

पत्रप्राप्ति संख्या..... 2720
दिनांक..... 03.11.15
संघिका संख्या..... Reg-

REGULATIONS AND COURSES OF STUDY

FOR

2 YEAR

MASTER OF EDUCATION (M.Ed.)

CREDIT BASED SEMESTER SYSTEM

OF

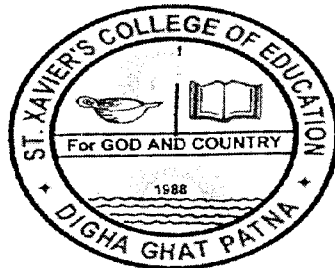


आर्यभट्ट ज्ञान विश्वविद्यालय
ARYABHATTA KNOWLEDGE UNIVERSITY

(ARYABHATTA KNOWLEDGE UNIVERSITY)
PATNA

EFFECTIVE FROM JULY 2015

Preeti Singh
02/11/15



Ramesh Chandra
02/11/2015

ST. XAVIER'S COLLEGE OF EDUCATION
DIGHA GHAT, PATNA-800011

AR
6.11.15
2/11/15
08.11.15
स.घ. (A) श्री लक्ष्मण कुमार (MT10)
02/11/15

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COURSES OF STUDY

SEMESTER I

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
C.C.-01	Psychology of Learning and Development	04	20	80	100	10
C.C.-02	Historical, Political and Economic Perspectives of Education	04	20	80	100	13
C.C.-03	Relevance of Teachers Education in Changing Times	04	20	80	100	16
C.C.-04	Fundamentals of Educational Research	04	20	80	100	19
*EPC- 01	A. Communication and Expository Writing	01	50		50	22
	B. Personality Development	01				
Total	Semester-I	18	130	320	450	

***INTER SEMESTER BREAK-I- EPC-01 will be done**

SEMESTER II

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
C.C.-05	Sociological and Philosophical Perspectives of Education	04	20	80	100	23
C.C.-06	Teacher Education-Issues and Challenges	04	20	80	100	26
C.C.-07	Curriculum Studies	04	20	80	100	29
C.C.-08	Innovative Teaching-Leaning	04	20	80	100	32
*C.C.-09	Dissertation (essentials of research tool)	02	10	40	50	35
EPC- 02	Internship in a teacher Education Institution (32 hours)	04	50		50	37
Total	Semester-II	22	140	360	500	

***INTER SEMESTER BREAK-II- Dissertation will be done**

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SEMESTER III						
Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
S.C.-01	Elementary/Secondary Education for differently-abled	04	20	80	100	38
S.C.-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	20	80	100	41
S.C.-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	20	80	100	43
C.C.-10	Advanced Research Methodology	04	20	80	100	46
C.C.-11	Creativity and Value Education	04	20	80	100	49
EPC-03	Internship	04	50		50	51
*C.C.-12	A. *Dissertation (research proposal and research report)	2	10	40	100	52
	B. Environment and Education	2	10	40		54
Total	Semester-III	24	150	400	550	

***INTER SEMESTER BREAK-III-Dissertation will be done**

SEMESTER IV						
Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
S.C.-03#	Policy, economics and planning in Elementary education	04	20	80	100	56
S.C.-03##	Policy, economics and planning in Secondary education	04	20	80	100	58
S.C.-04	Educational Management and Administration in Elementary/Secondary Education	04	20	80	100	60
S.C.-05	Education Technology and ICT	04	20	80	100	64
C.C-13	Dissertation(32 hours)	04	100		100	66
EPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100	68
Total	Semester-III	20	260	240	500	

Is for Elementary(VIII) Specialisation and ## for Secondary (IX-XII)Specialisation

C.C.=Core Course

S.C.=Special Course

EPC=Enhancing Professional Capacity

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REGULATIONS**1 About the Course**

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

Any student who has obtained at least 50% marks or an equivalent grade in B.Ed., B.A. BEd., BSc. B.Ed., B.El.Ed. or D.El.Ed. with UG degree with at least 50% marks in each may be admitted to the examination for the degree of Master of Education.

2. Duration of Course

2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).

2.2 A University examination shall be held after completing every semester on the dates notified by the University.

2.3 Working Days

2.3.1 There shall be at least 200 working days each year inclusive of classroom transaction, practicum, field study and conducting experimentation.

2.3.2 The institution concerned shall work for a minimum of thirty six hours (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and for mentoring students.

2.3.3 The minimum attendance of each student shall have to be 80% for all course work and 90% for the field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of 2-year M.Ed. Program will consists of the following components:

2.4.1 Field Immersion/attachment/Internship: There shall be core courses (which shall have about 60% of credits) and specialisation courses and dissertation with about 40% of credits.

2.4.2 Year 1: 16 – 18 weeks * 2 semesters + 3 weeks in summer
Year 2: 16 – 18 weeks * 2 semesters + 3 weeks in inter-semester breaks
Total: 16 – 18 weeks * 4 semesters = 64 – 72 weeks; + 6 weeks for field immersion during inter-semester breaks = 70 – 78 weeks.

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2.4.3 Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days, excluding the admissions and examination period.

3. Admission to the Course-

A candidate should have a minimum of 50% marks at B.Ed. degree course or an equivalent grade to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination, Interviews and marks of eligibility degree.

4. Examination

4.1 Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.

4.2 To be printed to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:

- (i) Completed the courses of study prescribed for the M.Ed. Programme.
- (ii) Registered with the University as a student.
- (iii) Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

4.3 A candidate of Master of Education degree shall be examined in 22(twenty two) papers carrying total of 2000 marks.

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4.4. Scheme of Study

COURSES OF STUDY

SEMESTER I

Course Code	Subjects	Credits	Practicum	Theory	Total
C.C.-01	Psychology of Learning and Development	04	20	80	100
C.C.-02	Historical, Political and Economic Perspectives of Education	04	20	80	100
C.C.-03	Relevance of Teachers Education in Changing Times	04	20	80	100
C.C.-04	Fundamentals of Educational Research	04	20	80	100
*EPC- 01	A. Communication and Expository Writing	01	50		50
	B. Personality Development	01			
Total	Semester-I	18	130	320	450

***INTER SEMESTER BREAK-I- EPC-01 will be done**

SEMESTER II

Course Code	Subjects	Credits	Practicum	Theory	Total
C.C.-05	Sociological and Philosophical Perspectives of Education	04	20	80	100
C.C.-06	Teacher Education-Issues and Challenges	04	20	80	100
C.C.-07	Curriculum Studies	04	20	80	100
C.C.-08	Innovative Teaching-Leaning	04	20	80	100
*C.C.-09	Dissertation (essentials of research tool)	02	10	40	50
EPC- 02	Internship in a teacher Education Institution (32 hours)	04	50		50
Total	Semester-II	22	140	360	500

***INTER SEMESTER BREAK-II- Dissertation will be done**

SEMESTER III

Course Code	Subjects	Credits	Practicum	Theory	Total
S.C.-01	Elementary/Secondary Education for differently-abled	04	20	80	100
S.C.-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	20	80	100
S.C.-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	20	80	100
C.C.-10	Advanced Research Methodology	04	20	80	100

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C.C.-11	Creativity and Value Education	04	20	80	100
EPC-03	Internship	04	50		50
*C.C.-12	A. *Dissertation (research proposal and research report)	2	20	80	100
	B. Environment and Education	2			
Total	Semester-III	24	150	400	550
*INTER SEMESTER BREAK-III-Dissertation will be done					
Choose Either S.C.-02#(Elementary) or S.C.-02##(Secondary)					
SEMESTER IV					
Course Code	Subjects	Credits	Practicum	Theory	Total
S.C.-03#	Policy, economics and planning in Elementary education	04	20	80	100
S.C.-03##	Policy, economics and planning in Secondary education	04	20	80	100
S.C.-04	Educational Management and Administration in Elementary/Secondary Education	04	20	80	100
S.C.-05	Education Technology and ICT	04	20	80	100
C.C.-13	Dissertation(32 hours)	04	100		100
EPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100
Total	Semester-III	20	260	240	500
Choose Either S.C.-03#(Elementary) or S.C.-03##(Secondary)					
Grand Total	Semester I+II+III+IV	84	680	1320	2000

Is for Elementary(VIII) Specialisation and ## for Secondary (IX-XII)Specialisation

C.C.=Core Course

S.C.=Special Course

EPC=Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carryout and monitor internal assessment programme.

- 4.5.
- a. There shall be **44 credits** for core papers, **20 credits** for specializations, **12 credits** for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and **8 credits** for research leading to Dissertation.
 - b. Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group work/laboratory work/field work/workshop per week for sixteen weeks.
 - c. Among 13 core papers, 11 papers carry 100 marks and 2 papers carry 50 marks each.

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- d. Among 4 EPC papers, one paper carries 100 marks & 3 papers carry 50 marks each. All these 4 papers will be evaluated internally by the examiners appointed by the University.
- e. There are 5 Special papers each carrying 100 marks (80% marks for external & 20% marks for internal assessment)
- f. All the M.Ed. students are required to go for Dissertation and Internship as prescribed in the curriculum. The weightage of internal assessment for engagement with the field shall be 100 percent.
- g. Total Dissertation will be carrying 200 marks

- 4.6 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.
- 4.7 For the evaluation of dissertation there shall be provision of one examination to be conducted by the University after completion of Internship programme.
- 4.8 Courses of study for Master of Education examination shall be the same as in corporate in the Regulation, and as finally approved by the Hon'ble Chancellor
- 4.9 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination, within a period not exceeding three years from the date of admission.
- 4.10 A candidate shall be allowed to appear in the final examination of Master of Education course only **If** he/she clears the 1st, 2nd & 3rd semester examinations. If he/she fails to clear the 1st, 2nd and 3rd Semester examinations within the stipulated period of three years from the date of admission, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

- 5.1 All the Four Semester and **Examinations** shall be conducted by the University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
- 5.2 Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.3 In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying marks, shall be declared as fail.

- 5.4 (a) Final result of M.Ed. Course shall be published on the basis of candidates performance in all the papers spread over all Four Semesters.

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- (b) The Final result of will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

5.2 Promotion

- 5.2.1 A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 5.2.2 Like wise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semesters in the next succeeding examination of that semester.
- 5.2.3 No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.
- 5.2.4 The name of successful Candidates shall be arranged in order of merit as follows:

Percentage of Marks	Grade
86 and Above	O(Outstanding)
76 to 85	A+(Excellent)
66 to 75	A(Very Good)
56 to 65	B(Good)
45 to 55	C(Average)
Less than 45	D(Fail)

5.3 Result Improvement

- 5.3.1 A student can reappear in maximum of Two Theory papers in the immediate succeeding examination of that semester to improve his/her result. Better of two scores shall be considered for preparation of the final result.
- 5.3.2 This facility shall be provided with 1st and 3rd Semester examinations only
- 5.3.3 Student can avail of this facility only once per semester. In no case Second chance shall be provided/permitted.
- 5.3.4 However, the name of such candidates with improved results, shall not be included in the Merit List.

6. Award of Degree

The students/Candidates who complete the program successfully, shall be awarded Master of Education degree by the University in prescribed format specifying the lass/Division/Grade in which s/he has been placed.

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SEMESTER-I

C.C.-01- PSYCHOLOGY OF LEARNING AND DEVELOPMENT

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Practicum: 20 Theory 80

COURSE OBJECTIVES:

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
2. To acquaint learners with the nature and processes of development and assessment of various traits and abilities; appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To help students understand the implications of various psychological theories for education.
4. To familiarize students with the structure, functioning, and development of personality and their implications for education.
5. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
6. To understand the emotional behavior and balances their emotions
7. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT I: Human Development and Theories

1. Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role.
2. Cognitive development: meaning of cognition, development of thought and knowledge – constructivist theory (of Piaget and Vygotsky), and its educational significance.
3. Social and Emotional Development: meaning and context (Family, Parenting style, peer, school and school – family linkage). Emotion – Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Theory of social development (Erickson's).
4. Group dynamics and socio-emotional climate of the class room and influence of teacher characteristics and teaching – process.
5. Moral development and moral education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and role of school.

UNIT –II : Learning and Motivation

1. Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning / conditions of learning.)
2. Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications.
3. Theories of learning – Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's – Field Theory; Bandura's – Social Learning Theory.
4. Motivation: Concept, nature and relationship with learning; strategies of motivation.

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