferably the students themselves. For special requirements they can call one or two specialists. The guide will supervise. The other student may also take advantage of learning being passive participants. The last session should be a programme evaluation session. A report of the total conduct shall be prepared and submitted to the dept with guide's signature. If necessary the same thing may be presented to the group.

#### Assignment 2: Teaching Learning Material Development:

The M.Ed student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

- a. LPS/HPS Curriculum subjects.
- b. Sec.school curriculum subjects.
- c. D.Ed curriculum subjects
- d. B.Ed curriculum subject.
- e. Learning and teaching issues proposed in the national and Sate educational policies

In special occasion in consultation with guide TLM can be for Higher education courses also. The developed material should be the original material development by the candidate. It should not be the copy of already prepared by someone else. The material may have multimedia, activity centred, field based or any other format according to certain principles of learning –teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted to the department and also be presented in the M.Ed class.

#### Assignment 3 :

Publication and Dissemination Competency (PAD- C): This assignment is for developing the competency of publication and understands its importance. The sub group of two to four members will be assigned with theme for developing an edited booklet. The articles may be from students or already published in various journals. Good English articles may be translated in to regional language and a publication may be done to benefit the regional teachers. After the completion of the draft work the same is to be approved. The approved booklets should be printed in the final form and be submitted. The department may also use this assignment for evolving educational literature that can be converted in to dept publication on regular periodicity.

## 8. Immersion Activities:

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int o	Ext	Minimu m to pass	Total
1	Demo pedagogic lesson development and recording p	1	25			25
2	Preparing time table for practice teaching	1	25			25
3	Supervising microteaching and similar practice lessons	1	25			25
4	Study report on resource status and further Improvement	1	25			25
5	Systematization of activities and teaching for one of the theory papers of teacher education	1	25			25
6	Instruction for a unit and unit test at Teacher education Institute	1	25			25
7	Development of a school based assignment for teache education institute student teaches and implementation	1	25			25
8	A case study on administrative issue of teacher education institute like admission problem, NCTE approval, recongnititon,etc	1	25			25
		8	200		100	200

## 9. T-Mode for Pedagogic and Androgogic Competencies( PAC):

### Assignment 1:

Under this mode there will be series of assignment that a student is supposed to undertake with the guidance of assigned teacher. All the assignments are to be undertaken during immersion period. The required theoretical orientation will be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. Intermittent assessment by guide and department will be done based on the students performance in the field done through observation, and also through group discussion and individual presentation. Some of the assignments are listed below:

- a. Development of lesson plans and teaching in vivo (real class room situation)or in vitro (college based situation). Student has to select the same, and needs to be video recorded and edited and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute and study the status of its functioning. It should be presented in the form of report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or cases that require inclusiveness of alienated.
- d. The student shall visit either DIET or any Teacher Education Institute and will

- observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits.
- e. The student shall visit any one programme situation such as school day, science exhibition, Pratibha Karanji, Ba Sahlege, national festival day, etc and document the event assess the status and present for its improvement report.
  - f. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institute and report as document.
  - g. Any other activity similarly designed and notified by the department.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible

Assignment 2:

School Intervention Competency Development (SIC D) :

Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources utility and its optimisation.
- b. Introducing to updated pedagogy and TLM and experimenting
- c. Evolving activities for the school and incorporation to inculcate the inputs for the neglected components of educational policy.
- d. Strengthening the programme presently undertaken by Government with rearrangement so as to improve the quality.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion.

## **10. Open Elective Courses offered and Choices.**

The department of Education offers two open elective courses for the students of other departments, one in the second semester and another in the third semester. The affiliated colleges shall offer two open elective courses as prescribed by University under CBCS scheme, during that academic year. Open elective courses shall be taught by the qualified and specialized teachers approved by the University as per the UGC norms.

## **11. Mandatory Institutional Requisites.**

- **Academic Head:** She/he is the head of the course with qualification required equivalent to a Principal of PG Dept as per NCTE and UGC Norms. The person has to assign the work by the management by following the procedure similar to the appointment of Principal to college/ to a Professor in the University. He shall be solely responsible in conduct of course and all correspondence with the University and Dept of Education.
- **Academic Resources:** For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities

etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The mode of curriculum transaction and assessment (MOTA) prescribed, the Internal Assessment monitoring guidelines and conditions laid down by the Department of Education has to be strictly adhered. All I.A activities and marks shall be approved by the Dept Council of Education before forwarding to the Registrar (Evaluation) GUK.

- The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University authority and Chairperson of the Dept of Education.
- **Academic Records:** These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority. The institution shall keep the record transparent and open to supervision as and when required by the Chairperson of the Dept of Education, GUK. The I.A should be notified to student regularly as mode of continuous feedback.
- Administrative Records:

## **12. Monitoring Academics and Assessment**

There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

- a) The Chairperson, Board of Studies
- b) The Chairperson Board of Examination.
- c) Two senior from teaching staff of Dept of Education on rotation basis. – Member.

The Chairperson in case of PG Department of Studies or the Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate the Chairperson of the Department of Education, before commencement of every Semester end Examination (theory). Wherever the candidates marks are not submitted on time, the candidate is deemed to be absent for the I A activity and is not permitted to appear for the respective course examination.

The Boards shall verify all the consolidated lists of Continuous Assessment Marks.

The Board if felt necessary based on the facts can visit the departments/ colleges to verify the records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks and shall be final

## **13. Working Days**

There shall be at least two hundred working days, each year and 100 working days each semester, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

#### **14. Attendance and Conduct**

- M.Ed is a full time course and students shall not take up any employment /course, part time or full time during their M.Ed course. Students found violating this rule shall be removed from the course and disqualified for the award of degree.
- Each paper shall be taken as unit for the purpose of calculating attendance for theory and practicum.
- The minimum attendance of students shall be 80% for theory courses , practicum,and for field attachment and internship.
- At the end of every month attendance of every student course wise shall be notified on the notice board of the Department. The Department Council shall certify the fulfilment of required attendance of every student.
- The student who fails to complete the course in the manner stated above shall not be permitted to appear for the examination of the concerned semester, nor is eligible. Such student shall repeat that paper in the subsequent year as a regular student at his own risk and will have to make up for the loss of attendance by attending classes as regular student. All his /her prior Internal Assessment marks in the concerned subject/s shall be cancelled and he/she will have to appear for his internal Assessment Tests again for the concerned paper/s.

Shortage of attendance up to 15% (i.e.65% or more than but less than 80%)may be condoned by the Vice-Chancellor on the recommendation of the Department Council/Principal of the College on payment of fee prescribed by the University. There shall be no condonation if attendance is below 65% during any.

**Structure for Two-Year M.Ed. Programme Semester-wise Distribution of the Courses**

**Semester – I**

<b>Course</b>	<b>Course Code</b>	<b>Subject Name</b>	<b>Theory/ Practical</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Mark s</b>	<b>Total Credit s</b>
Course - 1	126MED01XXXHCC01T	Philosophy of Education	Theory	75	25	100	4
Course - 2	126MED01XXXHCC02T	Psychology of Learning and Development	Theory	75	25	100	4
Course - 3	126MED01XXXHCC03T	Educational Technology	Theory	75	25	100	4
Course - 4	126MED01XXXHCC04T	Introduction to Educational Research And Statistics	Theory	75	25	100	4
<b>ISB</b>							
Activity -I (a)	126MED01XXXHCC01L	Communication Skills & Expository Writing	Practical		50	50	2
Activity -I (b)	126MED01XXXHCC02L	Self Development -Yoga Education	Practical		50	50	2
<b>Total</b>				<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>

**ISB – INTER SEMISTER BREAK**

**T – THEORY**

**L – LAB or PRACTICAL**

**HCC – HARD CORE COURSE**

## Semester – II

Course	Course Code	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course - 5	126MED02XXXHCC05T	Sociology of Education	Theory	75	25	100	4
Course - 6	126MED02XXXHCC06T	Historical, Political and Economic Foundations of Education	Theory	75	25	100	4
Course - 7	126MED02XXXHCC07T	Educational Studies	Theory	75	25	100	4
Course - 8	126MED02XXXHCC08T	Advanced Educational Research And Statistics	Theory	75	25	100	4
Course (OEC)	126MED02XXXOEC01T	Opted from other Depart ments	Theory	80	20	100	
<b>ISB</b>							
Activity -II (c)	126MED01XXXHCC03L	Dissertation	Practical		50	50	2
Activity -II (d)	126MED01XXXHCC04L	Internship in a Teacher Education Institutions	Practical		100	100	4
<b>Total</b>				<b>380</b>	<b>270</b>	<b>650</b>	<b>26</b>

# **SYLLABUS**

**BAGALKOT UNIVERSITY, JAMKHANDI**

**SYLLABUS FOR TWO YEAR M.Ed. PROGRAMME CHOICE BASED CREDIT SYSTEM  
(CBCS)**

## **SEMESTER – I**

**COURSE CODE: 126MED01XXXHCC01T**

**COURSE – 1: PHILOSOPHY OF EDUCATION**

### **Objectives:**

After completion of the course the students will be able to:

- Understand the need and significance of philosophical framework of education.
- Know the fields of philosophy and their relevance to education.
- Understand the perspectives of Indian and Western schools of philosophy concerning education.
- Acquire the knowledge of the concepts and principles of philosophy.
- Understand the relationship between philosophy and education and the importance of philosophy on education.
- Understand the philosophical origins of education.
- Develop a philosophical outlook towards educational problems.
- Appreciate the contributions of Western philosophy and Indian philosophy to education.

### **Unit- 1: Introduction to Educational Philosophy**

1. Concept and Functions of Philosophy
2. Need and Importance of Philosophical
3. Framework Inter-relationship between
4. Philosophy and Education Nature and Scope of Educational Philosophy.
5. Philosophical
6. Methods of Teaching
7. Curriculum
8. Text Book
9. Teacher and-Pupil Relationship
10. Discipline



## **Unit – 2: Fields of Philosophical Inquiry and Education.**

1. Metaphysics – Origin and Meaning & Theories.
2. Epistemology - Origin and Meaning & Theories.
3. Epistemological Analysis of Sources of Knowledge
4. Ways of knowing – Indian and Western Axiology – Origin and Meaning & Theories.
5. Ethical Values of Science and Technology.
6. Intellectual Honesty.
7. Application of Technology for Human Welfare.
8. Scientific Temper.

## **Unit- 3: Indian Schools Thinkers of philosophy and Education.**

1. Indian Schools of Philosophy
2. Sad Darsanas (Six Systems of Thought)-Sankhya-Yoga,
3. Nyaya-Vaisesika, Mimasa-Vedanta. Charvaka Darsana Buddhism and Jainism
4. Dwaita, Adwaita and Shaktivishistadwaita Indian Thinkers Sri Aurobindo Ghosh
5. Mahatma Gandhiji, Rabindranath Tagore. Swami Vivekananda and J. Krishnamurthy

## **Unit- 4: Western Schools Thinkers of philosophy and Education.**

1. Western Schools of Philosophy – Idealism, Naturalism, Pragmatism and Realism
2. Western Thinkers- John Dewey, Maria Montessori and Aristotle Rousseau
3. **Mode of Transaction:** Lecture-cum-discussion, workshop sessions, assignments, presentations by students

## **Practicum :**

The students may undertake anyone of the following activities :

📖 Reading of original texts of Swami Vivekananda/M.K.Gandhi/Rabindranath Tagore/Jonh Dewey/Froebel etc and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.

📖 Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

📖 Identifying the constitutional values prevailing in the school textbooks and report.

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**COURSE CODE: 126MED01XXXHCC02T**

**COURSE -2: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

### **Essence of the Course**

This course covers presentation on different School of Psychology and its implications for education, Detailed Coverage has been made on Learning and motivation theories and their educational implications. The course highlights the nature of individual differences, adjustments, personality and group dynamics.

#### **Objectives:**

1. The students will understand the general concepts in psychology and educational psychology in particular.
2. The students will understand the concepts of the theories of psychology and psychology of learning in particular.
3. The students will understand the role of motivation as is involved in learning,
4. The students will understand the concepts of adjustment and personality and how they are both interrelated

### **Unit 1: Psychology of Learning.**

- a) Basic, Nature, scope and methods of educational psychology – Schools of Psychology: Structuralism functionalism, behaviorism, Hormic psychology, Gestalt, Cognitivist, Psycho analytic – Methods of studying psychology: Introspection, Observation, Case Study and Experimental Method.
- b) Learning: its meaning, types and nature, theories of learning and instruction with reference to classroom practice  
Various theoretical perspectives on human learning with educational implications: Behaviourist (Pavlov and Skinner), Humanist (Rogers),Cognitivist (Gagne, Ausubel, Burner, Piaget), Constructivist (Piaget, Vygotsky)- Information processing theories- Evolutionary view of Psychology of learning – Neuroscience Perspective of Learning & development.

### **Unit 2: Motivation.**

Meaning and importance –theories of Motivation – Maslow’s hierarchy ofneeds, Atkinson’s Achievement motivation, McClelland theory of Motivation – Implications of

theories of motivation in the context of learning and instruction-Factors related to motivation such as : Information, Social Factors, Emotional Factors, Family Influence and Classroom Ethos- Strategies for motivating learner – Intrinsic and extrinsic motivation.

### **Unit 3: Individual Differences.**

Individual differences : Kinds & causes – Intelligence Theories : Two Factor theory, Multifactor theory, Group factor, Structure of Intellect (SOI) by Guilford, Vernon's Hierarchy Theory, Multiple Intelligences, Emotional Intelligence – Measurement of Intelligence – Creativity :Nature, Process, Identification, fostering and guiding creative children and its importance, Measurement of creativity – concept and measurement of Aptitude, Attitude, Interests and Values – Exceptional children : Gifted, Slow learner, disabled – underachiever- strategies to deal with diversity among the learners.

### **Unit: 4: Adjustment and personality.**

(a) **Adjustment** : Psychological Process – Maladjustment, factors responsible for maladjustment – conflicts and their resolution – Defence mechanisms – Juvenile Delinquency – Remedial programme at school and community – Mental Health – Understanding and management of learners with emotional and behavioural disorders – role of guidance services.

(b) **Personality**: Theories of Personality : Psycho analytic theory, Socio Psychological theory- Determinants of Personality – Concept of developing the whole person – Measurement of Personality in Educational settings :Tools and Techniques.

### **Mode of Transaction :**

Lecture, Discussion, Case Study, seminar presentation, Experiments, Problem solving, Film show

### **Practicum :**

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Study of group dynamics of secondary school students and B.Ed. students using

different techniques and tools

3. Administration of personality test, intelligence test, creativity test, socio-metric technique, its interpretation and report writing.
4. Visits to juvenile home, Special education centres and reporting on its structure and functioning.
5. Each student shall be required to critically appraise any two theories mentioned in the syllabus, This should be done on the basis of their observation of subjects selected from their surroundings.

**Mode of assessment :**

Assignments, Class test, Observing practical and assessment of reports

**References :**

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3. Bhatia, H.R. (S1973). Elements of Educational Psychology, 5<sup>th</sup> edition, Orient Longman.
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**COURSE CODE: 126MED01XXXHCC03T**

**COURSE – 3: EDUCATIONAL TECHNOLOGY**

**Objectives:** After completion of the course, the student will be able to; Understand the

- ✚ Understand the meaning, scope and concept of Educational Technology
- ✚ Compare the software approach with hardware approach to Educational Technology
- ✚ Develop necessary skills in the use of media utilization and applications in the teaching-learning process
- ✚ Develop awareness towards education and system analysis
- ✚ Develop skills regarding Cybernetics namely use of Internet and related services.

**Unit 1- Nature and Scope**

Educational technology-concept, product Vs process;

Forms of educational technology: teaching technology, instructional technology and behavior technology;

Approaches of educational technology: Hardware and Software;

Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent);

Historical development – programmed learning stage; media application stage and computer application stage;

Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

**Unit 2- Systems Approach to Education and Communication**

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;

Instructional Strategies and Media for Instruction.

Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Types of communication: Face-to-face, Distance and other alternative modes.

### **Unit 3- Audio Visual Media in Education**

Audio-visual media – meaning, importance and various forms.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.

Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of animation films for the development of children's imagination.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

### **Unit 4- New Horizons of Educational Technology**

Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.

Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.

Recent experiments in the third world countries and pointers for India with reference to education.

Recent trends of Research in Educational Technology and its future with reference to education.

#### **Transaction Mode:**

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

**Practicum:** The students may undertake any one of the following activities:

Identifying appropriate media and material for effective use in the transaction of a lesson.

Writing a simple script for media production.

Critical analysis of an instructional system based on components of systems approach

Critical analysis of the different instructional designs based on the various instructional design models.

### **Preparation of a trend report on researches on instructional design**

Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

Interventions of educational technology in the current practices of teacher training programmes in India.

### **References**

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Chauhan S S: A Text Book of Programmed Instruction. (2Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.

Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.

Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

Ruhela S P (2001): Some Aspects of Educational Technology.

Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5<sup>th</sup> Ed), Harper and Row Publishers, New York.



**COURSE CODE: 126MED01XXXHCC04T**

**COURSE – 4 a: INTRODUCTION TO EDUCATIONAL RESEARCH  
AND STATISTICS**

**Objectives:** After completion of the course the students will be able to:

- Explains the different Sources of Knowledge, types, paradigms of Research
- Elucidates meaning, purpose & characteristics of Educational Research.
- Illustrates different types of research.
- Discusses different paradigms of research.
- Organizes the related literatures
- Formulates the research problems
- Explains variables, hypotheses and sampling.
- Prepares a research proposal
- Illustrates different types of measurement scales
- Calculates, measures of central tendency.
- Computes measures of variability.
- Explains the Characteristics and applications of Normal probability curve.
- Explains different application of computes in research.

**Unit 1 – Basics of Educational research**

Different Source of Generating Knowledge. Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.

Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research

Types of Educational Research – Classification based on purpose Fundamental or Basic, Applied and Action Research. Classification based on Method – Historical, Descriptive, Experiment. Paradigms of Research: Qualitative, Quantitative & Mixedresearch.

**Unit 2 -Review of Related Literature & Formulation of Research Problem**

Purpose of Review at Different Stages of Research.

Identifying the Related Literature - Sources & Types, Online & Off line References.

Organizing the related literature – recording of various references, notes taking.  
Formulation of a Research Problem – Sources, characteristics of a good research problem, Evaluation of Research Problem, Criteria for selecting the Research Problem.  
Defining & Stating the Research Problem, objectives & Research question in quantitative & qualitative research.

### **Unit 3 - Variables, Hypotheses, Sampling and Preparation of a Research Proposal**

Steps of Educational research, Research Blueprint – Concept and Component.  
Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.  
Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.  
Sampling - Concept of Population & Sample – Sampling unit, sample size, sampling frame, concept of representative & based sample. Types of sampling – Probability sampling & Non probability sampling. Probability sampling – Random sampling, stratified sampling, stratified random sampling, systematic sampling, cluster & multistage sampling. Non probability sampling - Judgment or purposive sampling, quota sampling, Incidental sampling (Convenient).  
Format of a research proposal

### **Unit 4 - Educational Statistics and Computer Applications**

Nature of Data  
Meaning and Nature, Measurement Scales, Classification and tabulation of data,  
Graphical representation of data.  
Descriptive Statistics  
Measures of Central Tendency and Variability  
Relative position- quartiles, deciles, percentiles and percentile ranks  
Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.  
Standard scores, T scores and Stanine- computation and uses. Criteria for selecting statistical softwares- in research.  
Criteria for selecting software- SPSS, EXCEL and SYSTAT for data analysis in educational research work. Packages on statistics (meaning and applications)

#### **Mode of Transaction:**

Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

#### **Practicum**

- 📚 Application of Scientific Method to solve classroom related problem
- 📚 Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives

✚ List ten Educational Problems related to Educational Management/ Educational Administration/ Educational Technology

✚ Collect 30 Educational Research studies and classify them based on method used.(Historical/Descriptive/Experimental)

✚ Collect 10 Qualitative, Quantitative and Mixed Research studies from survey reports classify and justify the method used.

✚ Make a Critical Analyses of review of related literature with respect to organization and note taking from dissertations/projects.

✚ Identify the criteria used for the selection of the problem and evaluate the selection from the given 10 Research Reports.

✚ Identify and classify the different types of variables from the given 10 research studies.

✚ Identify any 10 Research Problems and formulate the related Hypothesis

✚ Given 10 research studies, identify and justify the sampling method used by the researchers.

✚ Critically evaluate the given two research proposals.

✚ Collect 5 graphical representations (5 for each type) from Newspaper/ Journal/ magazines etc.

✚ Collect the Academic Achievement scores of any 2 sections of any/ class and calculate the Measures of central tendency and Interpret the results.

Collect Mathematics achievement scores of any one class and plot the frequency polygon and interpret the nature of distribution.

✚ Collect 10 research studies from websites and identify the tool used and scale of measurement.

✚ Collect KSEB and PU Board data and use MS-EXCEL to classify and organize the data.

✚ Identify 10 research problems from any area of research from different websites and quota the source.

From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.

✚ Selection of a problem and developing a research synopsis.

✚  
⋮

Identify five qualitative research problem and prepare at least five research questions for each with clear research title.

📌 Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also ,you might use more than one in order to cover your topic.

📌 Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)

📌 A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.

📌 Plan & preparation of Qualitative Research proposal.

📌 Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

## References

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- 📌 Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.  
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- 📌 Praveena K. B. & Srinivasa K. S (2011). Research Methodology – A Practical Approach. ISBN: 81-901-860-5-1. Bangalore. Esquire Publications.
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Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.

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## INTER-SEMESTER BREAK (ISB) – I

**CORSE CODE:** 126MED01XXXHCC01L

### **ACTIVITY- 1 (a): COMMUNICATION AND EXPOSITORY WRITING**

**Objectives:** After completion of the course, the student-teachers will be able to:-

- 📖 Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- 📖 Use of ICT in effective communication.
- 📖 Understand about writing skill and enhance their expository writing skill. 📖 Implement their knowledge of communication in classroom discussion and daily life.

#### **Activity – 1**

- 📖 Analyzing verbal and non-verbal components of various personalities
- 📖 Practicing Extempore Speech, Debate, Role Play, Pick and Act
- 📖 Dramatization – Executing a play
- 📖 Identifying and analyzing effectiveness of non-verbal components in cartoon films
- 📖 Practicing electronic communication

*(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)*

#### **Activity - 2**

- 📖 Writing an essay on any topic
- 📖 Writing a story with a clear message
- 📖 Writing a report on any current events
- 📖 Writing a poem
- 📖 Writing description about a given picture
- 📖 Creative Writing 📖 Reflective writing

*(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)*

**Mode of Transaction:** workshop sessions, assignments, presentations by students Activities and Firsthand experience.

## **Practicum**

Workshop on Development of Expository Writing skills for seven days. Workshop on Communication skills for ten days.

## **References**

<http://gujarat-education.gov.in/education-citizen-act-rules.html>

[www.ugc.ac.in](http://www.ugc.ac.in)

[www.education.nic.in](http://www.education.nic.in)


[www.scribid.com](http://www.scribid.com)

HNGU Handbook-I & II

**COURSE CODE: 126MED01XXXHCC02L**

**ACTIVITY 1 (b): Self Development -Yoga Education**

**Objectives:** After going through this paper, student will be able to:

- Understand the concept of yoga.
- Understand the concept of Personality development and yoga. Manage the stress by yogic practices.
-  ○ Try for self development through yoga
- Practices Asanas, Pranayamas, Meditation.

**Unit 1: Introduction to Yoga and Personality Development**

Introduction  
Yogic Concepts of Personality  
Dimensions of Integrated Personality Development

**Unit 2: Yoga and Stress Management**

Introduction  
Concept of Stress  
Stress-a yogic  
Perspective  
Yoga as a way of Life to cope with stress  
Yogic Practices for stress management.  
Cyclic Meditation for stress management.

**Unit 3: Yoga and Self Development**

Introduction  
Concept and Nature of Self Development  
The concept of value and value education.  
Spirituality and its role in human self-development-Yamas and Niyamas.  
Helping children develop values  
Yoga and Human Excellence

**Unit 4: Guidelines for Practicum**

Introduction  
Asanas  
Bandhas and Mudras  
Pranayama  
Meditation.

**Books for Reference**



American Psychological Association. 'Stress'. Available at <http://apa.org/topics/stress/index.aspx>.

Basavaraddi, I.V. (ed.) (2013). A Monograph on Yogasana. New Delhi: Morarji Desai National Institute of Yoga.

Basavaraddi, I.V. (ed.) (2010). Yoga Teacher's Manual for School Teachers. Delhi: Morarji Desai National Institute of Yoga.

Basavaraddi, I.V. (ed.) (2013). A Monograph on Pranayama. Delhi: Morarji Desai National Institute of Yoga.

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Saraswati, Swami Niranjanananda (1997). Gheranda Samhita. Munger: Bihar Yoga Bharati.

Srivastava, Sumitra (1998). Understanding Stress: A Multi dimensional Approach. New Delhi: Regency Publications.

Udupa, K.N. (1985). Stress and Its Management by Yoga. Delhi: Motilal Banarasidass.

Vivekananda, De. Rishi (2005). Practical Yoga Psychology. Munger (Bihar): Yoga Publication Trust.

## **SEMESTER – II**

**COURSE CODE: 126MED02XXXHCC05T**

**COURSE – 5: SOCIOLOGY OF EDUCATION**

**Objectives:** After completion of the course, the students will be able to:

- ✚ Enable the student to explain and reflect on Gender ideology.
- ✚ Relationship between education and social change with special reference to modernization and globalization.
- ✚ Relationship between concepts and processes of sociology and education. Theories and characteristics of sociological analysis and its relation to education.
- ✚ Understand and explore the meaning, aims, and purposes of education.
- ✚ Develop understanding of sociological dimension of education.
- ✚ Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- ✚ Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

### **Unit 1- Meaning and Scope of Sociological Foundations of Education.**

Development of the Science of Sociology.

Interrelationship between of Sociology and Education.

Nature and Importance Sociology and Education.

Society –The Origin of Sociology- Functions of Society, Types Society, Education and Society.

Social Institutions.

The Family –The Changing Functions of the family. The continuing functions of family – variations in family. Impact of family on the Development of Personality of the Child.

Functions of Religion; Education and Religion.

## **Unit 2- Social Change and Education.**

Social Stratification, Nature, importance and concept of Social Stratification Types of Stratification- Class and Caste .Factors in Social Stratification.

Social Mobility. Factors in Social Mobility- Types of Social Mobility. Sanskritisation, Role of Education in Social Mobility.

Cultural Lag. Factors in Cultural Lag –Reasons for Cultural Lag.Vested Interests and Cultural Lag.

Social Change. Nature of Social Change –Theories of Social Change. Factors of Social Change –Social Evolution and Progress.

## **Unit 3- Process of Socialization of the Child-A Cultural Analysis.**

Socialization, Importance of Socialization –Role and Status. Theories of the Development of Self and Personality .Agencies of Socialization.

Culture

Society and Culture, Characteristics of Culture Functions of Culture-Cultural Variation Culture and Personality Enculturation, Its significance in understanding the child Process of Enculturation Enculturation and Education.

Acculturation Process of Acculturation, Variables of Acculturation-Bases of Acculturation Impact of Acculturation on the Personality Development of the Child.

Traditionalisation. Concept of Traditionalisation

Social and Cultural Traditions

Our Traditions and Modern India

Modernization Features of Modernization

Attributes of Modernization

Modernization and Education

## **Unit 4- Human Rights and Co-existence.**

Constitutional Provisions for Education

Fundamental Rights

Directives Principles of State Policy

Concept of Human Rights

Universal Declaration of the Human Rights

Amnesty International

United Nations High Commission for Human Rights

National Human Rights Commission

State Human Rights Commission/Cell Rights of Children

### **Mode of Transaction:**

Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

## 1. Practicum:-

✚ Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity. Organize a debate on Education & Socialization.

## 2. Practicum:-

Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result

## References:

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- Berger, P. L., & Luckmann, T. (1967). *The Social Construction of Reality*. Allene Lane: The Penguin Press (Set Book).
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**COURSE CODE: 126MED02XXXHCC06T**

**COURSE – 6 (a): HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION**

**Objectives:** After completion of the course, students will be able to:

- 🚩 To acquaint the students with the political economy of education.
- 🚩 To develop among the students an understanding of the financial aspects of education.
- 🚩 To understand the Pre-independence and post-independence development of education in India.
- 🚩 To understand the factors from historical perspective that contributed to present education system.
- 🚩 To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

**Unit – 1: Foundation of Education**

Foundation of education: Meaning, need, nature, concept, type and role in shaping education  
Historical Perspective of Education  
Political Perspective of Education  
Economical Perspective of Education

**Unit – 2: Historical Foundation of Education**

Origin and development of modern education in India.  
Education in India during – Vedic, Buddhist and medieval, Islamic Periods, Colonial Period.  
Education in Vedic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period, Education in British Period : Concept, Ideas, Agencies of Education, Organization of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

**Unit – 3: Political Foundation of Education**

Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context  
Multiple School Contexts- rural/urban; minority/denominational/ government  
Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.  
Study and Review the impact on Indian Education of the following Pre independent

policies: Macaulay's minutes ; Wood's dispatch ; Hunter's Commission ; Sargent's Report ; Sadler Commission 1917-19.

Study and Review the impact on Indian Education of the following post-independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)

RTE Act 2009

Secondary Education Commission  
Kothari Commission (1964-66)

#### **Unit – 4: Economic Foundation of Education**

Formation of Human Capitals

Knowledge Industries and knowledge occupations

Contribution of education to development

Education and labour market: Investment in education, skill based education

Youth unemployment and education


Economics of brain drain

Educational Financing: Elementary, Secondary and senior Secondary school level

**Mode of Transaction:** Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

#### **Practicum**

 Seminar on Perspective of education

 Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

#### **References**

Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.  
Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.

Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.

Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.

Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.

Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).

NCF 2005, NCERT, New Delhi.

Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi.

**COURSE: 126MED02XXXHCC07T**

**COURSE – 7 (a): EDUCATIONAL STUDIES**

**Objectives:** After completion of the course, students will be able to:

- 📚 Introduce the nature of education studies and map the fields.  
Introduce certain selected seminal educational texts representing the foundational perspectives.
- 📚 Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- 📚 To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- 📚 Introduce, understand and to enable critical analysis to form current and future professionals.

### **Unit: 1 Foundations of Education**

Concept of Education as a discipline

Semantics of Education : Including Broad and Narrow meaning of Education

Interdisciplinary nature of Education w.r.t Philosophical principles, political psychological evidences, sociological foundations, Management Science, political sciences and Economics.

Conceptual analysis : Equality of Educational opportunity, Open learning (distance, online) learning society and Secularism

### **Unit: 2 Perspectives of Education system in India**

Educational and sociological Perspectives of Indian social reformers on the national system of Education

Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurbindo, Radhakrishnan, Dr. B.R Ambedkar, Zakir Hussain, Durgbhai Deshmuk, Dayanand Saraswathi, Tilak karve, Shri Mali, Lakshmana Swami Mudalia

### **Unit: 3 Educational Systems and Structure**

Historical perspective on the educational system in India and its development a. Education in pre-independence India b. Evolution of Indian system of Education in post-independence.

Conceptual frame work on the Structure, Aims and Functions Elementary School system

Secondary School system

Higher Education system

Alternative (Educational) System of Education

Non Formal System of Education

Open Learning

Distance Education



Adult and Continuing Education  
Vocational Education  
Inclusive Education

#### **Unit: 4 Contemporary Concerns of Policies and Practices**

Nature and Focus of Education after Independence  
Different commissions – NPE (1986), POA (1992)  
Report of the committee of review of NPE (Ram Murthy)  
SSA, RMSA, RUSA  
Constitutional provisions and directive principles related to Education and their  
Implementation  
Right to Education – Right to information act  
Delors commission, National Knowledge commission, NCF for school and Teacher  
Education  
Issues and Challenges in Indian Education.

**Mode of Transaction:** Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

#### **Practicum**

Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.  
Seminar on Field of Educational studies

#### **Reference**

Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.  
Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.  
India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting ,Government of India, ISBN 978-81-230-1557-6.  
Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale:ISBN 0-684-31351-0.  
Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press.

**COURSE CODE: 126MED02XXXHCC08T**

**COURSE – 8 (b): ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**

**Objectives:** After completion of the course the students will be able to:

- 📚 Explain the different tools and Techniques of Research.  
Examine the suitability of Tools Techniques of Research in different content.
- 📚 Elucidates the procedure of construction and validation of Tools /Techniques of Research.
- 📚 Enumerates the uses and limitations of different Tools & Techniques of Research.  
Explains the components of Research Report.
- 📚 Elucidates the difference between parameter & non parametric tests.  
Tests the significance different between two means.
- 📚 Computes chi square and interpret the results.  
Gives the meaning of ANOVA
- 📚 Elucidates the meaning of Regression Analysis.

### **Unit – 1: Quantitative and Qualitative Methods of Research**

Experimental – Need and significance, Nature, Validity – Internal and external, controlling variables, Designs – single group, parallel groups and rotation groups. Quasi – Experimental Designs: Non-equivalent Comparison Group Design, and Time –Series Design, Ex Post Facto Research.

Phenomenological, Ethnography, Case Study, Grounded theory, Historical – Need and significance of Historical Research, primary data and secondary data, Sources and collection of data – Internal Criticism and External criticism and Interpretation of data.

### **Unit – 2: Tools and Techniques of Data Collection**

Characteristics of a good tool – Concept and Types of Validity and reliability, Usability, Methods of establishing and Validity and Reliability of a tool.

Test – Concept and Uses of Norm-Reference Test and Criterion Reference Test, Construction and Validation of achievement test.

Tools – Rating scale. Attitude scale, Opinionnaire, Questionnaire, Aptitude test, checklist, inventory – meaning, characteristics, construction, validity and reliability.

### **Unit – 3: Parametric and Non Parametric Testing**

Measures of Relationship – Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi – Computation and uses

in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research.

Concept of Parametric Test & Non Parametric test, Concept of Parameter and Statistic, Sampling distribution, Sampling Error And Standard Error of Mean (large and small sample), Levels of significance, Confidence limits and Intervals, Degrees of Freedom,

Parametric Tests: Testing of Hypothesis – Null hypothesis, Alternative Hypothesis, one tailed test and two tailed test, Type I & Type II Errors, Steps in Testing the Hypothesis, Testing significance of Means: ANOVA – Concept and uses; Regression Analysis: concept and uses.

#### **Unit-4: Report Writing and Presentation of Results**

Need for Effective Documentation: Importance of Report Writing Characteristics of good Report Writing, Types of Research Reports: Brief reports, detailed reports, Technical reports.

Report Writing




Report Format: Preliminary section, Main report, Interpretations of results and suggested recommendations, Limitations of the study, References (APA Style)

Reporting of Research findings and implications

**Mode of Transaction:** Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

#### **Practicum**

Critically analyze X standard question paper in terms of norm referenced and criterion referenced test, weight age given to objectives and content.

-  Preparation/ construction and validation of any one of the tools/ techniques.
-  Collect two studies for each method of research and comment on the method followed.
-  Critically examine the given research report with respect to structure, components, style of writing and bibliography.

Collect 2 cases each for different types of measures of relationship and comment on its suitability.

Collect any 10 examples, 5 from parametric studies and 5 from non-parametric studies from offline sources.

Collect from offline resources any 10 studies in which 't' test for independent sample.(for small and large samples)

Collect from offline resources any 10 studies in which 't' test for correlated samples.(for small and large samples)

Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.  
Identify five quantitative research problems and prepare at least five research questions for each with clear research title.

Conduct a training program on the use of digital library especially for Secondary sources and reference material, such as dictionaries and encyclopedias.

A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.

Identify an experimental educational research problem and prepare their research designing with justification.

## References

- Aggarwal Y. P. (2012), Statistical Methods – Concepts, Application and Computation, New Delhi: Sterling publishers' pvt. Ltd.  
Aggarwal. Y. P. (1988), Better Sampling, Sterling, New Delhi  
Aggarwal. Y. P. (1998), The Science of Educational Research – A Sourcebook, Nirmal Book Agency, Kurukshetra.
- Aggarwal. Y.P. (1988), (ED) Introduction to Statistics for Social Sciences, Sterling, New Delhi.
- Bancroft. T. A. (1968), Topics in Intermediate Statistical Methods, the Iowa State University Press, Ames: Iowa.
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Guildford. J. P. and Benjamin Fruchter, (1973), Fundamental Statistics in Psychology and Education, Fifth Ed., McGraw Hill Book Company, New York.

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John W Best & James V. Kahn, (2010) Research in Education: Tenth Edition, New Delhi: PHI Learning private limited.

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Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.

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Keeping. K. S., (1962) Introduction to Statistical Inference, D. Van Nostrand Company, Inc. Princeton, N. J.

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Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.

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Praveena K. B. & Srinivasa K. S (2011). Research Methodology – A Practical Approach. ISBN: 81-901-860-5-1. Bangalore. Esquire Publications.





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Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi : Radha Publications.

## **OPEN ELECTIVE COURSE**

**COURSE CODE:** 126MED02XXXOEC01T

**COURSE:** STRATEGIES OF TEACHING

**Objectives:** After completion of the course students will be able to :

- Acquire competency in different teaching skills
-  Understand the context of application of different strategies of teaching and also implement them.
-  Understand and appreciate the role of communication in effective teaching.
-  Understand the impact of teacher communication on student's personality development
-  Understand the various features of models of teaching. Know and understand the correlates of teacher effectiveness.

### **Unit 1: Micro-teaching**

Meaning, definitions and importance of Micro-teaching.

Micro-teaching cycle.

Elements of micro-teaching – modeling, setting (simulation / real), feed-back, integration.

Planning of Micro lesson

Teaching skills-

Introducing lesson

Probing questions

Explaining

Stimulus variations

Black board writing.

Integration of Teaching Skills

### **Unit 2 Methods of Teaching**

Teacher Centered Approaches

Lecture method

Demonstration Method

Exposition Method Learner Centered

Approaches. Discussion Method

Heuristic method

Problem solving method

Individualized Instruction – Meaning, Characteristics, Types and Importance 2.3.1

Programmed Learning - Meaning, Definitions, Characteristics and Importance

Basic Principles of Programme Learning Styles of Programmed Text Designing  
Evaluation of a Programme  
Mastery learning  
Origin and Growth  
Basic Principles of Mastery Learning

Importance of Mastery Learning in Education 2.6. Group Instruction  
Debate, Dialogues and Team Learning  
Team teaching, Brain Storming, Case Study and Synetics

### **Unit 3: Understanding Teacher Effectiveness**

Meaning and Concept of Teacher Effectiveness  
Role consensus and Teacher Effectiveness  
Characteristics of Effective Teacher  
Role of Teacher in Student Learning  
Recommendations for Teacher Effectiveness  
Assessment of Teacher Effectiveness

### **Unit 4: Communication and Teaching**

Meaning and definition of communication  
Components of Communication  
Types of Communication  
Communication Models  
barriers of Communication  
Strategies for Effective Communication

### **Transaction mode**

The course material will be transacted utilizing the different modes like group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

### **Practicum**

Construct a few test items based on Bloom's taxonomy on a selected topic of your own choice.

Prepare a lesson plan on any one style of programmed learning.

Identify and list out the barriers of communication.

### **Reference**

Aggarwal, J.C. Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd. 1995

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Shailaja H M and Gundale R P (2006) *Skills and Strategies of Teaching*, Gadag; Vidyanidhi Prakashan

Singh, L.C. Microteaching An Innovation in Teacher Education. Agra: National Psychological Corporation 1979

Travers R.M.W. Second Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Company 1973



## INTER-SEMESTER BREAK (ISB) – II

**COURSE CODE:** 126MED01XXXHCC03L

### **ACTIVITY- II (c): Dissertation**

- Students will explore the areas of educational research.
- The chosen topic must be from the area of specialization.
- Identification of the problem and defining the problem in operational terms.
- Preparation & Presentation of the Proposal before DRC.

**COURSE CODE: 126MED01XXXHCC04L**

**ACTIVITY- II (d): Internship in a Teacher Education Institutions**

**Objectives:** After completion of the course, the students will be able to:

- Internship will be organized with attachment to both pre service teacher education and in serviceteacher education setting.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

**Assessment is based on the following activities –**

- Critical analysis of curriculum of B.Ed./M.Ed. from various aspects like pedagogy,
- specialization offered etc in the light of NCFTE 2009
- Mode of transaction and gives suggestive plan for improvement
- Observation of day-to-day school activities and report of an in-depth study of two
- activities.
- Participation and organization of co-curricular activities
- Cultural
- Literacy
- Games & sports
- Shramadhan
- Teaching work (Five periods in any one compulsory paper of B.Ed.)
- Observation & Supervision of 5+5 lessons in each teaching subject
- Participation in any two in-service teachers training programme for preparation of depth report on it.
- Analyze nature & type of in-service teachers training programme organized by the institution.
- Prepare a module for in-service teachers training programme and find its effectiveness.
- Review new trends in research of teacher education and prepare a report.
- Establishing new norms or quality parameters of a teacher education institution from national /internationallevel – study any one institution and prepare a report.
- Organization and participation in community work
- Organization of community work in educational and social awareness camp by B.Ed. students.
- Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp.
- Training in management of different sections of the school
- Library management
- Administration and scoring of any five psychological tests.
- Science club.
- Office Records and maintenance of attendance register, teacher's diary & stock Register.