



**KOLHAN UNIVERSITY  
CHAIBASA**

**Draft**

**Syllabus for Two-year  
Master of Education  
M.Ed. Programme**

*(Effective from Academic Session 2016-2018)*

***Offered by***  
**DEPARTMENT OF  
EDUCATION**

# **DRAFT REGULATION FOR MASTER OF EDUCATION (M.ED.) PROGRAMME**

## **1. INTRODUCTION:**

In these Regulations, unless the context otherwise requires:

"University" means Kolhan University Chaibasa.

"Master of Education programmes" means Master of Education degree courses in the Department of Education.

"Student" means student admitted to M.Ed. programme under these Regulations.

"Degree" means M.Ed. Degree

"Board of Studies" means Board of Studies of the University in the discipline / subjects concerned.

"Academic Council" means Academic Council of Kolhan University

"Fee" means the fee under self finance scheme prescribed by the University for the programmes from time to time

## **2. ACADEMIC SESSION**

- i. **Background & Guiding Principles:** Preparation of the curriculum for two-year M.Ed. Programme is primarily based on the NCTE's Teacher Education Regulations 2014 Norms & Standards and New Curriculum Framework; National Curriculum Framework for Teacher Education 2009, New Delhi; UGC guidelines for designing curricula for Choice Based Credit System (CBCS) of Higher Education .
- ii. The Master of Education programme shall be of a minimum duration of 2 academic years consisting of four semesters each of six month duration: Odd semester (July-December) and Even semester (Jan-June).
- iii. A Co-ordination Committee shall prepare the Academic Calendar at the beginning of each Academic Year which shall include schedule of academic activities for a Academic Year. The dates of Registration, Mid-Semester & End-Semester Examinations, Inter Semester Breaks etc., shall be laid down in the Academic Calendar for the Academic year. The Academic Calendar shall strive to provide for a total of about 110 Working Days in each Semester .

## **3. INTAKE, ELIGIBILITY AND ADMISSION PROCEDURE**

(a) **Intake:** There shall be a basic unit of 50 students.

(b) **Eligibility:**

- (i) Candidates who have obtained at least 50% Marks or an equivalent grade in B.Ed, B.A B.Ed, B.Sc.B.Ed., B.El.Ed., and D.El.Ed. with an undergraduate degree (with 50% marks in each)

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(ii) The reservation for SC/ST/OBC and other categories shall be as per the rules of State Government.

**(c) Admission:**

- i. Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCTE and State Government Guidelines or Kolhan University.
- ii. Admission to M.Ed. Course will be made in the First Semester of each Session.
- iii. All Students admitted to the Course shall be required to pay prescribed tuition & other fee at the time of admission & and at the beginning of each subsequent Semester. Prevalent Tuition & other fees as prescribed by the University till they are on Roll.
- iv. The Institution reserves the right to cancel the admission of any Student, & ask him/her to discontinue his/her Studies at any stage of his/her Career on grounds of unsatisfactory Academic performance, irregular Attendance in Classes or Indiscipline.

**4. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be English and Hindi both.

**5. ATTENDANCE:**

- i. The minimum attendance of students shall be 80% of all course work including practicum and 90% for school internship.
- ii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.
- iii. A student who does not satisfy the requirements of attendance shall not be permitted to appear in the end Semester.

**6. CONDUCT & DISCIPLINE**

- i. Conduct of the students within & outside the Premises of their Institution must be according to Rules laid down by the concerned Institution.
- ii. Detailed Rules regarding Conduct & Discipline along with prospectus of the institution shall be made available to the Students.

**7. REGISTRATION**

- i. Every Student of the M.Ed. Course is required to enroll / Register in the beginning of the 1<sup>st</sup> semester of the corresponding academic session.
- ii. A Student who does not Register on the day announced for the purpose may be permitted, in consideration of any compelling reason, Late Registration within next Three Working Days on payment of a prevalent additional Late fine as prescribed by

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the University. Normally no Late Registration shall be permitted after the Third Working Day from the scheduled date.

- iii. (a) To be promoted in the Second Year & continue his/her Study in the Institution at the end of the First Year a Student must obtain at least **30 credits, out of 40 credits.**
- (b) Only those students will be allowed to appear in the second semester exam who have secured at least **16 credit out of 20 credit.**
- (c) To obtain a Semester Grade Point Average (SGPA) of not lower than 4.0 calculated on the basis of some combination of the best Grades obtained by him/her to attain the minimum requirements of credit in each Semester.
- (d) Before appearing in the final end semester examination a candidate must clear all the back semester paper and obtain **80 credits.**
- iv. (a) A Grade will be awarded to the Student in a Subject based on his performance in Mid/End-Semester Examinations, Practical Examinations & Internal Assessment through Class Tests, Home Assignments. Marks will be awarded for each component. Grades will be assigned & associated point value will be as follows:

Percentage Obtained	Marks	Performance	Letter Grade	Point Value Per Credit
$\geq 90$		Excellent	Ex	10
$< 90 \text{ \& } \geq 80$		Very Good	A	9
$< 80 \text{ \& } \geq 70$		Good	B	8
$< 70 \text{ \& } \geq 60$		Fair	C	7
$< 60 \text{ \& } \geq 50$		Average	D	6
$< 50 \text{ \& } \geq 40$		Pass	P	5
$< 40$		Fail	F	0

(b) In order to pass a candidate shall required to obtain 40 % marks in theory and 50% marks in practical examination/ projects/records/internal assessment. Provided that he had obtained at least 40/32/16 marks in each theory paper out of full marks of 100/80/40 respectively. Minimum pass marks must be obtained separately both in theory as well as internal/practical portion.

#### **Failed in one or more Subjects:**

If any candidate is failed to obtain required credit & SGPA then he /she will have to appear in all papers in insuring coming examination.

- v. A Student who has been debarred from appearing at an Examination either (i) on account of unsatisfactory Attendance or (ii) by the University as a measure of disciplinary action or (iii) for adopting malpractice at an Examination, & consequently awarded a Grade 'X'. may Re-register for the Subject(s) after the term of the debarment expires. Provided that other provisions of this Regulations do not prevent him.

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### 8. CREDITS, GRADE LETTER GRADE POINTS, CREDIT POINTS

**Credit** is a unit of academic input measured in terms of the weekly contact hours assigned to course in a semester.

**Grade Letter** is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course /paper. It is indicated by a Grade letter Ex, A, B, C, D, P, F. There is a **range of marks** for each Grade Letter.

**Grade Point** is weightage allotted to each grade letter depending on the marks awarded in a course/paper

Subject Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper I	4	60	C	7	4X 7= 28
Paper II	4	50	D	6	4 X 6=24
Paper III	4	80	A	9	4 X 9=36
Paper IV	4	70	B	8	4 X 8=32
Paper V	4	60	C	7	4X 7=28

Total Credit Points: 148

Total Credits : 20

**GPA** =  $\frac{\text{Total Credit Points}}{\text{Total Credits}} = 148/20 = 7.4$

Total Credits

**GPA = 7.4**

**Final Result**

Semester	Credit	Grade Point
I	20	148
II	20	140
III	20	160
IV	20	150
	80	598

CGPA =  $598/80 = 7.4$

Final Grade = B

### 9. GRADING SYSTEM

- As a measure of Students' Performance a 7 – Scale Grading System using the Letter Grades (vide Clause 7.6) & corresponding Grade Points per Credit, shall be followed.
- A Semester Grade Point Average (SGPA) will be computed for each Semester. The SGPA will be calculated as follows:

$$\text{SGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

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where 'n' is the Number of Subjects registered for the Semester, 'Ci' is the Number of Credits allotted to a particular Subject, & 'gi' is the Grade-Points carried by the Letter corresponding to the Grade awarded to the Student for the Subject. SGPA will be rounded off to the Second Place of Decimal & recorded as such. The SGPA would indicate the performance of the Student in the Semester to which it refers.

- iii. Starting from the Second Semester at the end of each Semester S, a Cumulative Grade Point Average (CGPA) will be computed for every Student as follows:

$$\text{CGPA} = \frac{\sum C_i g_i}{\sum C_i}$$

a. m m  
b. i=1 i=1

where 'm' is the Total Number of Subjects the Student has registered from the First Semester onwards up to & including the Semester S, 'Ci' is the Number of Credits allotted to a particular Subject's & 'gi' is the Grade-Point carried by the Letter corresponding to the Grade awarded to the Student for the Subject's. CGPA will be rounded off to the Second Place of Decimal & recorded as such.

The CGPA would indicate the cumulative Performance of the Student from the First Semester up to the end of the Semester to which it refers.

The CGPA, SGPA & the Grades obtained in all the Subjects in a Semester will be communicated to every Student at the end of every Semester.

For determining the Inter se Merit Ranking of a group of Students, only the rounded off values of the CGPAs will be used.

- iv. When a Student gets the Grade 'F' in any Subject during a Semester, the SGPA & the CGPA from that Semester onwards will be tentatively calculated, taking only 'Zero Point' for each such 'F' Grade. After the 'F' Grade(s) has/have been substituted by Letter, Grades during a subsequent Semester, the SGPA & the CGPA of all the Semesters, starting from the earliest Semester in which the 'F' Grade has been updated, will be recomputed & recorded to take this Change of Grade into account.

## **10. ASSESSMENT OF PERFORMANCE**

- i. There will be continuous assessment of a Student's Performance throughout the Semester & Grades will be awarded by the Subject Teacher/Co-ordination Committee formed for this purpose.
- ii. Master of Education (M.Ed.) Programme would follow Semester system with continuous and comprehensive assessment as an integral part.
- iii. The duration of Semesters shall normally be as follows: **Semester I: July to December, Semester II: January to June, Semester III: July to December and Semester IV: January to June**
- iv. (a) In each theory course/paper, 20% of the total marks (20 marks out of 100) will be earmarked for continuous assessment. The 20 marks out of 100 will be distributed

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equally into three parts for Internal test, Sessional activities including practicum of each paper and Assignment followed by presentation and Attendance.

- v. (b) The Internal test for each paper in Semester I & III shall be held in the first week just after Puja Vacation. Similarly, the internal test for each paper in Semester II & IV shall be held in last week of March.
- vi. Department shall offer a Course on Dissertation in Semester – III and in Semester IV. The students shall have to complete and submit their dissertation two weeks before starting of the Semester Examination of Semester – IV.
  - a. Maximum eight students can be guided by a qualified & eligible faculty for teaching in M.Ed. course as per NCTE qualifications.
  - b. The supervisor (internal examiner), the Head and One External Expert will evaluate 100 marks through presentation of the synopsis by the candidate on calculating average marks given by Internal Examiner, Head & External Expert. This has to be completed before commencement of end semester examination of Semester – III.
  - c. A set of two (02) examiners, the supervisor (internal examiner) and the external examiner, recommended by the Board of Studies in Education will evaluate the dissertation for 50 marks on calculating average marks given by both internal & external examiner and Viva-Voce Examination on dissertation for 50 marks (on average basis).
1. Paper setters, examiners, and review examiners of theory papers shall be recommended by the Departmental Committee Meeting ratified by Board of Studies (BOS) in Education.
2. (a) The Departmental Committee having all faculty members eligible for teaching in M.Ed. course and Head as its chairperson shall appoint the supervisors immediately after starting of third semester to the students of third semester to carry out their dissertation work, the appointment will be subject to the ratification in Board of Studies (BOS) in Education.
  - (b) For evaluating the Dissertation not more than ten students per external examiner be given, therefore for one unit of M.Ed. programme total five external examiners shall be invited of which preferably at least two external examiners shall be invited from Central Universities of India in context to the NCTE's thrust on professionalism and to give our students a varied exposure.
  - (c) Medium of dissertation shall be in English and Hindi both.
  - (d) Five names to be given for inviting them as external experts along with five alternative names in case any examiner from the first set does not agree or give consent to act as an external examiner. All the names will be discussed in Departmental Committee Meeting and will be ratified in BOS in Education. For appointment of external examiners clause 5(b).
3. The Department will announce at the beginning of each Academic Year details of the courses / papers [Core Course (CC), Elective course (EC) and Practicum] that will be offered under each Semester. Students shall be required to formally apply and enroll themselves for the courses they intend to take in any Semester at least one week before

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- the commencement of the classes of the said Semester. Students wanting to change the course opted once by them will have to do so on consultation with the Head of the Department (HOD) within 7 days after the initial enrollment in the concerned semester.
4. The duration of each theory paper in the Semester Examination will be of three (03) hours for total marks of 80 except Dissertation.
  5. There will be a provision for Review System and the assessment will be done internally. The Board of Studies in Education will recommend the names of three members consisting the HOD and other two members (for assessment of Review Examinations).
  6. There shall be a Departmental Internals Assessment Committee (DIAC) which will meet periodically to carry out the following functions:
    - (a) To assist the Head of the Department in implementing the programme of Internal Assessment.
    - (b) To receive marks from the Head of the Department and tabulate them.
    - (c) To maintain a Marks Register.
  7. Within 7 days of the internal tests, respective teachers shall submit their marks in the prescribed format to the HOD.
  8. The HOD will call a meeting of the faculty members at least two times in a semester in order to evaluate the programme of assessment and review the progress of individual student.
  9. (a) Marks obtained in continuous assessment per course / paper is to be awarded separately in the mark sheet.  
(b) In the case a candidate fails to appear in the terminal examination of a given Semester but appears in continuous assessment of the courses / papers, his / her marks of continuous assessment will remain valid during his/her next chances. But if a candidate remains absent or scores low or nil marks in continuous assessment, s/he will not be permitted to reappear for continuous assessment after the Semester is over.

## **11. EXAMINATIONS**

- i. The Examination Section of the University will centrally conduct the Odd & Even Semester Examinations in respect of the Theory component of the Subjects unless otherwise permitted.
- ii. (A) A Student will be issued an Admit Card for appearing in an Examination, only if he/she has:
  - a. Attendance Record to the satisfaction of the Co-ordination Committee in the Theory & teaching Practice Classes & has completed the Assignment Works given.
  - b. Paid all dues of the Semester.
  - c. Has not been debarred from appearing in the examination as a result of Disciplinary proceedings.
- (B) A Student may be debarred from appearing at the Mid-Semester or End-Semester Examination on the report of a Teacher/Head of Department, if his/her:

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- a. Attendance at Lecture/Tutorial/Laboratory Classes has not been satisfactory during the period, and/or,
  - b. Performance in the Assignment Works during the Semester has not been satisfactory.
- iii. a. Class Tests, Mid-Semester Examinations, Assignments, Tutorials, Viva-Voce, Laboratory Assignments, etc., are the constituent components of continuous assessment process, & a Student must fulfill all these requirements as prescribed by the concerned Teacher/Co-ordination Committee. If due to any compelling reason (such as his/her illness, calamity in the family, etc.) a Student fails to meet any of the requirements within/on the scheduled date & time, the Teacher/Co-ordination Committee in consultation with the concerned Head of the Department may take such steps (including conduction of Compensatory Tests/Examinations) as are deemed fit.
- iv. Students will be permitted to appear in the Examinations in only those Subjects for which they have Registered at the beginning of the Semester & have not been debarred.
- v. The Final Grades awarded to the Students in a internal assesment must be submitted by the Teacher, within Seven Days from the date of holding the Examination to the Programme Co-ordinator. The programme co-ordinator will submit the marking of internal assessment within 2 days from receiving of the makrs from the concerned teachers.
- vi. The Evaluation of Performance in the General Proficiency (GP) will be done by the Authorities conducting these. The Grades will be communicated to the Course Co-coordinator.
- vii. Any change of Grade of a Student in a Subject, consequent upon detection of any genuine error of omission &/or commission on part of the concerned Teacher, must, by approved by & must be forwarded by the Course Co-ordination Committee, within 20 (Twenty) Days from the date of commencement of the next Semester.
- Vii. For the benefit of & as a process of learning by the Students, the Scripts after correction of all Class Tests, Mid-Semester Examinations, Assignments etc., would be shown to the Students within 4 Weeks from the date of Tests/Examinations.

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**Semester wise marks distribution of Core and Optional Papers  
(w.e.f. 2015- 17)**

**1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> Semester Exam**  
**Full Marks : 80**  
**Time : 3 Hours**

**Instruction :**  
**Question 1 is compulsory;**

- |  |                 |
|--|-----------------|
| 1.Objective multiple choice questions    | 10 X 1 = 10     |
| 2.Short Answer type Question (300 words) | 4 x 5 = 20      |
| 3 Long Answer type Question (600 words)  | 4 x 12 1/2 = 50 |

**1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> Semester Exam**  
**Full Marks : 40**  
**Time : 1 1/2 Hours**

**Instruction :**  
**Question 1 is compulsory;**

- |  |             |
|--|-------------|
| 1.Objective multiple choice questions    | 10 X 1 = 10 |
| 2.Short Answer type Question (300 words) | 2 x 5 = 10  |
| 3 Long Answer type Question (600 words)  | 2 x 10 = 20 |

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## **COURSE FOR TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME**

### **Context :**

As per NCTE's Norms and Standards for Master of Education (M.Ed.) programme, 2014 the existing one year M.Ed. programme, run in teacher education institutions in the country, has been replaced by the two year M.Ed. programme. The newly introduced two-year Master of Education (M.Ed.) Course is a professional programme in the field of Teacher Education which aims at preparing teacher educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. Degree with specialization in select areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the prospective teacher-educators to

- (i) extend and deepen their knowledge and understanding of education and teacher education develop their research capacities.
- (ii) specialize in select areas
- (iii) develop their critical awareness of professional ethics etc.

The course thus includes both critical comprehension of theory and collective reflections, exploratory readings and enquiry through research, both theoretical and empirical. Add to this, it also gives distinct additional emphasis on hands-on and field based experiences, deep and protracted reflective practices, skills and competences, particularly those related to practice of the profession and inculcation of professional ethics.

The present endeavor to develop the two-year course for Master of Education (M.Ed.) programme leading to M.Ed. Degree of Kolhan University and different Colleges of Kolhan University is based on the following considerations :

- Stipulations of the National Council of Teacher Education to evolve a standard pattern of syllabus for Teacher Education for the whole country.
- Emerging scenario of school education in terms of quantity and quality development warrants corresponding reforms in teacher education.

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- Recent initiatives undertaken by the NCTE in 2014 in respect of Teacher Education Curriculum reform.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

- National Curriculum Framework - 2005
- National Curriculum Framework for Teacher Education 2009
- NCTE's Norms and Standards for Master of Education (M.Ed.) Programme 2014
- NCTE's Curriculum Framework : Two Year M.Ed. Programme, 2015
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009 (2011).
- UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

The following principles have guided the development of this course :

- Reducing the gap between theory and practice,
- Eliminating mismatch between post-graduate teacher education curriculum and teacher education institution realities,
- Updating of curricular areas of teacher education in terms of enrichment of content knowledge and pedagogical competence of prospective teacher educators,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective, continuous and comprehensive assessment of the performance of the prospective teacher educators.

#### **Course Objectives :**

The two-year M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand

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- how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
  - Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
  - Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

### Modes of Transaction :

With a view to move away from theoretical discourses and lectures, the prospective teacher-educator is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the prospective Teacher-Educator will be of the following kinds:

- **Lecture-cum-Discussion Session:** The faculties in the TELs provide the perspective teacher-educators a platform to review their experiences, help them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** The prospective teacher-educators would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/community experiences would be arranged for the prospective teacher-educators to observe, document in the form of record/ journal/ diary and analyze those with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations :** The prospective teacher-educators will undertake thematic/topical study, prepare write-up and make seminar presentations followed by open-house discussion with a view to enhance their knowledge base and repertoire of presentation skills.
- **Attachment to Teacher Education Institution:** Learning experiences would be provided through several teacher education institution-based practicums for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.
- **Workshop:** A series of learning experiences in a given performance area would be provided to prospective teacher-educators in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing their specified and required competencies.

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- **Panel Discussion:** A series of panel discussions shall be planned on different themes / issues relating to school education and teacher education and be organized in the TEIs concerned in which the prospective teacher-educators shall participate and each of them shall prepare a brief report on the conclusion of individual panel discussions.
- **Group Work :** On different dimensions of an issue / theme relating to school education / teacher education, groups be formed among the prospective teacher-educators who would work on the theme and the performance of each individual group shall be reported.
- **Library Work :** On a specific theme / issue / problem relating to school / teacher education, the prospective teacher-educator would be asked to consult the library, collect information and prepare their write-ups for seminar presentation and discussion.
- **Projects :** Course related projects having contemporary concern shall be assigned to each individual prospective teacher-educator to be completed within a specified period of time with a report.
- **Collaborative Presentations :** The prospective teacher-educators in groups along with their allotted mentor shall work on a theme for collaborative presentation in a seminar
- **Sessional Work :** Course related sessional work to be planned in each course, and each prospective teacher-educator is required to complete the same within the specified period of time as decided by the institution under the guidance of the faculty concerned.

**OUTLINE OF 2-YEAR M.Ed. COURSE 2015-17**  
**(As per the NCTE Curriculum Framework, 2015)**

Major Components	Areas Covered	Description	Suggested Credit Allocation
<b>Common Core (Theory and Practicum included)</b>	1.Perspective Courses(PC),	PC-I Introduction to Study of Education (4) PC-II Philosophical Perspectives of Education(4) PC-III Psychology of Learning and Development(4) PC- IV Sociological Perspectives of Education(4) PC-V Historical ,Political and Economic Perspectives of Education(4) PC-VI Curriculum Studies(4)	24
	2.Tool Courses (TC),	TC-I Introduction to Research Methods (4) TC-II Advanced Research Methods(4) TC-III ICT in Education(2) TC-IV Self-Development(2) TC-V Communication and Expository Writing (2) TC-VI Inclusive Education(2)	16
	3.Teacher Education Courses (TEC)	TEC-I Perspectives in Teacher Education(4) TEC-II Issues and Research in Teacher Education (4)	8

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Major Components	Areas Covered	Description	Suggested Credit Allocation
Specialization (Theory and Practicum included)	4.Specialization Courses a.Core Specialization Courses (CSC) b.Theme Specialization(TS C).	CSC-I(4) Elementary Education/Secondary Education CSC-II(4) Curriculum, Pedagogy and Assessment  TSC- Any one of the following theme areas:  A. Economics of Education, Policies and Planning in Education – P.I & II (8) B. Educational Management and Leadership- P.I & II (8) C. Educational Technology and ICT- P.I & II (8)	16
Internship/ Field Attachment (IFA)	Teacher - Education Institution + Related to specialization	Field internship/attachment in: IFA-I. A Teacher Education Institution(4), IFA-II. The area of specialization(4)	8 Credits
Research leading to Dissertation	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a dissertation.	8 Credits
Total			80 Credits

## SEMESTER-WISE COURSES AND CREDITS

### SEMESTER- I (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
Paper I (PC-I)	Introduction to Study of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper II (PC-II)	Philosophical Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper III (PC-III)	Psychology of Learning and Development	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper IV (TEC- I)	Perspectives in Teacher Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper V	Introduction to Research	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100



(TC-I)	Methods		20	14 (224Hrs)	06 (192Hrs)	0	0	100	400	500
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\* Practicum/Hands on Experiences/Students Activity/Seminar/Workshop etc

### SEMESTER II (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
Paper VI (PC-1V)	Sociological Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper VII (PC-V)	Historical, Political and Economic Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper VIII (PC-VI)	Curriculum Studies	Core	4	3(48Hrs)	1(32 Hrs)	0	0	20	80	100
Paper IX (TC-III)	ICT in Education	Tool	2	1 (16 Hrs)	1(32 Hrs)	0	0	10	40	50
Paper X (TC-IV)	Self Development	Tool	2	1 (16 Hrs)	1(32 Hrs)	0	0	10	40	50
Paper XI (IFA-I)	Internship in Teacher Education Institutions	Teacher Education	4	0		4(128 Hrs.)	0	100	0	100
Total			20	12 (192 Hrs)	4 (128 Hrs)	4 (128 Hrs.)	0	180	320	500

\* Practicum/Hands on Experiences/Students Activity/Seminar/Workshop etc

*Shah*

*Mahanty*



### SEMESTER III (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit(s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
Paper XII (TC-II)	Advance Research Methods	Tool	4	3 (48 Hrs)	1 (32 Hrs)	0	0	20	80	100
Paper XIII	CSC-I(A) Elementary Education/ CSC-I(B) Secondary Education	Core within Specialization	4	3 (48 Hrs)	1 (32Hrs)	0	0	20	80	100
Paper XIV	CSC-II Curriculum, Pedagogy and Assessment	Core within Specialization	4	3 (48 Hrs)	1 (32Hrs)	0	0	20	80	100
Paper XV (TC-V)	Communication and Expository Writing	Tool	2	1 (16 Hrs)	1 (32 Hrs)			10	40	50
Paper XVI (TC-VI)	Inclusive Education	Tool	2	1 (16 Hrs)	1 (32 Hrs)			10	40	50
Paper XVII	Dissertation Related Work	Research	4	0	0		4 (128 Hrs)	100	0	100
Total			20	11 (176Hrs)	5 (160Hrs)	0	4 (128Hrs)	180	320	500

\* Practicum/Hands on Experiences/Students Activity/Seminar/Workshop etc

*Shankar*

*Shankar*

### SEMESTER IV (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
Paper XVIII TEC-II	Issues and Research in Teacher Education	Core	4	3 (48 Hrs)	1 (32 Hrs)	0	0	20	80	100
Paper XIX TSC-I & TSC-II	<u>Any one Group</u>  A. Economics of Education, Policies and Planning in Education (P.I&I)  OR  B. Educational Management and Leadership  OR  C. Educational Technology and ICT (PI & II)	Specialization	8 credits	6 (96 Hrs)	2 (64 Hrs)	0	0	40	160	200
Paper XX IFA-II	Internship in Specialization	Specialization	4	0	0	4 (128 Hrs)	0	100	0	100
Paper XXI	Dissertation Related Work	Research	4	0	0	0	4 (128 Hrs)		100	100
<b>Total</b>			<b>20</b>	<b>9 (144 Hrs)</b>	<b>3 (96 Hrs)</b>	<b>4 (128 Hrs)</b>	<b>4 (128 Hrs)</b>	<b>160</b>	<b>340</b>	<b>500</b>

\* Practicum/Hands on Experiences/Students Activity/Seminar/Workshop etc

*Shahid*

*Shahant*

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## Assessment Criteria

The performance of the prospective teacher-educators in the courses under the components of Common Core (Perspective Courses- PC I-VI, Tool Courses - TC I-VI, Teacher Education Courses- TEC I - II), Specialization Courses (Core Specialization Courses - CSC I - II, Theme Specialization Courses - TSC I - II) and Research leading to dissertation shall be assessed both internally and externally spreading over four semesters as detailed below. But their performance in Internship / Field Attachment (In TEI - IFA I and in specialization areas IFA - II) programme shall be assessed internally.

### Common Core Courses :

- The performance of each prospective teacher-educators in the theory courses shall be assessed internally and externally - out of 20 marks and 80 marks respectively in the course carrying 100 marks and out of 10 marks and 40 marks respectively in the course carrying 50 marks.
- Sessional work (two in each core course) of each prospective teacher-educator shall be assessed internally out of 40 marks (20 for each) by the faculty member concerned both on the process and final product (report) and shall be awarded marks accordingly. The detailed criteria of assessment of the sessional work shall be spelt out by a committee of faculty members chosen by the head of the institution.

*(Under each core course four sessional work have been suggested. However, any other relevant and appropriate sessional work on each core course may also be designed at the institution level for the purpose)*

*Shank*

*Silakanty*