

MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

(Accredited “A” Grade by NAAC)



Two Year M.Ed. Programme

M.Ed. Syllabus - 2018

SCHOOL OF EDUCATION AND TRAINING

Gachibowli, Hyderabad – 500 032.

Rules and Regulations of M.Ed. Course offered at Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana. (Based on NCTE Regulations 2014)

Applicable to the Students admitted from the academic year 2018-2019 onwards for Two year M.Ed. Degree Course in Education.

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

I. Eligibility for Admission

A candidate seeking admission into Two year M.Ed. Course has to qualify at the M.Ed. Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

AI. General Objectives of the M. Ed. Programme To

enable the students to:

1. develop in-depth critical understanding of the nature of education studies.
2. develop capabilities for conceptual analysis and recognise issues that need understanding from ethical, epistemic, aesthetic, political and philosophical perspective.
3. develop a comprehensive understanding of human psychology of learning and development.

4. understand social, historical and political economy in the context of education.
5. build a broad, balanced and coherent perspective on what, why, and how of education.
6. enhance the skills that enable them to work as professionals and scholars in the field of education.
7. understand the educational research, concepts and skills.
8. familiarize with basic educational statistics so as to make them better equipped to read educational research and literature.
9. develop abilities to plan and conduct quality research.
10. get acquainted, examine and reflect on the concept, content, organization and status of pre-service teacher education curriculum, infrastructure, resources needed, issues and problems related to teacher preparation.
11. involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
12. critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
13. enhance the ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience.
14. engage in improving the self and professional practices.
15. develop professional attitudes, values and interests needed to function as a teacher educator.

BI. Curriculum Transaction

The duration of M.Ed. Course will be of Two years i.e., Four Semesters. For each Semester the breakup of curriculum transaction is as follows:

Total number of working days -100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

Curricular Areas of the Teacher Education Programme -

The programme structure offers a comprehensive coverage of themes. All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

IV. The Two Year M.Ed. Program

The M.Ed. Course has 80 credits in total: 44 credits for core courses, 16 credits for specialisations, 6 credits for field internship (2 credits in a teacher education institution and 4 in the area of specialisation), and 8 credits for research leading to dissertation, in addition to this 2 credits are allotted for ability enhancement program and 4 credits for skill enhancement program.

Semester I

Credits = 20

Marks = 500

Hours = 448

Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MMED 111CCT	Philosophical Perspectives of Education	100	3	48	1	32	30	70
MMED 112CCT	Psychology of Development & Learning	100	3	48	1	32	30	70
MMED 113CCT	Introduction to Educational Research	100	3	48	1	32	30	70
MMED 114CCT	Teacher Education (Pre-service and In-service)	100	3	48	1	32	30	70
MMED 111AEP	Communication and Expository Writing	50	0	0	2	64	50	0
MMED 160DSP	Internship-I (Elementary)					64		
MMED 161DSP	Internship-I (Secondary) Visit to TES	50	0	0	2	2 Weeks	50	0
	Total Marks	500	12	192	8	256	220	280

*TEI – Teacher Education Institutions

Semester II**Credits = 20****Marks = 500****Hours = 448**

Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MMED 211CCT	Sociological Perspectives of Education	100	3	48	1	32	30	70
MMED 212CCT	Historical, Political and Economic Perspectives of Education	100	3	48	1	32	30	70
MMED 213CCT	Advanced Research Methods	100	3	48	1	32	30	70
MMED 214CCT	Emerging Technologies in Education	100	3	48	1	32	30	70
MMED 211SEP	Self Development	50	0	0	2	64	50	0
MMED 260CCP	Disseration-1 (colloquium on Research Proposal)	50	0	0	2	64	50	0
	Total	500	12	192	8	256	220	280

Semester III**Credits = 20****Marks = 500****Hours = 496**

Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MMED 311CCT	Perspectives Issues and Research in Teacher Education	100	3	48	1	32	30	70
MMED312CCT	Educational Measurement, Assessment and Evaluation	100	3	48	1	32	30	70
MMED 331DST	Education in India - Status, Issues and Concerns - Elementary	100	3	48	1	32	30	70
MMED 332DST	Education in India - Status, Issues and Concerns - Secondary							
MMED 311SEP	ISB-3 Academic Writing	50	0	0	2	64	50	0

M.Ed Revised Curriculum 2018

MEDR 360DSP	Internship-II (Elementary)	100	0	0	4	128	100	0
MEDR 361DSP	Internship-II (Secondary)					(4 Weeks)		
MMED 360CCP	Dissertation-II Colloquium on Development of tool/s	50	0	0	2	64	50	0
	Total	500	9	144	11	352	290	210

Semester IV

Credits = 20

Marks = 500

Hours = 448

Course Code	Course Title	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MMED 411CCT	Curriculum Studies	100	3	48	1	32	30	70
MMED 441DST	Curriculum, Pedagogy and Assessment in Elementary Education	100	3	48	1	32	30	70
MMED 442DST	Curriculum, Pedagogy and Assessment in Secondary Education							
MMED 451DST	Educational Policy, Economics of Education and Planning in Elementary Education	100	3	48	1	32	30	70
MMED 452DST	Educational Policy, Economics of Education and Planning in Secondary Education							
MMED 461DST	Educational Administration, Management and Leadership in Elementary Education	100	3	48	1	32	30	70
MMED 462DST	Educational Administration, Management and Leadership in Secondary Education							
MMED 460CCP	Dissertation-III (Research Report and Viva Voce)	100	0	0	4	128	0	100
	Total	500	12	192	8	256	120	380

V. Semester End Examination

- a) **Theory Courses** – Semester end examinations will be conducted for theory papers for 70 marks.
- b) **Internal Assessment of Theory Courses**
The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for theory papers shall be as follows:

Theory	100 Marks Paper	50 Marks Paper
2-Class Tests	15	7.5
Assignment -1	10	5
Attendance	5	2.5
Total	30	15

The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester for the practical papers shall be as follows:

S. No.	Aspects	Marks
1.	Activity Report	25
2.	Presentation/ Seminar	20
3.	Attendance	5
	Total	50

The marks for attendance will be given as follows:

S. No.		Max marks =5 (CIE=30)	Max marks =2.5 (CIE=15)
1.	≥ 95	5	2.5
2.	≥ 90 to 94.99	4	2
3.	≥ 85 to 89.99	3	1.5
4.	≥ 80 to 84.99	2	1
5.	≥ 75 to 79.99	0	0
6.	Less than 75	0	0

c)

VI. Internship program in a Teacher Education Institution(TEI) - 2 credits – 50 Marks Two weeks in 1st semester.**Objectives**

To enable the Student to

- be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of pre-service programmes.
- analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- develop competencies in organising various kinds of teacher education curriculum specific activities.
- develop an understanding of the needs and relevance of in-service teacher education practices.

Mode of Transaction

INT 1 - Two Weeks in the first Semester

The M.Ed. students will assist the Teacher Educator in Planning, Guidance, Supervision and Evaluation of the Peer Teaching of B.Ed. / D.El.Ed. Students and Teaching B.Ed./ D.El.Ed. Students under supervision of Mentor Teacher Educator.

Internship Activities

These will be divided into Four sections

Part A: Teaching B.Ed./ D.El.Ed. students under supervision of Mentor Teacher Educator.

Part B: Observation of activities of B.Ed. Students

- ◆ Class room teaching
- ◆ Micro teaching practice
- ◆ Preparation of lesson plans
- ◆ Demonstration lessons
- ◆ Co-curricular activities
- ◆ Seminar presentation
- ◆ Student Council

Part C: Assisting B.Ed. students in-

- ◆ Lesson plan preparation
- ◆ Seminar paper presentation
- ◆ TLM preparation
- ◆ SUPW activities
- ◆ organising exhibition
- ◆ organising community work

Part D: Interviews of pupil teachers, teachers, teacher educators, administrative authorities
(Principal / HOD)

Internship Records

The internship activities will be planned, executed and monitored by the M.Ed. students under the leadership of the teacher educator (M.Ed.) and Mentor of B.Ed./D.El.Ed institutions.

The student teachers shall maintain the diaries on daily basis and submit the report to the M.Ed. teacher educator through the mentor B.Ed./D.El.Ed teacher educator.

The internship programme reports shall include the visual and audio data base support like photographs, videography, projects and review of activities.

After the completion of 2 weeks internship programme Seminar /Viva Voce session will be conducted at the Department/ College.

Evaluation Scheme:	Total marks – 50	(2 CREDITS)
A) Attendance		5 Marks
B) Teaching skill		10 Marks
C) Lesson Guidance		10 Marks
E) Diary Writing		10 Marks
F) Seminar /Viva Voce session		15 Marks

VII. INT 2 - Internship based on Specialisation (Institutional Study Project) in Elementary/ Secondary – 4 weeks in III Semester.

Total Marks = 100

(4 Credits)

Planning for Internship: Planning for internship at Elementary/Secondary to be designed by each college / department.

Essence of the Course

The Student Teachers will visit Secondary/Elementary Level Schools / Institutions to conduct Practicums in their specialization courses.

Learning Objectives

To get first hand experience in the field concerning their areas of specialization.

Activities

The student teachers will visit secondary/elementary level schools in the vicinity of teacher education institutions. They will do observation of institutional activities. They will take interview of the stakeholders viz., students, teachers and parents about school activities. They will conduct assessment studies. The project can be of small group based nature. The internship shall focus on any specific area of studies like:

- ◆ Development of school curriculum and curriculum transaction.
- ◆ Development of teaching learning materials.
- ◆ Use of ICT integrated teaching and evaluation system.
- ◆ Implementation of innovative practices in educational management.
- ◆ Programme evaluation studies.
- ◆ Design and development of e-content and its use in real school situation.
- ◆ Study of micro planning exercises in school system.

Assessment (100 Marks)

Evaluation by a team of 3 examiners (1 concerned in charge and 2 internal examiners appointed by the Head/Principal).

- | | |
|-------------------------|----------|
| a. Project report | 70 Marks |
| b. Seminar Presentation | 30 Marks |

(After the completion of 4 weeks internship programme a seminar/Viva Voce session will be conducted at the Department/ College.)

VIII. Research and Dissertation:

Students of M.Ed. are expected to complete the dissertation work in three phases in four Semesters.

DIS 1 - In the second semester the students have to develop the Research Proposal.

Colloquium on Research Proposal: In the Second Semester each M.Ed. student has to give a Colloquium related to his/her Research proposal in the presence of his / her classmates and the teaching faculty. The presentation will be evaluated by a team of 3 examiners (1 concerned dissertation guide and 2 internal examiners appointed by the Head/Principal) for 2 credits i.e., 50 marks. Details of evaluation must be submitted by the committee to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

DIS 2 - In the third semester the M.Ed. students have to complete tool preparation for data collection.

Colloquium on Tool for Data Collection: In the Third Semester M.Ed. student has to give a Colloquium related to his/her Tool for Data Collection in the presence of his / her classmates and the teaching faculty. The presentation will be evaluated by team of 3 examiners (1 concerned dissertation guide and 2 internal examiners appointed by the Head/Principal) for 2 credits i.e., 50 marks.. Details of evaluation must be submitted by the committee to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

DIS 3 – In the fourth Semester M.Ed. student has to complete Data Analysis, Interpretation and Report Writing.

Submission of Dissertation - Each M.Ed. student has to submit three hard copies and one soft copy (CD) of the dissertation along with the Abstract to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

Viva-Voce -At the end of the fourth Semester the candidate shall present his / her dissertation work through power point presentation and will be evaluated for a maximum of 100 marks i.e. 30 marks for viva – voce and 70 marks for dissertation on the day of examination scheduled by the University. The internal and external examiners appointed by the University shall forward the marks to the Controller of Examinations, MANUU on the same day.

After the viva – voce examination one copy of dissertation will be submitted to the concerned Head, Department of Education and Training and the second copy will be submitted to the Departmental Library.

IX. Rules of Attendance

1. The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Research and Internship. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.

3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The Candidates whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.
6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

X. General Rules for Examination - Examination Regulations under Choice Based Credit System (Effective from Academic Year 2016 –17) will be followed.

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/Principal. The HOD/Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

XI. Transitory Rules:

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

XII. Grades, Credits, SGPA and CGPA

The Two-Year M.Ed. Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year M.Ed. Programme.

After receiving the marks of the student teachers from the HOD/Principals of Colleges of Teacher Education through the Chairperson, Board of Studies in Education for M.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

Award of Grades

Examination Regulations under Choice Based Credit System (Effective from Academic Year 2016 –17) will be followed.

XIII. Improvement of Grade

1. Paper – wise Improvement:

- (a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular * examination (s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.
- (b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.
- (c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog ** completed paper.
- (d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

Note: * Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.

** Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absented or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.

2. Improvement in Aggregate:

Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:

- (a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
- (b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
- (c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

Note: Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.

XIV. Appearance and Reappearance for the Examination

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of M.Ed. course.
2. No candidate without the completion of Research and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
5. In case of Research and internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to M.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
6. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

XV. Moderation Board

1. Research, projects, activities and records are part of the M.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.
2. Moderation Board will examine a minimum of 20% of the total practical records / work randomly selected.
3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Research, activities, projects, records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in the department and at all the other CTE's. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.
4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
5. The HOD/Principals of Colleges of Teacher Education should submit all the practical records of their Department/CTE's to the Dean, School of Education and Training for moderation.
6. Moderation Board shall forward these recommendations to the concerned HOD/Principals to effect the changes and request them to submit soft and hard copies of the same to the Dean,

School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.

7. Recommendations of the Moderation Board are final and are not subject to review or revision.

XVI. Teaching Faculty as Mentors

1. It is envisaged to continue the practice of the concept of “**Mentorship**” in the Colleges of Teacher Education.
2. Each Teacher Educator in the Department/College of Teacher Education will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, research and Internship and his overall participation in the programme.
3. Each mentor will be allotted minimum of 8-10 students from each batch and he / she will take care of his / her progress and participation in the M.Ed. Programme.
4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by students and conduct of various projects of the M.Ed. Programme.
5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the M.Ed. program.

XVII. Guidelines for the Principals of Colleges of Teacher Education

The Principals/ Headmasters of Colleges of Teacher Education/ Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the Colleges/Schools during the Internship.
2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the students. Also instruct the supervisor teachers to record their observations in the Internship file of the students.
3. Instruct all the students to stay in the college from morning to evening, during the internship period.
4. Instruct the students to participate in the activities of the Department of Education /CTE and also to present different value added activities in the Department of Education/CTE.
5. Sign on the records / project reports carried out by the student teachers during their Internship.

Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
M.Ed. Semester Examination

Subject

Paper

Time: 2 Hours

Max. Marks: 35

Section – A (5 x 1= 5 marks)

Note :

1. Section A consists of 5 objective type questions.
2. All questions are compulsory.
3. Each question carries 4 marks.

Section B (5x4=20 Marks)

Note :

1. Section B consists of 8 questions, the candidate has to answer 5 questions by following internal choice in about 100 words.
2. Each question carries 4 marks.

Section – C (1 x 10 = 10 marks)

Note :

1. Part B – consists of 2 essay type questions.
2. The candidate is to answer 1 question by following internal choice.
3. Each question carries 10 marks.

کوڈ: _____

مولانا آزاد نیشنل اُردو یونیورسٹی

پروگرام: _____

1- سسٹرا امتحانات (نومبر/ڈسمبر 2016)

پرچہ: _____

وقت: 2 گھنٹے

کل نمبرات: 35

ہدایات:

یہ پرچہ سوالات تین حصوں پر مشتمل ہے: حصہ اول، حصہ دوم، حصہ سوم۔ ہر جواب کے لئے لفظوں کی تعداد اشارہ ہے۔ تمام حصوں سے سوالوں کا جواب دینا لازمی ہے۔

1. حصہ اول میں 5 لازمی سوالات ہیں جو کہ معروضی سوالات/خالی جگہ پُر کرنا/مختصر جواب والے سوالات ہیں۔ ہر سوال کا جواب لازمی ہے۔ ہر سوال کے لیے 1 نمبر مختص ہے۔
(5 x 1 = 5 Marks)

2. حصہ دوم آٹھ سوالات پر مشتمل ہے، اور اس میں طالب علم کو کوئی پانچ سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً سو (100) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 4 نمبرات مختص ہیں۔
(5 x 4 = 20 Marks)

3. حصہ سوم میں دو سوالات ہیں۔ اس میں سے طالب علم کو کوئی ایک سوال کا جواب دینا ہے۔ ہر سوال کا جواب تقریباً ڈھائی سو (250) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 10 نمبرات مختص ہیں۔
(1 x 10 = 10 Marks)

نوٹ: پرچہ سوالات کا ماڈریشن کیا جاتا ہے۔ براؤ کریم کسی بھی قسم کی پہچان کے نشانات صرف اس لائن کے نیچے دیں۔

کوڈ: _____ تاریخ: _____ مہینہ کا نام اور دستخط: _____

Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
M.Ed. Semester Examination

Subject

Paper

Time: 3 Hours

Max. Marks: 70

Section – A (10 x 1= 10 marks)

Note :

1. Section A consists of **10** objective type questions
2. All questions are compulsory.
3. Each question carries 1 mark.

Section B (5x6=30 Marks)

Note :

1. Section B consists of 8 questions, the candidate has to answer 5 questions by following internal choice in about one page not exceeding 200 words.
2. Each question carries 6 marks.

Section – C (3 x 10 = 30 marks)

Note :

1. Section C – consists of 5 essay type questions.
2. The candidate is to answer 3 questions by following internal choice not exceeding 500 words.
3. Each question carries 10 marks.

کوڈ: _____

مولانا آزاد نیشنل اردو یونیورسٹی

پروگرام: _____

I- سمسٹر امتحانات (نومبر/ڈسمبر، 2017)

پرچہ: _____

کل نمبرات: 70

وقت: 3 گھنٹے

ہدایات:

یہ پرچہ سوالات تین حصوں پر مشتمل ہے: حصہ اول، حصہ دوم، حصہ سوم۔ ہر جواب کے لئے لفظوں کی تعداد اشارہ ہے۔ تمام حصوں سے سوالوں کا جواب دینا لازمی ہے۔

1. حصہ اول میں 10 لازمی سوالات ہیں جو کہ معروضی سوالات/خالی جگہ پُر کرنا/مختصر جواب والے سوالات ہیں۔ ہر سوال کا جواب لازمی ہے۔ ہر سوال کے لیے 1 نمبر مختص ہے۔
(10 x 1 = 10 Marks)
2. حصہ دوم آٹھ سوالات پر مبنی ہیں، اور اس میں طالب علم کو کوئی پانچ سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً دو سو (200) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 6 نمبرات مختص ہیں۔
(5 x 6 = 30 Marks)
3. حصہ سوم میں پانچ سوالات ہیں۔ اس میں سے طالب علم کو کوئی تین سوالوں کے جواب دینے ہیں۔ ہر سوال کا جواب تقریباً پانچ سو (500) لفظوں پر مشتمل ہے۔ ہر سوال کے لیے 10 نمبرات مختص ہیں۔
(3 x 10 = 30 Marks)

نوٹ: پرچہ سوالات کا ماڈریشن کیا جانا ہے۔ براہ کرم کسی بھی قسم کی پہچان کے نشانات صرف اس لائن کے نیچے دیں۔

ممتحن کا نام اور دستخط:

تاریخ:

کوڈ:

SEMESTER-I

Course Code	Course Title			Semester	
MMED111CCT	Philosophical Perspectives of Education			1	
Scheme of Instruction		Scheme of Examination			
Total Duration	:	48+32=80 Hrs	Maximum Marks	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3T +1P = 4	End Semester	:	70
Instruction Mode	:	Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.	Exam Duration	:	3 Hrs

Objectives

1. understand the significance of the ultimate human concerns and the contributions of philosophy in this regard.
2. be exposed to philosophical enquiry as a basis of all educational endeavours.
3. understand the influence of Indian as well as Western philosophical thoughts on education.
4. understand the concept of knowledge and process of acquiring/developing knowledge.
5. analyse the nature of education as a discipline with inter disciplinary base.

Course Content**Unit 1. Introduction to Philosophy and Education: Eastern and Western Perspectives**

- 1.1. Philosophy in the Eastern and Western perspectives.
- 1.2. Branches of Philosophy and their place in Education.
- 1.3. Basic Philosophical Tenets of Idealism, Naturalism, Pragmatism, Existentialism and aims of Education.
- 1.4. Philosophical bases of Sankhya, Yoga and Nyaya and their implications in Education.
- 1.5. Philosophical bases of Islam and its implications in Education.

Unit 2. Knowledge and Education

- 2.1. Epistemological Perspectives of Knowledge.
- 2.2. Different Theories of Knowledge.
- 2.3. Methods of obtaining Knowledge (Eastern and Western).
- 2.4. Knowledge and Pedagogy (Constructivist and other approaches).

Unit 3. Interdisciplinary Nature of Education

- 3.1. Emergence of the concept of various disciplines.
- 3.2. Critical analysis of education as a discipline.
- 3.3. Interdisciplinary nature of education: Its relationship with the disciplines/subjects such as: philosophy, psychology, sociology and economics.
- 3.4. Concept of liberal education, vocational education and professional education: Need and importance.

Unit 4. Philosophy of Human Values, Culture and Education

- 4.1. Meaning and types of values: spiritual, moral, social and aesthetic values
- 4.2. Meaning and types of various human values
- 4.3. Philosophy of Human values and cultures

- 4.4. National values as enshrined in the Constitution of India & their educational implications

Unit 5. Contemporary thoughts on education, teaching and learning, teachers and learners :

- 5.1. The four pillars of Education (Delor's Commission Report)
- 5.2. Teachers and learners as creators of knowledge.
- 5.3. Philosophy of inclusive education, equitable and sustainable development.
- 5.4. Multicultural and diversified teaching learning.

Practicum (Any Two)

1. Critical study of the Philosophical Ideas of one Eminent Philosopher.
2. Comparison between one Western school and one Indian school of Philosophy.
3. Study of Human Values and Professional Ethics of teachers/ teacher educators.
4. Term paper on any given topic in the syllabus using a power point presentation.

References:

1. Amaldass, A. (2001). *Introduction to philosophy*. Chennai: Satya Nilayam Publications.
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Course Code	Course Title		Semester
MMED112CCT	Psychology of Development and Learning		1
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.	Exam Duration : 3 Hrs

Objectives

1. develop an awareness of the different schools of Psychology.
2. utilize the appropriate learning theory of their choice for teaching.
3. understand the importance of motivation for learning.
4. recognize and analyse the personality types of students.
5. appreciate the theoretical contributions of psychology to the process of learning and development.
6. develop an awareness of mechanisms of adjustment and coping strategies.
7. conduct assessment of the learners in cognitive, affective and connative domains.
8. assess the educational implications of the concepts and principles of educational psychology.

COURSE CONTENT

Unit - 1. Schools of Psychology

- 1.1. The Profession of Teaching and Aims of Educational Psychology
- 1.2. A historical view of different schools of psychology with special reference to changing role of teacher and learner: Behaviorist school, Gestalt theories, Cognitive theories, Humanistic school.
- 1.3. Current Concerns and Trends in Educational Psychology.
- 1.4. Research in Educational Psychology.

Unit – 2. Learning – I

- 2.1. Learning: Concept and Nature.
- 2.2. Behaviourist Theories: Hull’s Reinforcement Theory.
- 2.3. Cognitive Field Theories: Insight learning theory, Lewin’s Field Theory, Social Cognitive Learning by Bandura and Tolman’s Theory of Learning.
- 2.4. Constructivist Theories: Bruner’s Discovery learning, Cognitive Constructivism of Piaget, Social Constructionism of Vygotsky and Ausubel’s Reception Learning.

Unit – 3. Learning – II

- 3.1. Constructivist methods of Teaching: Cooperative Learning, Brainstorming, Concept Mapping, Reciprocal Teaching and Kolb’s Experiential Learning.
- 3.2. A) Gagne’s Hierarchy of Learning B) Brain Based learning.
- 3.3. Transfer of learning and its Theories.
- 3.4. Motivation: Concept, Types, Implications to learning, Concept of achievement motivation.

Unit – 4. Development and Personality

- 4.1. Development of: Concept Formation, Logical Reasoning, Problem Solving, Creative Thinking, Language Development and Metacognition.

- 4.2. Theories of personality: Psychoanalytic (Classical and Neo Freudian) and Humanistic theories (Roger and Maslow's).
- 4.3. Multiple intelligence: Concept, significance and implications.
- 4.4. Emotional intelligence: Concept, significance and implications.

Unit – 5. Group Dynamics, Adjustment and Mental Health

- 5.1. Group Dynamics, Leadership Styles and Characteristics of Effective leadership.
- 5.2. Adjustment: Psychological processes, Maladjustment, factors responsible for maladjustment.
- 5.3. Mental Health and Hygiene, Role of Guidance and Counseling.
- 5.4. Processes of Adjustment, Conflicts and Defence Mechanisms.

Practicum:

1. Study of group dynamics of secondary school students and B.Ed. students using different techniques and tools.
 2. Assessment of the learner in the area of:
 - Cognitive: Intelligence, Aptitude, Creativity etc. - its description, administration and interpretation.
 - Affective: attitude, interests, values etc. - its description, administration and interpretation.
 - Conative: description and administration of tests related to motor and physical skills.
 - Personality and any other related tests.
- (The student shall acquaint with the Psychology lab in the institution and develop a profile by administering at least any Two tests stated above)
3. Term paper on any given topic in the syllabus using a power point presentation.

References:

1. Bany, M., & Johnson, L. (1964). *Classroom group behaviour : Group dynamics in education*. New York: The Macmillan Company.
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28. Mohan J. and Vasudeva P. N. (1993). Learning theories and teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi: Wiley Eastern Limited, P. 146.
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Course Code	Course Title		Semester
MMED113CCT	Introduction to Educational Research		1
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations, Research Exercises.	Exam Duration : 3 Hrs

Objectives

The course will enable the student to:

1. describe the nature, purpose and scope of research in education.
2. understand the important features of different types of research.
3. explain the characteristics of qualitative and quantitative research in education.
4. conduct a literature search and select a problem for a research study.
5. understand different sampling techniques and select an appropriate sampling technique for a research study.
6. describe the different tools of data collection.
7. use appropriate data collection tool for a research study.
8. explain the procedure for construction of tool for a research study.
9. compute and apply the measures of central tendencies and variations.
10. understand the meaning of Normal Probability Curve and its applications.

Course Content

Unit1. Introduction to Educational Research

- 1.1. Means of Acquiring Knowledge: Scientific Method of Generating Knowledge, Positivist and Non-positivist paradigms of generating knowledge.
- 1.2. Meaning, Purpose, Characteristics and Scope of Educational Research and Broad areas of educational research.
- 1.3. Types of Educational Research: Basic, Applied and Action research. Research paradigms in Education: Quantitative, Qualitative and Mixed research.
- 1.4. Research Problem: Definition, Sources and Evaluation, Characteristics of good research problem.
- 1.5. Related Literature: Purposes of review, Sources of the literature search- Library, Internet and databases, Internet search tools and quality of internet resources.

Unit - 2: Variables, Hypothesis and Sampling in Educational Research

- 2.1. Meaning and Classification of Variables.
- 2.2. Meaning, Types and Forms of Hypothesis.
- 2.3. Concept of population and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples.
- 2.4. Random and Non-Random sampling techniques.

Unit 3: Types of Quantitative Research

(Nature, Characteristics, Types and Steps)

- 3.1. Descriptive Research,
- 3.2. Experimental Research
- 3.3. Survey research
- 3.4. Correlational studies

Unit 4: Tools and Techniques of Data Collection

- 4.1. Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales (Types, Uses, Merits and Limitations).
- 4.2. Methods and Techniques of Data Collection: Observation and Interview (types, uses, merits and limitations).
- 4.3. Principles of Construction of tools and techniques and its administration.
- 4.4. Basic attributes of a good Research Tool – Reliability, Validity and Usability.

Unit - 5: Descriptive Analysis of Quantitative Data

- 5.1. Data types: Nominal, Ordinal, Interval and Ratio. Data Levels: individual and group.
- 5.2. Graphical and tabular representation of Data
- 5.3. Measures of Central tendencies and dispersion, assumptions, uses and interpretation, Normal Distribution: Characteristics of Normal Probability curve and its applications, Deviation from normality - Skewness and Kurtosis
- 5.4. Measures of Relative Positions – Percentiles, Percentile Rank, Z and T scores.

Practicum (Any Two)

1. Review of an article from journals and surveys.
2. Use of internet in review of literature.
3. Preparation, Try-out and finalization of a tool related to identified research Problem.
4. Identification of variables of a research study and classification of them in terms of functions and level of measurement.
5. Preparation of a sampling design given the objectives and research questions/hypotheses of a research.
6. Term paper on any given topic in the syllabus using a power point presentation.

References:

1. Agarwal, Y.P. (1998). *Statistical methods*. New Delhi :Sterling Publishers, Pvt. Ltd.
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Course Code	Course Title	Semester
MMED114CCT	PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION	1
Scheme of Instruction		Scheme of Examination
Total Duration	: 48+32=80 Hrs	Maximum Score : 100
Periods / Week	: 5	Internal Evaluation : 30
Credits	: 3T +1P = 4	End Semester : 70
Instruction Mode	: Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations,	Exam Duration : 3 Hrs

Objectives

The course will enable the student to:

1. discuss the nature and scope of pre service and in-service teacher education.
2. critically analyse the needs and relevance of pre-service and in-service teacher education programmes
3. understand the context of quality enhancement of school system vis-a-vis development of professionalism among school teachers.
4. understand the logistics involved in organisation of teacher education curriculum and its implementation.
5. comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.
6. understand the nature, organisation and curriculum of pre-service teacher education programmes meant for teachers at different levels of schooling.
7. understand the purpose of planning, designing, implementing and effectiveness of pre service and in-service teacher education programmes for different levels of school teachers.

Course Content

Unit I: Teacher Education and Teacher Development

- 1.1. Teacher Education – Brief History, Current Status, Need, Concept and Scope.
- 1.2. Teaching as a Profession, Roles and functions, Skills and Competencies and Professional Ethics.
- 1.3. Teacher Development- Concept, factors influencing teacher development (Personal and Contextual)
- 1.4. Teacher Expertise: Berliner's Stages.
- 1.5. Approaches to Teacher development: Self Directed, Cooperative or Collegial development and Change Oriented staff development.

Unit 2. Pre-service Teacher Education in India

- 2.1. Pre-Service Teacher Education: Concept, Need, Objectives and Scope.
- 2.2. Roles, functions and networking of Institutions like NCTE, NCERT, NUEPA, UNESCO, UGC, SCERT, RIE, IASE's, CTE's and DIET's.
- 2.3. Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents.
- 2.4. Roles and responsibilities of a Teacher Educator: Elementary and Secondary.
- 2.5. Training of Teacher Educators: Present Practices, Challenges and Reforms needed.

Unit 3. Structure, Curriculum and Modes of Pre-service Teacher Education

- 3.1. Components of Pre-service Teacher Education Theory, Practical, Practice Teaching and Internship.
- 3.2. Transactional Approaches for Core and Specialisation Courses: Expository, Participatory, Collaborative, Peer Coaching and Inquiry.
- 3.3. Transactional Approaches for Skill and Competency development Courses: Awareness, modeling, analysis, practice and Feedback cycle.
- 3.4. Modes of Pre-Service Teacher Education- Face to Face (Linear and Integrated) mode and Open, Distance and online learning Mode.
- 3.5. Models of Pre-Service Teacher Education: Consecutive, Integrated and Alternate Models.

Unit 4. In-service Teacher Education in India

- 4.1. In-Service Teacher Education: Concept, Need, Objectives and Scope.
- 4.2. Types of In-service teacher education programmes: orientation, refresher, workshop, seminar and conference.
- 4.3. Agencies of In-service teacher education: Local Level, District Level, State Level and National Level.
- 4.4. Provisions made by State for Professional Development of Teachers.
- 4.5. ICT for Professional Development of Teachers: Use of Audio, Video, Multimedia and Interactive Technologies (Teleconferencing, e-learning)

Unit 5. Planning, Organisation and Evaluation of In-service Teacher Education

- 5.1. Planning of In-service Teacher Education Programmes: Context, Purpose, Duration and Budget.
- 5.2. Designing of In-service Teacher Education Programmes: Assessment of training needs, formulation of training curriculum, preparation of course materials and evaluation of curricular inputs.
- 5.3. Organisation of In-service Teacher Education Programmes: Problems faced by teacher education institutions.
- 5.4. Effectiveness of In-Service Teacher Education Programmes: Impact on professional competencies and curricular practices.
- 5.5. Qualities and Characteristics of an Effective In-Service Teacher Educator.

Practicum (Any Two)

1. Project on training needs and significant practices of in-service teacher education programme.
2. Interview of in-service teachers on training needs and the impact of in-service training programme.
3. Comparison of curriculum of pre-service teacher education: University wise/ state wise and NCTE norms and guidelines.
4. Review of articles on effectiveness of teacher education programmes.
5. Designing training inputs for any one course of pre-service teacher education.
6. Project of exploring training needs of in-service teachers.
7. Empirical study on any major issue of teacher education.
8. Term paper on any given topic in the syllabus using a power point presentation.

Modes of Transaction

Lectures, dialogues, thematic discussion, guided studies and presentation.

Experience based presentation by the student teachers about B.Ed/D.El.Ed. and in-service programmes if any.

References

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Course Code	Course Title		Semester	
MMED111AEP	COMMUNICATION AND EXPOSITORY WRITING		1	
Scheme of Instruction			Scheme of Examination	
Total Duration	:	64	Maximum Score	: 50
Periods / Week	:	4	Internal Evaluation	: 50
Credits	:	2	End Semester	: -
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations,	Exam Duration	: -

Objectives

The course will enable the student to:

1. develop an effective communication skills in English and Urdu.
2. overcome barriers in communication.
3. explain a topic in a logical and straightforward manner.
4. present a fair and balanced analysis of a subject based on facts.
5. write different types of expository essay writing.
6. compose clear and coherent sentences and paragraphs, supporting claims with specific evidence.
7. present reasonable conclusions, following conventions of grammar and usage.
8. developing identity and voice as a writer.

Content

Unit 1 – Verbal and non- Verbal Communication 15 marks

1. Concept of Communication and Components of Communication: Sender, Message, Media, Receiver
2. Types of communication: Verbal, Nonverbal, Para verbal
3. Barriers to Effective Communication, Dos' and Don'ts of effective Communication
4. Characteristics of an Effective Speaker

Practicum - In English and in Urdu (Any five - 3 marks for each = 15 marks)

1. Introduce yourself in 5 sentences
2. Give a Short Speech
3. Narrate an incident
4. Tell a story
5. Conduct an Interview
6. Question Answer Session
7. Extempore speech
8. Elocution
9. Debate
10. Group Discussion

Unit 2 – Written Communication

15 Marks

1. Resume writing
2. Letter Writing: Formal and Informal
3. E-mail Etiquettes

Practicum - 5 marks each = 15 marks

1. Writing a Resume
2. Writing a letter
3. Writing an e-mail

Unit 3 - Expository Writing

20 marks

1. Concept of Expository writing
2. Process of Expository Writing (Pre-writing, Drafting, Revising, Editing and Publishing.
3. Types of Expository writing:
 - a) Definition essays
 - b) Classification essays
 - c) Compare and contrast essays
 - d) Cause and effect essays
 - e) Process Essays

Practicum - 4 marks each X 5 essays = 20 marks

Write five types of Essays in English / Urdu - 5 marks each = 25 marks

Some Sample Topics for Definition essays

Trust, Kindness, Sportsmanship, Honor, Modesty, Self-assurance, Humility, Dedication, Sensitivity, Respect, Ambition

Some Sample Topics for Classification essays

Search engines, Computer users, Extracurricular activities, Students and their study habits, Lectures, Students during an exam, Students during a class discussion, Vacations, Advertisements, Discounts, Types of motivation.

Some Sample Topics for Compare and contrast writing essays

1. Which language is best for teaching at the elementary level? Why?
2. Which century literature do you consider best why?
3. Compare any two books you read and give reflections on the author's view.
4. What are the qualities of a good leader? What can you learn from the examples of great leaders of the past?
1. What are the causes and effects of not voting in the elections?
2. Explore how obesity affects a nation's productivity and economy.
3. What were the direct and indirect causes of World War II?
4. What are the long-term effects of global warming, especially its estimated impact on coastal cities.
5. Describe the evolution of communication in the last 20 years since the advent of the internet
6. What are the causes and effects of deforestation?
7. What happens if sun doesn't arise?

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1. What is the process of electing Parliament in our country?
2. How to make your own website?
3. How to learn a foreign language in the shortest time possible?
4. How plants produce oxygen?
5. How to become a successful orator?
6. How to prepare for a job interview to get the position?
7. How to write a novel?
8. How to become an organized person?

References:

1. Cheryl, A. (1985). *Focusing writing: So what*. California: Bartholomae.
2. Mariconda, B. (2001). *Step-by-step strategies for teaching expository writing: Grades 4-6*. New York, NY: Scholastic Professional Books.
3. Peter, E. (1981). *Writing with power*. New York: Oxford University Press..
4. Kogen, M. (1986). The conventions of expository writing. *Journal of Basic Writing*, 5(1), 24-37.
5. Murray, D. M. (2004). *A writer teaches writing*. Boston: Houghton Mifflin.

SEMESTER-II

Course Code	Course Title			Semester
MMED211CCT	Sociological Perspectives of Education			2
Scheme of Instruction			Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3T +1P = 4	End Semester	: 70
Instruction Mode	:	Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.	Exam Duration	: 3 Hrs

Objectives

On completion of this course, the student will be able to:

1. understand and explain the context in perspectives of education, its organization and relevance to society.
2. understand and explain the role of family, associations, schools, colleges and universities in context of changing society and social structures.
3. appreciate, comment and formulate the role of above stated institutions to address the problems of a changing society.

Content**Unit 1: Education and Society**

- 1.1. Education as a process in the social system; a social activity.
- 1.2. Education and its characteristics; interrelation amongst education and other social subsystems- economy, polity and culture.
- 1.3. Context of Social Groups in Education
- 1.4. Various Social Groups: Political, Economic, Professional, Caste, Class & Habitat- their Interaction and Education
- 1.5. Education as a process of Socialization
- 1.6. Acculturation, Enculturation
- 1.7. Informal, Formal, and Non-Formal

Unit 2: Sociological Functions of Education

- 2.1. Socio-Political Ideology and Education
- 2.2. Preservation, Transmission, Evolution of culture

Unit 3: Education and Social Change

- 3.1. Concept of social change: modernization and development
- 3.2. Factors affecting social change: Endogamous, Exogenous factors
- 3.3. Different processes of social change
- 3.4. Structural functionalism and Conflict theories

Unit 4: Role of Education in a Changing Society

- 4.1. Role of Education in a Changing Indian Society
- 4.2. Education for Wholistic Social Development
- 4.3. Needed changes in the following aspects:
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
 - d. Environmental
 - e. Spiritual
- 4.4. Education and Changing Social Context

Unit 5: Current Issues in the Context of Education and Indian Society

- 5.1. Education and Neo-Colonialism, Neo- capitalism & Neo-liberalism
- 5.2. Divergence of the State, Society & Education
- 5.3. Education & Lawlessness
- 5.4. Education: Equity & Equality
- 5.5. Education & Secularism
- 5.6. Education of the Disadvantaged
- 5.7. Identity and Autonomy of Indian Education

1. Students will prepare an assignment on any two of the above mentioned issues and make a presentation

Suggested Readings

1. Berge, P.L. (1966). *Invitation to sociology*. London: Penguin Books.
2. Berger, P.L. & Luckman, T. (1967). *The social construction of reality*. Allen Lane: The Penguin Press (Set Books).
3. Bhattacharya., & Srinivas. (1962). *Society and education*. Calcutta: Academic Publishers
4. Brookner, W.B., & Gottlieb, D. (1964). *A sociology of education* (2nd ed.). New York: American Book Company.
5. Carl H., Gross, C.H., Wronski, S.P., & Hansol, J.W. (1962). *School and society*. Boston: D.C. Heath & Co.
6. ICSSR. (1974). *Sociology of education: A trend report in a survey of research in sociology and social anthropology*. Bombay: Popular Prakashan (ICSSR). Chitnis, S.
7. Cosia, B. R. (1971). *School and society*. London: The Open University Press.
8. Cox, W.L., & Mercer, B.E. (1961). *Education in democracy*. New York: McGraw Hill.
9. Donald, A.H., & Joel. E.G. (1967). *On education — Sociological perspectives*. New York: John Wiley and Sons INC.
10. Durkheim, E. (1956). *Education & sociology*. New York: The Free Press.
11. Freedman, B. (1967). *The college experience*. San Francisco: Jossey-Bass INC.
12. Harris, E. S. (1965). *Challenge and change in American education*. California: McCutchen Publishing Corporation.
13. Jayram, N. (1990). *Sociology of education in India*. Jaipur: Rawat Publications.
14. Lavitas. M. (1974). *Marxist perspective in the sociology of education*. London: Routledge and Kegan Paul.
15. Nambissan, G. B., & Rao, S. S. (Eds.). (2012). *Sociology of education in India — Changing contours & emerging concerns*. Oxford.
16. Morris, I. (1978). *The sociology of education: An introduction*. London: William Clowes Limited

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17. Moser, C.A., & Calton, G. (1979). *Survey methods in social investigation* (2nd ed.). California: The English Language Book Survey & Heinemann Edl. Books.
18. Musgrave, P.W. (1970). *Sociology, history and education: A reader*. London: Methuen & Co. Ltd.
19. Nisbet, R.A. (1967). *The sociological tradition*. London: Heinemann.
20. Ottaway, A.K.C. (1962). *Education in society: An introduction to sociology of education*. London: Routledge and Kegan Paul Ltd.
21. Parsons, P. (1951). *The social system*. USA: Free Press.
22. Premnath. (1957). *The bases of education*. Delhi: S. Chand & Co.
23. Ruhela, S.P. (1969). *Social determinants of educability in India*. New Delhi: Jain Brothers Publishers.
24. Schlechty, P.C. (1976). *Teaching and social behaviour*. USA: Allyn and Bacon Inc.

Course Code	Course Title		Semester
MMED212CCT	Historical, Political and Economic Perspectives of Education		2
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.	Exam Duration : 3 Hrs

Objectives

On completion of this course, the student will be able to:

1. trace development of education in India during pre-independence and post-independence period.
2. analyses educational provisions influenced by political developments in Indian Society as visible in the form of constitutional amendments and Government initiatives.
3. link economic reforms with Educational Developments.
4. analyse Educational policies and provisions of India in Comparison to that of UK, USA, Japan, Russia and Australia

Course Content

Unit 1: Historical Perspectives of Education

- 1.1. Milestones of Educational development in India: Ancient, Medieval and Morden era.
- 1.2. Education and National development: Commissions and Committee reports on education- Pre and Post Independent India.
- 1.3. Contemporary Indian education system, structure, policies, practices and major challenges;
- 1.4. Constitutional and legal basis underlying educational policies and practices during post-Independence Period.

Unit 2: Political Perspectives of Education

- 2.1. Relationship between Education and Politics
- 2.2. Role of the State and Civil society in education, Role of teachers' organisations in education and development
- 2.3. Equity and inclusion in education
- 2.4. Education and national integration, Education for citizenship building
- 2.5. Rights-based approach to education: Education as a human right, Child rights and education, Educational rights of minorities and disadvantaged groups, Affirmative action for promoting equal rights in education

Unit 3: Economic Perspectives of Education

- 3.1. Education as public good
- 3.2. Education and economic development: Education as investment – Cost benefit Analysis
- 3.3. Education and economic growth, Economic reforms and education
- 3.4. Education and human development, Human Development Index (HDI), human capability approach to education

Unit 4: Comparative Status of Education

- 4.1.1. Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Teacher Education

Unit 5: Current Trends in Education

- 5.1. Liberalisation, Privatisation, Globalisation of education.
- 5.2. Millennium Development Goals and education.
- 5.3. National Education Programmes: SSA, RMSA and RUSA
- 5.4. Allocation of Budget for education in India

Practicum: Any Two of the following

1. Evaluate how the political ideology of the party in power influences the educational planning and practices in our country.
2. Take the national/ state budget for education and evaluate its appropriateness with reference to our policies and programmes.
3. Study of Policies, Provisions and Status of Education in any one of the following countries: UK, USA, Japan, Russia and Australia and compare with our Indian education system.
4. One Seminar.

SUGGESTED READING

1. Aggarwal, J.C. (1993). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C. (2002). *Development and planning of modern education*. New Delhi: Vikas Publishing House.
3. Baskin, W. (1966). *Classics in education*. London: Vision Press.
4. Brubacher, J. S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
5. Broudy, H.S. (1977). *Building a philosophy of education*. New York: R. E. Krieger Pub. Co.
6. Chaube, S. P. (1955). *A history of education*. Allahabad: Bharat Publication.
7. Dupuis, A.M. (1972). *Philosophy of education in historical perspective*. New Delhi: Thomson Press.
8. Gore, M.S. (1984). *Education and modernization in India*. Jaipur: Rawat Publishers.
9. Humayun, K. (1961). *Education in new India*. Bombay: Asia Publishing House.
10. Kneller, G. F. (1978). *Foundations of education*. John Wiley and Sons.
11. Mukherjee, S.N. (1955). *History of education in India*. New Delhi: National Publishing House.
12. Mukerji S. N. (1960). *Education in India to-day & tomorrow*. Baroda: Acharya Book Depot.

Course Code	Course Title		Semester
MMED213CCT	Advanced Research Methods		2
Scheme of Instruction			Scheme of Examination
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture, Lecture-cum-demonstration, Presentation, Demonstration and discussion, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.	Exam Duration : 3 Hrs

Objectives

On completion of this course, the student will be able to:

1. describe the characteristics of different research qualitative methods in education.
2. understand the difference between quantitative and qualitative research procedures.
3. select a research method appropriate for a research study.
4. prepare a research proposal for a research study.
5. select and apply suitable correlation technique in a research study.
6. select and use appropriate inferential statistical technique for a research study.
7. prepare a research report in an appropriate format for a research study.
8. examine relationship between and among different types of variables of a research study
9. explain or predict values of a dependent variable based on the values of one or more independent variables
10. test specific hypotheses about populations based on their sample data
11. use appropriate procedures to analyse qualitative data
12. demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit 1: Methods of Qualitative Educational Research

- 1.1. Ethnography, Phenomenology, Philosophical, Ethno-methodological Research
- 1.2. Historical Research
- 1.3. Case Studies

Unit 2: Tools and data analysis for Qualitative research

- 2.1. Field interviews, Focused group discussions, Reflective Journals, Observations and Anecdotal records
- 2.2. Content Analysis, Narrative analysis, Frame work analysis, Discourse analysis and Grounded Theory

Unit 3: Research Proposal and Research Report

- 3.1. Format of Research Proposal
- 3.2. Format of Research Report
- 3.3. Style of writing the Report, References and Bibliography
- 3.4. Evaluation criteria for Research Report and Research Paper

Unit 4: Examining Relationship or Association

- 4.1. Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
- 4.2. Regression and Prediction.
- 4.3. Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.
- 4.4. Computer Data Analysis.

Unit 5: Inferential Analysis of Quantitative Data

- 5.1. Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.
- 5.2. Testing the Significance of Statistical measures, viz., Mean, S.D., Correlation coefficient and Percentages.
- 5.3. Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
- 5.4. ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

Practicum: Any Two of the following

1. A critical assessment of statistical techniques used in a research report
2. Preparation of graphic designs of data obtained in a research study
3. Analysis of data using Statistical Packages like SPSS, Excel etc.
4. One Seminar
5. One Assignment

1. Aggarwal, Y. P. (1988). *Statistical methods*. New Delhi: Sterling Publishers Pvt. Ltd.
2. Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R., & Gall, M.D. (1983). *Educational research: An introduction*. New York: Longman Inc.
4. Christensen, L. (2007). *Experimental methodology*. Boston: Allyn & Bacon.
5. Opie, C. (2004). *Doing educational research: A guide for first time researchers*. New Delhi: Vistar Publications.
6. Fisher, R. A. (1958). *Statistical methods for research workers*. Edinburgh: Oliver and Boyd.
7. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
8. Garret, H. E. (2006). *Statistics in psychology and education*. New Delhi: Surjeet Publications.
9. Guilford, J. P., & Fruchter, B. (1982). *Fundamental of statistics in psychology and education* (5th ed.). New York: McGraw-Hill Book Company.
10. Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
11. Kerlinger, F. N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
12. Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. London: The Falmer Press.
13. Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications Inc.
14. Reason, P., & Bradbury, H. (Eds.). (2006). *Handbook of action research: Concise paperback edition*. Thousand Oaks, CA: Sage Publications Inc.

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15. Scott, D., & Usher, R. (1996). *Understanding educational research*. New York: Routledge.
16. Shank, G.D. (2002). *Qualitative research*. Columbus, Ohio: Merrill, Prentice Hall.
17. Sharma, B. (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
18. Sharma, R.A. (1992). *Fundamentals of educational research*. Meerut: Loyal Book Depot.
19. Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications Inc.
21. Travers, R. M. W. (1978). *An introduction to educational research* (4th ed.). London: MacMillan.
22. Dalen, V., Deobold, B., & Meyer, W. J. (1979). *Understanding educational research: An introduction*. New York: McGraw Hill.

Course Code	Course Title		Semester
MMED214CCT	Emerging Technologies in Education		2
Scheme of Instruction			Scheme of Examination
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture, Lecture-cum-demonstration, Presentation, Demonstration and discussion, individual and group exercises and Practical Work on computers.	Exam Duration : 3 Hrs

Objectives

1. To understand the pre requisites for Integrating Emerging Technologies in Education.
2. To describe the integration of Emerging technologies for pedagogy and assessment.
3. To enable the students to acquire the concepts of various new technologies applied in Education.
4. To enable the students to understand the various aspects of emerging technologies and their application in Education.
5. To enable the students to develop the skills of handling and operating different types of technology in real classroom situations.
6. To enable the students to interpret their research data through computers.

Unit 1: Pre-requisites for Integrating Emerging Technology in Education

- 1.1. Emergence of ICT as a discipline
- 1.2. ICT skilled Teacher
- 1.3. Characteristics of digital learners
- 1.4. Technology and pedagogy -Techno pedagogical content knowledge (TPCK)

Unit 2: Emerging Technology in Teaching Learning (Concept, Tools, Requirements, Advantages and Limitations)

- 2.1. Mobile Learning
- 2.2. Blended Learning
- 2.3. MOOCs
- 2.4. Flipped Learning
- 2.5. Gamification
- 2.6. Educational Apps
- 2.7. Simulations
- 2.8. e-Textbooks

Unit 3: Emerging Technologies and Assessments

- 1.1. Electronic assessment portfolio
- 1.2. Technology assisted continuous assessment: role of LMS, Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective
- 1.3. Learning analytics and feedback journal, question bank

1.4. Computerized Grading

Unit 4: Technology Integration: Policies and Trends

4.1. Promising Trends

- a. Increased online access and connectivity
- b. Free and Open Source Software (FOSS)
- c. Cloud Computing

4.2. Problems

- a. Equity issues and the digital divide
- b. Social, ethical, and security issues
- c. Limitations of technology integration: A critical look at the impact of technology integration
- d. Technology dependence and learner

autonomy

4.3. Current and Future Trends

- a. Personalised learning spaces
- b. Digital badging and games
- c. BYOD (Bring Your Own Device) and digital citizenship
- d. Moodles

4.4. Review of Research in ICT: What research says about ICT integration?

Unit 5: ICT in Educational Research

- 5.1. Collaborative tools and its use in educational research.
- 5.2. Data Analysis using MS-Excel/SPSS.
- 5.3. Graphical and diagrammatic representation of data.
- 5.4. Descriptive and inferential statistics analysis using MS-Excel/SPSS.

Practicum: Any Two of the Following:

- 1. A Review of Research in ICT and write a report on what research says about ICT integration?
- 2. Developing an ICT integrated unit plan.
- 3. Developing e-rubrics survey tools, puzzle makers, test generators, reflective journal, question bank with the help of relevant ICT tools.
- 4. Downloading, installing and using free and open source educational software.
- 5. A study of status of technology integration in teacher education institutions.
- 6. Critical review of UNESCO ICT Competency Standards for Teachers - 2008
- 7. Survey of innovative practices in ICT integration in education.
- 8. Critical evaluation of ICT integration efforts in the country.
- 9. Developing an electronic assessment portfolio.
- 10. Developing an electronic teaching portfolio.
- 11. Seminar Presentation.

References:

1. Arulswamy S., & Sivakumar P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
2. Simmons, C., & Claire H. (2009). *Teaching ICT*. New Delhi: Sage Publications India Pvt. Ltd.
3. Curtin, D. P., Foley, K., Sen, K., & Morin, C. (2000). *Information technology: The breaking wave*. New Delhi: Tata McGraw – Hill Publishing Co. Ltd.
4. Talesra, H., Marashdeh, W., & Nagda, M. L. (2005). *Web based learning*. New Delhi: Authors Press.
5. Verma, M. (2006). *Technology in digital education*. New Delhi: Murari Lal & Sons.
6. Dash, M. K. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publication.
7. Merrill, P. F., Hammons, K., Vincent, B. R., Reynolds, P. L., Christensen, L., & Tolman, M. N. (1996). *Computers in education*. Boston, MA: Allyn and Bacon.
8. Norton, P. (2000). *Introduction to computers*. New Delhi: Tata McGraw Hill Publications.
9. Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
10. Roblyer, M.D. (2006). *Integrating educational technology into teaching*. New Jersey: Pearson Prentice-Hall Inc.
11. Sampath, K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4th ed.). New Delhi: Sterling Publishers Pvt. Ltd.
12. Vallikkad, S. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
13. Schwatz & Schltz (2000). *Office 2000*. New Delhi: BPB Publications.
14. Shukla, S. S. (2005). *Basics of information technology for teacher trainees*. Ahmedabad: Varishan Prakashan.
15. Sinha, P. K. (1992). *Computer fundamentals*. New Delhi: BPB Publications.
16. Underwood, J. D.M., & Underwood, G. (1990). *Computers and learning helping children acquire thinking skills*. Oxford: Basil Black Well.
17. Vanaja M., Rajashekhar S., & Arulswamy S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publication.

Course Code	Course Title	Semester
MMED211SEP	Self Development	2
Scheme of Instruction		Scheme of Examination
Total Duration	: 64 Hrs	Maximum Score : 50
Periods / Week	: 4	Internal Evaluation : 50
Credits	: 2	End Semester : -
Instruction Mode	: Workshop, Class Discussions, Debates	Exam Duration : -

Objectives

The course will enable the student to:

1. discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
2. develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
3. develop the capacity to facilitate personal growth and social skills in their own students
4. help students in analyzing self.
5. develop decision making skills.
6. develop problem solving skills.
7. develop creative thinking/lateral thinking skills.
8. develop interpersonal skills.
9. develop confidence and self-esteem.
10. develop stress management skills.
11. develop time management skills.

Unit 1 – Self Development

- 1.1. Concept of Self Development
- 1.2. Process of Self Development – Planning, Monitoring and Support, Reviewing
- 1.3. Analyzing the Self–SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)

Unit 2 - Life Skills Development

- 2.1. Decision Making
- 2.2. Problem Solving
- 2.3. Creative thinking/Lateral thinking
- 2.4. Effective Communication
- 2.5. Interpersonal Relationships
- 2.6. Confidence
- 2.7. Time Management
- 2.8. Stress Management

Unit 3: Physical Development

- 3.1. Diet and Nutrition
- 3.2. Physical Exercises
- 3.3. Yoga

The course is to be conducted on the above topics in the form of a Workshop using

Class Discussions, Brainstorming, Demonstration and Guided Practice, Role Plays *f* Audio and Visual Activities, e.g., Arts, Music, Theatre, Dance, Small Groups, Educational Games and Simulations, Case Studies, Storytelling, Debates, Decision Mapping or Problem Trees.

Practicum -10 marks for each = 50 marks

- a. Doing a SWOT analysis of one's self and write a report.
- b. Maintaining a time log and analyzing it.
- c. Analyzing their own diet.
- d. Making a self-development plan.
- e. Report writing of workshop on self-development.

References

1. Boyd, B. L., Herring, D. R., & Briers, G. E. (1992). Developing life skills in youth. *Journal of Extension* [On-line], 30(4). <http://www.joe.org/joe/1992winter/a4.html>
2. Hendricks, P. (1998). *Targeting life skills model*. Available at: <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>
3. Miller, R. A. (1976). *Leader/agents guide: Leadership life skills*. Stillwater, OK: Oklahoma State University.

SEMESTER III

Course Code	Course Title		Semester
MMED311CCT	Perspectives, Issues and Research in Teacher Education		3
Scheme of Instruction			Scheme of Examination
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture	Exam Duration : 3 Hrs

Objectives:

The student teachers will be able to

1. develop insights into the perspectives and policies of teacher education
2. understand Organization, Transaction and evaluation of Different components of Teacher education programme
3. understand the importance of professional development of teacher educators
4. develop skill to manage teacher education programmes
5. develop comprehensive understanding of issues and problems of teacher education programme in Indian context.

Unit-1 Perspectives and Policies on Teacher Education

- 1.1 Review of National level Policies on Teacher Education
- 1.2. Review of State level and District level policies
- 1.3 Structure of Teacher Education curriculum: NCF-2005, NCFTE-2009
- 1.4 Organization, Transaction and Evaluation of Different components of Teacher Education Programme
- 1.5 Get aware of recent trends of research in Teacher Education

Unit-2 Professional Development of Teachers

- 2.1 Professional development of Teachers and Teacher Educators: present practices and avenues
- 2.2 Vertical mobility of the school Teacher-avenues
- 2.3 Factors influencing the quality of Pre and In-service Education of Secondary school teachers
- 2.4 Preparing Teachers for different contexts: Arts, Crafts, Music, Physical Education and Special Education

Unit-3 Structure and Management of Teacher Education

- 3.1 Structure of Teacher Education System in India
- 3.2 Universalization of Secondary Education and its implications for Teacher Education at the Secondary level
- 3.3 Need of Existing programmes and practices
- 3.4 Structure and substantive arrangement in the Teacher Education Programme

Unit-4 Research in Teacher Education

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- 4.1 Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference to design, findings and policy implications
- 4.2 Methodological issues of Research in Teacher Education: Direct versus Indirect inference, Generalization of findings, laboratory versus field research, scope and limitations of classroom observations
- 4.3 Research on effectiveness of Teacher Education Programmes, characteristics of an effective Teacher Education Programme
- 4.4 Paradigms for research on teaching: Gage, Doyle and Shulman

Unit-5 Problems and Issues in Teacher Education

- 5.1 Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes.
- 5.2 Sufficiency of subject matter knowledge for teaching at the senior secondary level.
- 5.3 Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
- 5.4 Issues related to enhancing teacher competence, commitment and teacher performance
- 1.5 Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Practicum (Any two)

1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. A review of researches in any one area of research in teacher education and write the policy implications.
4. A review of a research article in teacher education and write implications for practitioner.
5. Collect the perceptions of teacher educators on 2-year B.Ed. and M.Ed. programme.
6. Conduct a survey on feasibility & clarity of National Curriculum Framework on Teacher Education.
7. Conduct an opinion survey with private managements on feasibility of quality teacher education.
8. Review some Journals of Education & collect some articles related to teacher education quality issues.

References:

1. National Education Commission. (1966). *Education and national development* (Report of the Education Commission). New Delhi: Government of India.
2. Agarwal, J. C. (1983). *Landmarks in the history of modern Indian education*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Ravi, S. S. (2015). *A comprehensive study of education*. New Delhi: Prentice Hall India Pvt. Ltd.
4. Chadha, S. S. (2005). *Teacher in emerging Indian society*. Meerut: International Publishing House.
5. Aggarwal, J. C. (1998). *Teacher education: theory and practices*. New Delhi: Doaba Home.

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Course Code	Course Title		Semester	
MMED312CCT	Educational Measurement, Assessment and Evaluation		3	
Scheme of Instruction			Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3T +1P = 4	End Semester	: 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	: 3 Hrs

Objectives:

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To orient the student with tools and techniques of measurement and evaluation.
3. To develop skill and competencies in constructing and standardizing a test.
4. To aware the Current Issues in Measurement and Evaluation

Unit- 1 Basic concept of Educational Evaluation

- 1.1 Concept, Scope, Need & Importance of Educational measurement and evaluation.
- 1.2 Principles of Measurement, Assessment and Evaluation
- 1.3 Different Types of Measurement and Evaluation
 - a. Formative & Summative, Internal & External, Qualitative & Quantitative, NRT (Norms-reference test) & CRT (Criterion-reference test), Subjective & Objective
 - b. Achievement Test, Aptitude Test, Opinion Test, Perception Test, Attitude Test & Interest Inventory.
- 1.4 Preparation of Subjective and Objective test, Scale, Questionnaire, Schedule, Inventories, and Performance test.

Unit 2. Test Construction and standardization

- 2.1. General steps of test construction: Construction of Achievement Test, Aptitude Test, Opinion Test, Perception Test, Attitude Test & Interest Inventory.
- 2.2. Item Writing: Meaning of Item and types of items, general guidelines for item writing
- 2.3. Item analysis: Meaning and purpose of item analysis, composing the items, objective items, subjective items and response bias
- 2.4. Quantitative item analysis: Item difficulty, item discrimination, inter-item correlation, item-total correlation, item- criterion correlation, item characteristic curve,
- 2.5. Meaning of Norms: Age norms, Grade norms, Standard score norms, T-score norms, and Stanine score norms, Scaling Standard Scores- Z- Score, T-Score & C-Score

Unit 3. Reliability

- 3.1. Meaning and concept of Reliability,
- 3.2. Types of Reliability: Test-retest Reliability and Internal Consistency Reliability, Scorer Reliability and agreement

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3.3. Methods of establishing reliability: Split half method, Kuder-Richardson method, Cronbach's alpha

3.4. Factors influencing reliability, how to improve reliability of test scores

3.5. Meaning and concept of standard error of measurement

Unit 4 : Validity

4.1. Meaning and concept of validity

4.2. Types of Validity: Content validity, Criterion-related validity and Construct Validity

4.3. Different sources of evidence for validity: Evidence based on test content, Evidence based on response process, Evidence based on internal structure, Evidence based on relations with other variables

4.4. Factors influencing validity

4.5. Relation of Validity to Reliability

Unit- 5 Current Issues in Measurement and Evaluation

5.1 E- evaluation- Uses of Computer in Evaluation, computer assisted learning, computer Instructional Learning

5.2 Blended learning, Online Assessment and Evaluation

5.3 Issues- Transparency and feedback system in Evaluation, Interpretation of test-scores and methods of feedback to student

5.4 Recent trends and good Practices in Assessment and Evaluation

5.5 Ethics in Measurement and Evaluation

Practicum (Any Two)

1. Review one tool related to Aptitude Scale and prepare a report having brief history methodology and interpretation technique.
2. Review one tool related to Attitude scale and prepare a report having brief history methodology and interpretation technique.
3. Review one tool related to Perception Scale and prepare a report having brief history methodology and interpretation technique.
4. Survey and Opinionnaire on Non detention policy of Government of India
5. Survey good and innovative practices in examination and evaluation in B.Ed. colleges of your area.
6. Conduct a survey to find out the attitude of B.Ed. students towards teaching profession and prepare a report.
7. Conduct a survey to find out the aptitude of B.Ed. students towards reading comprehension and prepare a report.
8. Conduct a survey to find out the perception of B.Ed. students towards PTM and prepare a report.

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Course Code			Course Title		Semester
MMED331DST	Specialization I- Education in India- Status, Issues and Concerns - Elementary				3
Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80 Hrs	Maximum Marks	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3T +1P = 4	End Semester	:	70
Instruction	:	Lectures, Self-Study, Practicums,	Exam Duration	:	3 Hrs
Mode		Group Discussions, Field			
		Activities, Seminars Dialogues,			
		Thematic Discussion, Guided			
		Studies and Presentation			

Course Objectives

The course will enable the student to:

1. understand the historical/developmental perspectives of elementary education.
2. analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
3. develop critical understanding about issues and challenges in elementary education
4. develop critical understanding about significance of transitions in elementary education
5. understand the status of elementary education in India
6. understand the concept of Universalization of Elementary Education (UEE) and reflect on implementation of UEE.

Course Content

Unit 1: Introduction to Elementary Education

- 1.1 Concept, need, importance and objectives of elementary education
- 1.2 Growth and development of elementary education in a historical perspectives
- 1.3 Dakkar Summit and Sustainable Development Goals
- 1.4 Recommendation of Committees and Commissions - Kothari commission 1964-66, National Policy on Education 1986, NCF-2000 and NCF-2005
- 1.5 Right to Education - RTE, Universalization of Elementary Education - UEE, Sarva Shiksha abhiyaan – SSA

Unit 2: Organizations, Institutions and Agencies of Elementary Education

- 2.1. Organizations & Institutions in administration and management of elementary education
- 2.2. National level: Ministry of Human Resource Development (CABE, NEIPA, NCERT and RIEs), Ministry of Woman and Child Development, Ministry of Minority Affairs
- 2.3. State level: State Department of Education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET)
- 2.4. International Agencies – UNICEF, UNESCO, WHO, IBE
- 2.5. NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

Unit 3: System and Structure of Different School Boards at Elementary level

- 3.1 National Boards: Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education Delhi Board (I.C.S.E), National Open Schools,
- 3.2 State Boards: Secondary School Certificate Board (SSC)
- 3.3 International Boards: Cambridge (IGCSE), International Baccalaureate (IB)
- 3.4 Madrasa Boards: Special-Needs Schools
- 3.5 Organizational Structure of school in India, Types of School Education (Aided- unaided, Private, International)

Unit 4: Status and Challenges of Elementary Education

- 4.1 Status of Elementary Education- National Scenario in terms of enrolment, retention, dropout, Out of school children
- 4.2 Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls, boundary walls, kitchen sheds
- 4.3 Status of qualified and professionally trained teachers
- 4.4 Implementation and Challenges to Right of Children to Free and Compulsory Education Act-2009 with reference to Access, Enrolment, Retention and Quality-Learning Crisis (World Bank Report 2017)
- 4.5 Achieving UEE: Universal access, retention and success

Unit-5: Concerns in Elementary Education

- 5.1 Quality concerns in elementary education: Classroom processes, learning achievement – National Achievement Survey -NAS, teacher and teacher preparation, PISA, Pratham
- 5.2 Language formula and its implementation - medium of instruction, multilingual approach at primary level
- 5.3 Children, work and Education – Understanding the problems of children at work & their education status
- 5.4 Insights into the education of Girl child, Disadvantaged, Inclusive & Migrant children
- 5.5 Instructional Strategies for quality enhancement of Elementary education

Practicum (Any Two)

1. Comparison of the National and International curriculum of elementary education and discuss
2. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government
3. Writing a report on community participation in school
4. Writing a report on NUEPA/NCERT
5. Visits to various elementary schools working under different managements
6. Tabulating / synopsis of historical development of Elementary Education in India, Pre, post and contemporary period.
7. Situational analysis of UEE in local area of the student
8. Study on Enrolment Collection of student data on U.E.E Girl Child enrolment
9. Issues and challenges of elementary school
10. Reading texts of NCF, SCF and writing a review report
11. Conduct of PTA meetings related to Health and nutrition and academic achievement.
12. Time tables / School calendar of various schools to suggest measures to prepare a child friendly classroom
13. Study on Implementing Swach Bharath for Enrolment protection

Suggested Readings

1. Anand, C.L., & Nayar, P. R. (1983). *The teacher and education in emerging Indian society*. New Delhi: NCERT.
2. Bhatia, B., & Bhatia, K. (1989). *The philosophical and sociological foundation of education*. New Delhi: Doaba House.
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27. NCERT. (2005). *National curriculum framework (NCF-2005)*. New Delhi: NCERT.
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30. Sharma, R. N. (2002). *Indian education at the cross road*. Gurgaon: Shubhi Publications.
31. Singhal, R .P. (1983). *Revitalizing school complex in India*. New Delhi.
32. Tilak, J. B. (1992) *Educational planning at grassroots*. New Delhi: APH Publishing Corporation.
33. UNESCO. (2005). *EFA global monitoring report on quality of education finance*. UNESCO.
34. UNESCO. (2015). *EFA global monitoring report -2015*. UNESCO.

Course Code	Course Title		Semester
MMED332DST	Specialization I- Education in India- Status, Issues and Concerns - Secondary		3
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation	Exam Duration : 3 Hrs

Course Objectives

After completion of the course the prospective teacher educators will be able to:

- 1) develop acquaintance with different policies on secondary and higher secondary education in India.
- 2) analyse the issues of secondary and higher secondary education in different aspects.
- 3) develop critical understanding about current status of Secondary education in India.
- 4) understand policy perspectives in decentralization of administration and management of secondary education.
- 5) understand organizational structure and functions of institutions in administration and management of secondary education at various levels.
- 6) analyse various secondary education curricula in India and carry a review with focus on its criticality.
- 7) analyse the role of various organisations, institutions and agencies in secondary education.
- 8) understands the issues and challenges of secondary education.
- 9) understand different policies and programmes concerning secondary education.
- 10) develop critical understanding regarding quality aspects of secondary education.

Course Content

Unit-1: Introduction to Secondary Education

- 1.1. Objectives, Growth and Development of Secondary Education
- 1.2. Policy perspectives in decentralization of administration and management of secondary education- Local Bodies, SDMC, PTA
- 1.3. Dakkar Summit and Sustainable Development Goals
- 1.4. Universalisation of Secondary Education, CABE Committee on Universalization of Secondary Education – Recommendations.
- 1.5. Rashtriya Madhyamik Shiksha Abhiyaan - RMSA

Unit-2: Organisations, Institutions and Agencies in Secondary Education

- 2.1. Organizations & Institutions in administration and management of Secondary education
- 2.2. National level: Ministry of Human Resource Development (CABE, NIEPA, NCERT and RIEs), Ministry of Woman and Child Development, Ministry of Minority Affairs
- 2.3. State level: State Department of Education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET)
- 2.4. International Agencies: UNICEF, UNESCO, IBE
- 2.5. NGOs: Civil Society and Advocacy groups –focus areas, importance and functions

Unit 3: System and Structure of Different School Boards at Secondary Level

- 3.1. National Boards: Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education Delhi Board (I.C.S.E), National Open Schools,
- 3.2. State Boards: Secondary School Certificate Board (SSC)
- 3.3. International Boards: Cambridge (IGCSE), International Baccalaureate (IB)
- 3.4. Madrasa Boards: Special-Needs Schools
- 3.5. Organizational Structure of school in India, Types of School Education (Aided-
unaided, Private, International)

Unit 4: Status and Issues of Secondary Education

- 4.1. Status and Issues of Secondary Education:- National Scenario in terms of access, enrolment, retention, dropout, and out of school children
- 4.2. Status of Infrastructural facilities: Classrooms, library, separate toilets for boys and girls.
- 4.3. Implementation and Challenges to Right of Children to Free and Compulsory Education Act 2009 with reference to Access, Enrolment, Retention and Quality-Learning Crisis (World Bank Report 2017)
- 4.4. Status and Issues of secondary school teachers in terms of qualification and professional training
- 4.5. Issues of Pre-Service and In-Service Teacher Education at Secondary Education

Unit-5: Concerns of Secondary Education

- 5.1. Quality concerns of Secondary Education
- 5.2. Vocationalization of Secondary Education
- 5.3. Equity, Equality and Social Justice in Secondary Education with special reference to Girl child, Disadvantaged, Inclusive & Migrant children
- 5.4. Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education – National Achievement Survey -NAS, PISA, Pratham

- 5.5. Exploring E-resource for teaching and learning at Secondary level: e-textbooks, Swayam Prabha portal, MOOCs courses, Open School System

Practicum (Any Two)

1. Preparation of data tables related to secondary education
2. Visits to various secondary schools – Private, Corporate and Aided Government and write a report.
3. Preparation of Case Studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
4. Review of RTE and SCF with reference to knowledge and curriculum
5. Visit to technical / Setwin / Institutions.
6. Observation review on CCE at secondary level.
7. Visits to worksites and documentation of the process
8. Writing a report on RMSA
9. A report on Universalization of Secondary Education
10. Critical evaluation of role of SIEMAT
11. A study on causes of drop out in secondary school students
12. Writing a report on community participation in secondary school
13. Preparation of a brief report on plan and policies of government of India for secondary education

14. Critical examination of any schemes implemented for secondary education in a selected state
15. Any other relevant topic/activity considered appropriate by the teacher

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- 23) Altikur, A. S. (1944). *Education in ancient India*. Banaras: Nand kishore Bros.
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- 25) Naik, J. P. (1965). *Educational planning in India*. Hyderabad: Allied Publishers.
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- 27) Ravi, S. S. (2015). *A comprehensive study of education*. New Delhi: Prentice Hall.
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- 29) Sharma, R. N. (2002). *Indian education at the cross road*. Gurgaon: Shubhi Publications.
- 30) Shrimali, K. L. (1954). *Better teacher education*. New Delhi: Ministry of Education, Govt. of India.

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- 31) UNESCO. (2005). *EFA Global Monitoring Report on Quality of Education Finance*.
- 32) UNESCO. (1963). *Economic and social aspects of educational planning*.
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New Delhi: NCERT.

Course Code		Course Title		Semester
MMED311SEP		Academic Writing		3
Scheme of Instruction			Scheme of Examination	
Total Duration	:	64 Hrs	Maximum Marks	: 50
Periods / Week	:	4	Internal Evaluation	: 50
Credits	:	2	End Semester	: -
Instruction	:	Field	Exam Duration	: -
Mode		work/Lecture		

Objectives: The student teachers will be able to:

1. understand the concept and essential features of academic writing.
2. get the clarity while writing with respect to the parts of speech.
3. get insights into the common errors committed in punctuation and grammar.
4. understand tips in writing.
5. understand the concept of Plagiarism in writing.

Unit: 1 Understanding the process of academic writing

- 1.1 Concept of academic writing
- 1.2. Features of academic writing: complexity, formality, Precision, objectivity, explicitness, accuracy, hedging, responsibility
- 1.3. Essay: Introduction, Title, Main Body, Conclusion, References, and Layout

Unit 2: Academic writing: Parts of Speech

- 2.1. Verb
- 2.2. Adverb
- 2.3. Noun
- 2.4. Preposition
- 2.5. Pronoun
- 2.6. Adjective

Unit 3: Academic writing: Punctuation and Grammar & Plagiarism

- 3.1. Appropriate usage of: Syntax, Tense, Prepositions, Colons and semicolons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns, Definite article, Capital letters, Reasoning, Structure, Referencing techniques, Generalizations, Speculations and Assertions, Metaphor
- 3.2. Proof-reading
- 3.3. Teacher Evaluation: Plagiarism and how to avoid it

Practicum

1. Write an essay on a topic of your choice
2. Find the appropriate use of language items in a sentence
3. Correct the language with the help of guidance
4. Finalize draft of writing using tips
5. Check the draft with the features of academic writing
6. Finalize the script / document.

References:

1. Culler, J., & Lamb, K. (2003). *Just being difficult? : Academic writing in the public arena*. Stanford, Calif.: Stanford University Press.
2. Germano, W. (2008). *Getting it published: A guide for scholars and anyone else serious about serious books* (2nd ed.). Chicago & London: University of Chicago Press.

3. Wellington, J. J. (2003). *Getting published: A guide for lecturers and researchers*. London & New York: Routledge Falmer.
4. Goldsmith, J. A., Komlos, J., & Gold, P. S. (2001). Teaching and research in *The Chicago guide to your academic career: A portable mentor for scholars from graduate school through tenure*. Chicago: University of Chicago Press.
5. Nelson, C., & Watt, S. (1999). Scholarly books and peer review in *Academic Keywords: A Devil's Dictionary for Higher Education*. New York and London: Cambridge University Press.
6. Tenopir, C., & King, D. W. (2000). Towards electronic journals: Realities for librarians and publishers. *National Library of Australia*, Washington, D.C.: SLA Pub. Retrieved from <https://trove.nla.gov.au/version/45804358>
7. Björk, B. C. (2007). A model of scientific communication as a global distributed information system. *Information Research*, 12(2).
8. Furman, R. (2007). *Practical tips for publishing scholarly articles: Writing and publishing in the helping professions*. Chicago: Lyceum Books.
9. Murray, R. (2009). *Writing for Academic Journals* (2nd ed). London: Open University Press
10. Lyons, L. H., & Heasley, B. (2010). *Study writing – A course in writing skills for academic purposes*. UK: Cambridge University Press.

Semester-IV

Course Code	Course Title		Semester		
MMED411CCT	Curriculum Studies		4		
Scheme of Instruction			Scheme of Examination		
Total Duration	:	64 Hrs	Maximum Marks	:	100
Periods / Week	:	4	Internal Evaluation	:	30
Credits	:	4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration	:	3 Hrs

Course Objectives:

The course will enable the student to:

- 1) define Curriculum and identify component of Curriculum
- 2) describe the various principles and determinants of curriculum
- 3) describe and analyse various approaches to curriculum
- 4) explain and compare various types of curriculum
- 5) acquaint with curriculum implementation and process of curriculum evaluation

Course Content**Unit-1 Nature, Types and Determinants of curriculum**

- 1.1. Meaning, Concept and Nature of curriculum
- 1.2. Components of curriculum: Objectives, Content, Learning experiences and Evaluation system.
- 1.3. Types of curriculum: Subject centered, Learner centered, Community centered, Activity based, Broad Field curriculum and core curriculum
- 1.4. Determinants of curriculum: Objectives, Values in Indian Constitution, Knowledge, Society, Learner, Nature of Subject matter.

Unit-2 Foundations of Curriculum

- 2.1. Philosophical, Sociological, Psychological, Linguistics and Historical Foundations of Curriculum
- 2.2. Principles of Curriculum construction: Students centered, Activity centered, Community centered, Forward looking principle, Principles of Integration, Principles of Conservation.
- 2.3. Relevance, flexibility, quality, conceptuality and plurality in curriculum construction.
- 2.4. Humanistic Curriculum: Characteristics, Purpose, Role of Teacher and Psychological basis.
- 2.5. Social re-constructionist curriculum: Characteristics, Purpose, Role of teacher

Unit-3 Models of Curriculum Designing

- 3.1 Grass root Model vs. Administrative Model
- 3.2. Scientific / Technical Models: Tyler Model, Hilda Taba Model, Saylor and Alexander Model, Hunkins Model
- 3.3. Non Scientific / Non-technical / Humanistic Model: Glathorn Naturalistic Model, Weirstein and Fashini Model and Post – Positivist Model.
- 3.4. Need Assessment Model, Futuristic Model and Vocational Training Model.

Unit-4 Curriculum Development in India

- 4.1. Review of NCF-2005
- 4.2. Review of NCFTE-2009
- 4.3. Role of UGC, NCERT and SCERT in Curriculum Development
- 4.4. NCTE (2004) Guidelines for different Courses (D.L.Ed/B.Ed./M.Ed.)

Unit-5 Curriculum change and Research in Curriculum

- 5.1. Concept of Curriculum Change, Improvement and Innovations
- 5.2. Barriers to Curriculum Change
- 5.3. Participants in Curriculum Change: Curriculum specialists, administrators, teachers, students and decision makers
- 5.4. Emerging trends and thrust areas of research in Curriculum: National and International perspectives.

Practicum (Any two)

1. Critical analysis of existing / elementary / secondary / higher secondary school curriculum
2. Status of science / mathematics / social studies / languages education in NCTE-2005
3. Application of situational analysis specifying at least five local needs to be reflected in curriculum
4. A meta- analysis on recent research in curriculum development
5. A comparative study of two syllabi state Gov. / ICSE / CBSE
6. Seminar presentation on any one of the topic assigned

Suggested Readings:

1. Wiles, J.W., & Wiles, J. B. (2006). *Curriculum development: A guide to practice*. London: Pearson Publications.
2. Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
3. Dewey, J. (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
4. Diamond, R. M. (1986). *Designing and improving courses in higher education: A systematic approach*. California: Jossey-Bass Inc. Publication.
5. Joseph, P.B. (Ed.). (2000). *Cultures of curriculum* (studies in Curriculum Theory). New York: Teacher College Press.
6. NCTE. (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
7. NCERT. (2000). *National curriculum framework for school education*. New Delhi: NCERT.
8. NCERT. (2005). *National curriculum framework-2005*. Sri Aurobindo Marg, New Delhi: NCERT.
9. Oliva, P. F. (1988). *Developing the curriculum*. Glenview, Illinois: Scott Foresman and Co.
10. Reddy, B. (2007). *Principles of curriculum planning and development*. New Delhi: Arise Publishers & Distributors.
11. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace, Jovanovich Inc.

Course Code	Course Title		Semester
MMED441DST	Curriculum, Pedagogy and Assessment in Elementary Education		
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture	Exam Duration : 3 Hrs

Courses Objectives

The students will be able to:

1. understand the Principles and perspectives of Elementary School Curriculum
2. comprehend the relevance of NCF-2005 and autonomy in developing curriculum with regard to local specific issues and challenges
3. comprehend the Concept of Pedagogy and critically analyze the pedagogy prescribed in the educational thoughts of Great educators.
4. understand the basic considerations in educational assessment and evaluation
5. understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
6. understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive outcomes.
7. construct & develop different types of tests: Achievement Test, Criterion-referenced Mastery Test, Diagnostic Test etc.

Course Content

Unit 1- Principles and organization of Curriculum construction

- 1.1 Concept, components and Principles of curriculum construction.
- 1.2 Criteria for selection and organization of content and learning activities.
- 1.3 Different perspectives to curriculum and their synthesis: Behaviouristic, cognitive and constructivist.
- 1.4 Basic considerations of Curriculum Development: Content driven curriculum, Objective driven curriculum, Process driven curriculum, Condensed, integrated and partly integrated curriculum, Hidden curriculum.
- 1.5 The relevance to NCF-2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit 2- Pedagogy

- 2.1 Meaning and concept of pedagogy.
- 2.2 Principles of Advanced pedagogy.
- 2.3 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- 2.4 Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Unit 3 Pedagogical Analysis

- 3.1 Analysis of teaching phases: pre active, interactive and post active
- 3.2 Teachers role in different teaching phases
- 3.3 Pedagogical analysis of the subject content.
- 3.4 Critical pedagogy: Critical analysis of pedagogy and their applicability in elementary

school context

Unit - 4 Educational Assessment

- 4.1 Role of Evaluation in the Teaching Learning Process
- 4.2 Evaluation based on test, students' reaction to instructional process, teachers' views concerning effectiveness of instruction, parents' reaction about courses, situation analysis using survey and interview.
- 4.3 Stages of programme evaluation- identifying decision makers, purpose and objectives of the programme, deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback, making revisions.
- 4.4 Realizing goals and objectives of education, appropriateness of content to learners' needs and interest, relating content to life experiences of learner.
- 4.5 Issues in curriculum evaluation.

Unit-5 Techniques and Tools of Evaluation

- 5.1 Basic Techniques and Tools of Evaluation of Cognitive Outcomes: Subjective and Objective Tools.
- 5.2 Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.
- 5.3 Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes: Observation Schedules, Rating scales, Interest Inventories.
- 5.4 Measurement of Aptitude: Different Types of Aptitude Tests and their Salient Features.
- 5.5 Steps Involved in the Construction and Standardization of an Achievement Test and Diagnostic Test.

Practicum (Any two)

1. Analyse curriculum of state level syllabus of elementary education (Central Board of Secondary Education)
2. Critical analysis of existing syllabi on specific school level subject areas.
3. Students will prepare an observation schedule for curriculum transaction in any one-school subject at elementary stage.
4. Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/course by teacher trainees in elementary schools.

Suggested Reading

1. Anastasi, A., & Urbina, S. (2004). *Psychological testing*. Singapore: Pearson Education.
2. Beauchamp, G.A (1981). *Curriculum theory* (4th ed.). Itasca, 11: Peacock Publishers.
3. Bruner. J.S. (1966). *Towards a theory of instruction*. Cambridge: Harvard University Press.
4. Cronbach, L. J. (1990). *Essentials of psychological testing* (5th ed.). New York: Harper & Row.
5. Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass Inc. Publishers.
6. Freeman, F. S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford Publishing.
7. Government of India. (1986). *National policy on education*. Department of Education. New Delhi: Ministry of Education, MHRD.
8. Government of India. (2005). *National plan of action for children*. Department of women and child development. New Delhi: Ministry of Education, MHRD.
9. Henson, K. T. (1978). *Curriculum development for education reform*. New York: Harper

Collins College publishers.

10. Hopkins, C. D., & Stanley, J. C. (1981). *Educational and psychological measurement and evaluation* (6th ed.). New Jersey, Englewood Cliffs: Prentice Hall Inc.
11. Kelley, A.B. (1996). *The curricular theory and practice*. US: Harper and Row.
12. NCERT. (2005). *National Curriculum Framework*. New Delhi: NCERT.
13. NCTE. (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*. New Delhi: NCTE.
14. NIPCCD. (2002). *Children in difficult circumstances: Summaries of research*. Resource centre on children. New Delhi: NIPCCD.
15. Nirantar. (1997). *Developing a curriculum for rural women*. New Delhi: Nirantar.
16. Padma, M. S. (2003). *Constructing school knowledge. An ethnography of learning in an Indian Village*. New Delhi: Sage Publications Inc.
17. Payne, D. A. (2003). *Applied educational assessment*. USA: Wadsworth Thomson Learning.
18. Saylor, J.G., & Alexander, W. M. (1966). *Curriculum planning for modern schools*, New York: Holt, Rinehart & Winston.
19. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Har Court, Brace and Wald.
20. Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
21. Zias, R S. (1976). *Curriculum principles and foundations*. New York: Harper & Row.

Course Code	Course Title		Semester
MMED442DST	Specialization-II Curriculum, Pedagogy and Assessment in Secondary Education		4
Scheme of Instruction			Scheme of Examination
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture	Exam Duration : 3 Hrs

Course Objectives- The course will enable the students to:

1. comprehend the meaning, process, and requirements of curriculum transaction and its related issues.
2. understand the basic concepts and types of educational assessment
3. understand the basic considerations in educational assessment and evaluation
4. understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.
6. develop skills and competencies in constructing and standardizing different kinds of tests.
7. develop basic statistical techniques used in assessment process.
8. understand the need for curriculum evaluation and the strategies involved in curriculum evaluation
9. analyse various models of curriculum evaluation and their relevance to Indian Education context
10. comprehend the recent trends of educational evaluation like Grading System, Question Banking, Use of Computer in Evaluation

Course Content

Unit 1- Principles and organization of Curriculum construction

- 1.1 Concept, components and Principles of curriculum construction.
- 1.2 Criteria for selection and organization of content and learning activities.
- 1.3 Different perspectives to curriculum and their synthesis - behaviouristic, cognitive and constructivist.
- 1.4 Basic considerations of Curriculum Development: Content driven curriculum, Objective driven curriculum, Process driven curriculum, Condensed, integrated and partly integrated curriculum, Hidden curriculum.
- 1.5 The relevance to NCF 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit 2- Pedagogy

- 2.1 Meaning and concept of pedagogy.
- 2.2 Principles of Advanced pedagogy.
- 2.3 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- 2.4 Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Unit 3 Pedagogical Analysis

- 3.1 Analysis of teaching phases: pre active, interactive and post active

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- 3.2 Teachers role in different teaching phases
- 3.3 Pedagogical analysis of the subject content.
- 3.4 Critical pedagogy: Critical analysis of pedagogy and their applicability in elementary school context

Unit -4 Techniques and Tools of Evaluation

- 4.1 Basic Techniques and Tools of Evaluation of Cognitive Outcomes: Subjective and Objective Tools.
- 4.2 Nature, Characteristics, Advantages and Limitations of Essay Test. Objectives Test, Performance Test and Oral Test
- 4.3 Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes: Observation Schedules, Rating scales, Attitude Scales, Interest Inventories.
- 4.4 Steps Involved in the Construction and Standardization of an Achievement Test and Diagnostic Test.

Unit-5 Recent Trends of Educational Evaluation

- 5.1 Concept and need of curriculum evaluation
- 5.2 Curriculum evaluation models: Ralph Tyler's evaluation model, CIPP model (Stufflebeam), Robert Stake's countenance model, & Michael Scriven's model
- 5.3 Grading System
- 5.4 Question Bank
- 5.5 Use of ICT in Evaluation

Practicum (Any two)

1. Analyse curriculum of state level syllabus of elementary education (Central Board of Secondary Education)
2. Critical analysis of existing syllabi on specific school level subject areas.
3. Students will prepare an observation schedule for curriculum transaction in any one school subject at elementary stage.
4. Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/course by teacher trainees in elementary schools.

Suggested Reading

1. Anastasi, A., & Urbina, S. (2004). *Psychological testing*. Singapore: Pearson Education.
2. Arichlency. (1977). *Handbook of curriculum evaluation*. Paris: International Institute for Educational planning. UNESCO.
3. Beauchamp, G.A (1981). *Curriculum theory* (4th ed.). Itasca, 11: Peacock Publishers.
4. Chauhan, C. P. S. (\ 993). *Emerging trends in educational evaluation*. New Delhi: Commonwealth Publishers
6. Gronlund, N. E., & Linn, R. L. (2000). *Measurement and assessment in teaching* (8th ed.). New Jersey: Prentice Hall.
7. Guilford, I. P. (1936). *Psychometric methods*. New York: Macmillan Publishing Co.
11. Hopkins, C. D., & Stanley, J. C. (1981). *Educational and psychological measurement and evaluation* (6th ed.). New Jersey, Englewood Cliffs: Prentice Hall Inc.
13. Kelley, A.B. (1996). *The curricular theory and practice*. US: Harper and Row.
14. NCERT. (1984). *Curriculum evaluation*. New Delhi: NCERT.
15. NCERT. (2006). *Systematic reforms for curriculum change*. New Delhi: NCERT.
16. Payne, D. A. (2003). *Applied educational assessment*. USA: Wadsworth Thomson Learning.
19. Saylor, J.G., & Alexander, W. M. (1966). *Curriculum planning for modern schools*, New

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York: Holt, Rinehart & Winston.

20. Singh, A. K. (2002). *Tests, measurements and research methods in behavioural sciences*. Patna: Bharti Bhawan Publishers & Distributors.
21. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Har Court, Brace and Wald.
22. Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
23. Zias, R S. (1976). *Curriculum principles and foundations*. New York: Harper & Row.

Course Code	Course Title				Semester
MMED451DST	Specialisation III- Educational Policy, Economics of Education and Educational Planning in Elementary Education				4
Scheme of Instruction			Scheme of Examination		
Total Duration	:	48+32=80 Hrs	Maximum Marks	:	100
Periods / Week	:	5	Internal Evaluation	:	30
Credits	:	3T +1P = 4	End Semester	:	70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations,	Exam Duration	:	3 Hrs

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the theoretical aspect of educational policy and planning like meaning, needs, goals and factors.
2. comprehend the process of policy making and its implementation.
3. appreciate the role of national level of agencies of educational policy and their collaboration with the state.
4. develop an overview of educational planning, relationship in policy making and problems in educational planning.
5. understand the different approaches and concepts of educational planning.
6. know the history of educational planning for elementary education.
7. understand the meaning ,nature and scope of economics of education and finance.
8. develop an idea about costs and benefits of education, human capital and various aspects of educational finance.
9. recognize the sources of educational funding, its changing trends and the process of grant in aid system.

Course Content

Unit 1-Theoretical Bases of Educational Policy

- 1.1 Concept, features, need, importance and goals of educational policy.
- 1.2 Education Policy at different levels: National, state level, institutional, short-term, long-term
- 1.3 Factors of Educational Policy
- 1.4 State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT and State Planning Board
- 1.5 National Level Agencies of Educational Policy: NCERT, ICSSR, CABE, UGC.

Unit 2- Introduction of Educational Planning

- 2.1 Concept, scope, significance and principles of educational planning
- 2.2 Types of educational planning: Perspective Planning and Institutional Planning, micro and macro planning
- 2.3 Relationship between educational policy and planning
- 2.4 Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return approach
- 2.5 Decentralized planning: Process, advantages and disadvantages

Unit 3 -Educational Planning In the Context of Elementary Education

- 3.1 Educational Planning in Pre and Post-Independence Era
- 3.2 Main features of five year plans with special reference to Elementary Education
- 3.3 Educational planning for Special Education
- 3.4 Educational planning for Inclusive Education
- 3.5 Effect of policy of Liberalization, Globalization and Privatization on Educational Planning

Unit 4 -Economics of Education and Educational Finance

- 4.1 Concept, Scope and importance of Economics of Education
- 4.2 Nature of Micro and Macro Economics
- 4.3 Education in Human Resource Development
- 4.4 Concept and criteria of Educational Finance
- 4.5 Educational Financing in India: Historical Perspective with special reference to Elementary education

Unit 5- Concepts and Types of Economic Cost of Education

- 5.1 Cost-Benefit Analysis in education
- 5.2 Unit cost analysis of educational projects
- 5.3 Financing of education by central government, state government and local bodies
- 5.4 Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to Elementary Education.

Practicum (Any two)

1. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
2. Debates and discussions on financing patterns in education
3. Presentation on roles and problems of various agencies in the domain
4. Analysis of selected policy documents
5. Interview with a stakeholder on a major policy matter of contemporary concern.
6. Debates on recent major policy matters

Suggested Reading

1. Adams, D. (1964). *Educational planning*. New York: Syracuse University Press.
2. Agarwal, J. C. (2007). *Development of educational system in India*. New Delhi: Shipra publications.
3. Azad, J. (1975). *Financing of higher education in India*. New Delhi: Sterling Publishers.
4. Blaug, M. (1970). *Economics of education*. London: Penguin Books.
5. Central Advisory Board of Education (CABE). (2005). *Financing higher and technical education*. New Delhi: National Institute of Educational Planning and Administration.
6. Cohn, E. (1972). *Economics of education*. Lexington, Mass: D.C. Heath Company.
7. Deshpande, M. R., Dasgupta, R.V., Baru., & Mohanty, A. (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in Indian Paediatrics, 445-449.
8. Fletcher, B. A. (1963). *Planning of education*. Leeds: Institute of Education.
9. Government of India. (1983). *Report of the national commission on teacher: The Teacher and Society* (Chattopadhyaya Committee Report). New Delhi: Ministry of Education.

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10. Government of India. (1986). *National policy on education*. New Delhi: Ministry of Education, MHRD.
11. Government of India. (1992). *Policy on education (PoA)*. New Delhi: Ministry of Education, MHRD.
12. Devi, L. (1998). *Educational planning (Encyclopedia of Educational Development and Planning Services)*. Institute for sustainable development. New Delhi: Anmol Publications Pvt. Ltd.
13. Carnoy, M. (Ed.). (1995). *International encyclopedia of economics of education (2nd ed.)*. *Resources in Education*. Bingley, UK: Emerald Publishing.
14. Nayak, J. P. (1965). *Educational planning in India*. New Delhi: Allied Publishers.
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16. Saffer, H.(1961). *Investment in human capital*. New York: McGraw Hill.
17. Schultz, T. W. (1960). *Education and economic growth*. Chicago: University of Chicago Press.
18. Saxena, S. (1979). *Educational planning in India*. New Delhi: Sterling Publication.

Course Code	Course Title			Semester
MMED45DST	Specialisation III:- Educational Policy, Economics of Education and Educational Planning in Secondary Education			4
Scheme of Instruction			Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks	: 100
Periods / Week	:	5	Internal Evaluation	: 30
Credits	:	3T +1P = 4	End Semester	: 70
Instruction Mode	:	Lecture	Exam Duration	: 3 Hrs

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the theoretical aspect of educational policy and planning
2. comprehend the process of policy making and its implementation
3. appreciate the role of national level of agencies of educational policy and their collaboration with the state
4. develop an overview of educational planning, relationship in policy making and problems in educational planning
5. understand the different approaches and concepts of educational planning
6. apply knowledge and skills in making effective planning with special reference to secondary education
7. understand the meaning ,nature and scope of economics of education and finance
8. develop an idea about costs and benefits of education, human capital and various aspects of educational finance
9. recognize the sources of educational funding, its changing trends and the process of grant in aid system

Course Content

Unit 1-Theoretical Bases of Educational Policy

- 1.1 Concept, features, need, importance and goals of educational policy
- 1.2 Types of Education Policy: National, state level, institutional, short-term, long-term
- 1.3 Process of Policy Formulation: Preparation of discussion document, state-level and national consultations, consultations with all stakeholders,
- 1.4 State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT and State Planning Board
- 1.5 National Level Agencies of Educational Policy: NCERT, ICSSR, CIBE, UGC.

Unit 2- Introduction of Educational Planning

- 2.1 Meaning, nature, significance and guiding principles of educational planning ‘
- 2.2 Types of educational planning-Perspective Planning and Institutional Planning, micro and macro planning
- 2.3 Relationship between educational policy and planning
- 2.4 Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return approach
- 2.5 Decentralized planning: Process, advantages and disadvantages

Unit 3- Educational Planning In the Context of Secondary Education

- 3.1 Educational Planning in Pre and Post-Independence Era.

- 3.2 Main features of five year plans with special reference to Secondary Education
- 3.3 Educational planning for Special education
- 3.4 Educational planning for Inclusive education
- 3.5 Effect of policy of Liberalization, Globalization and Privatization on education Planning

Unit 4 -Economics of Education and Educational Finance

- 4.1 Concept, Scope and importance of Economics of Education
- 4.2 Nature of Micro and Macro Economics: Earnings and education
- 4.3 Role of Secondary level education in the professional development of human resources
- 4.4 Concept, significance and criteria of Educational Finance
- 4.5 Educational Financing in India: Historical Perspective with special reference to Secondary Education

Unit 5- Concepts and Types of Economic Cost of Education

- 5.1 Taxonomy of Cost of Education: Social and individual cost, unit & capital costs
- 5.2 Unit cost analysis of educational projects: Rising Unit costs and resources constraints
- 5.3 Financing of education by central government, state government and local bodies
- 5.4 Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to Secondary Education.

Practicum (Any two)

1. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
 2. Debates and discussions on financing patterns in education.
 3. Presentation on roles and problems of various agencies in the domain.
 4. Analysis of selected policy documents.
 5. Interview with a stakeholder on a major policy matter of contemporary concern.
 6. Debates on recent major policy matters.
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19. Adams, D. (1964). *Educational planning*. New York: Syracuse University Press.
 20. Agarwal, J. C. (2007). *Development of educational system in India*. New Delhi: Shipra publications.
 21. Kumar, A. A. (2007). *Economics of education*. New Delhi: Authors Press.
 22. Azad, J. (1975). *Financing of higher education in India*. New Delhi: Sterling Publishers.
 23. Blaug, M. (1970). *Economics of education*. London: Penguin Books.
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Course Code	Course Title		Semester
MMED461DST	Specialization-IV Educational Administration, Management and Leadership in Elementary Education		4
Scheme of Instruction			Scheme of Examination
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration : 3 Hrs

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the concept, need, scope and importance of educational management and administration
2. comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
3. develop effective skill for decision making & effective communication in educational administration
4. appreciate role of central and state government, educational boards & local bodies in Administration & Management of Elementary Education
5. understand the meaning, process, and trends of School Inspections and Supervision
6. manage Curricular, Co-Curricular Activities and Time
7. manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
8. examine critically the core and contemporary leadership theories relevant to educational practice and settings.
9. comprehend the concept and process of appraisal of educational institutes and to prepare appraisal report

Course Content

Unit 1-Educational Administration and Management: Concept and Scope

- 1.1 Concept, scope, need and objectives of Management of Education
- 1.2 Basic elements of management process: decision-making, problem solving, human relations, and communication
- 1.3 Dimensions of Management Process: Planning, Staffing, Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- 1.4 Principles & Factors Influencing School Management
- 1.5 Factors influencing Organizational Culture in elementary schools, Role of school Principal in creating school culture

Unit 2 - Administration & Management of Elementary Education; .

- 2.1 Agencies involved in the administration of Elementary Education.
- 2.2 Role of Centre and State Government in the administration of Elementary Education.
- 2.3 Some administrative problems of Elementary Education.
 - (i) Universalization (ii) Lack of physical facilities (iii) Mid-day meal
- 2.4 School Inspections and Supervision: Meaning, Need, Nature & Types of Educational

- Inspections and Supervision, Dimensions of Evaluation of Institutional Performance
- 2.5 Appraisal of Teachers and their Performance, Process of making Report of appraisal
- 2.6 Evaluation of Supervisory Effectiveness.

Unit 3- Management of Curriculum

- 3.1 Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- 3.2 Managerial dimensions of Curriculum Management: Visualization of integrated curricular inputs, integrative, innovative and socially productive aspects
- 3.3 Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- 3.4 Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities,
- 3.5 Managing Co-Curricular Activities in elementary schools

Unit 4- Human Resource Management

- 4.1 Human Resource Management: Concept, Need, Principles, Job analysis.
- 4.2 Characteristics of an Effective and Successful Manager for managing Human and Material Resources
- 4.3 Models of Human Resources Management: Democratic & Autocratic
- 4.4 Office management: overview of office functions, record management and material management, work simplification.
- 4.5 Grievance Management: Causes, Steps and Types of Grievances, Mechanisms of Handling Grievances

Unit-5 : Leadership in educational Management

- 5.1 Meaning, Nature and Functions of Leadership
- 5.2 Theories and Styles of Leadership
- 5.3 Transformational Leadership in Educational Management
- 5.4 Decision making: Nature of decision making, models of decision making, factors influencing decision making, group Decision making techniques
- 5.5 Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social.

Practicum (Any two)

1. Study the educational administration in any three educationally advanced countries and trace the success stories that can have implications for educational administration in India at any stage.
2. Critically review the historical development of educational administration in India and identify the major landmarks that have to lead to the present form of educational administration in India.
3. Visit the Directorate or Headquarters of schools at elementary/secondary stage and find out the supervisory roles performed by the education officers and the problems faced by them.
4. Make a visit to the school and study the type of supervision carried out in those schools on the basis of interaction with the teachers.

References:

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Course Code	Course Title		Semester
MMED462DST	Specialization-IV Educational Administration, Management and Leadership in Secondary Education		4
Scheme of Instruction		Scheme of Examination	
Total Duration	:	48+32=80 Hrs	Maximum Marks : 100
Periods / Week	:	5	Internal Evaluation : 30
Credits	:	3T +1P = 4	End Semester : 70
Instruction Mode	:	Lecture-cum-Discussion, Group Discussion, Presentations, Panel Discussion, Seminar Presentations	Exam Duration : 3 Hrs

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the concept, need, scope and importance of educational management and administration
2. comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
3. develop effective skill for decision making & effective communication in educational administration
4. appreciate role of central and state government, educational boards & local bodies in administration & management of Secondary Education
5. understand the meaning, process, and trends of school inspections and supervision
6. manage curricular, co-curricular activities and time
7. manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
8. examine critically the core and contemporary leadership theories relevant to educational practice and settings.
9. comprehend the concept and process of appraisal of educational institutes and to prepare appraisal report

Course Content

Unit 1-Educational Administration and Management

- 1.1 Concept, scope and need of Management of Education
- 1.2 Basic elements of management process: decision-making, problem solving, human relations, and communication.
- 1.3 Dimensions of Management Process: Planning, Staffing, Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- 1.4 Principles & Factors Influencing School Management
- 1.5 Factors influencing Organizational Culture in secondary schools, Role of school Principal in creating school culture

.Unit 2 - Administration & Management of Secondary Education

- 2.1 Agencies involved in the administration of secondary education
- 2.2 Role of Centre and State Government in the administration of secondary education
- 2.3 Some administrative problems of secondary education. Including the pattern:
 - (a) Recruitment
 - (b) Vocationalization
 - (c) Nationalist vs. private enterprise
- 2.4 School Inspections and Supervision: Meaning, Need, Nature & Types of Educational Inspections and Supervision, Dimensions of Evaluation of Institutional Performance

- 2.5 Appraisal of Teachers and their Performance, Process of making Report of appraisal
- 2.6 Evaluation of Supervisory Effectiveness.

Unit 3- Management of Curriculum, Co-Curricular Activities and Time

- 3.1 Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- 3.2 Managerial dimensions of Curriculum Management: Visualization of integrated curricular inputs, integrative, innovative and socially productive aspects
- 3.3 Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- 3.4 Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities, Managing Co-Curricular Activities in secondary schools
- 3.5 Managing guidance and counselling services

Unit 4- Human Resource Management

- 4.1 Human Resource Management: Concept, Need, Principles, Job analysis
- 4.2 Characteristics of an Effective and Successful Manager for managing Human and Material Resources
- 4.3 Models of Human Resources Management: Democratic & Autocratic
- 4.4 Office management: overview of office functions, record management and material management, work simplification.
- 4.5 Grievance Management: Causes, Steps and Types of Grievances, Mechanisms of Handling Grievances

Unit-5: Leadership in Educational Management

- 5.1 Meaning, Nature and Functions of Leadership
- 5.2 Theories and Styles of Leadership
- 5.3 Transformational Leadership in Educational Management
- 5.4 Decision making: Nature of decision making, models of decision making, factors influencing decision making, group Decision making techniques
- 5.5 Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social

Practicum (Any two)

1. Study the educational administration in any three educationally advanced countries and trace the success stories that can have implications for educational administration in India at any stage.
2. Critically review the historical development of educational administration in India and identify the major landmarks that have to lead to the present form of educational administration in India.
3. Visit the Directorate or Headquarters of schools at elementary/secondary stage and find out the supervisory roles performed by the education officers and the problems faced by them.
4. Make a visit to the school and study the type of supervision carried out in those schools on the basis of interaction with the teachers.

Suggested Readings:

1. Ananda W. P. G. (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.
1. Bush, T. (1986). *Theories of educational management*. London: Harper & Row.
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5. Everand, K.B., & Morris, G. (1985): *Effective school management*. London: Harpen Education Series.
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10. Shekhran, P. C. (1994). *Educational planning and management*. New Delhi: Sterling Publishers.
11. Tanner, D., & Lawrel, T. (1987). *Supervision in education: Problems and practices*. New York: McMillan Publishing Co.

APPENDIX 1: GENERAL EXAMINATION RULES w.e.f. 2016 -17 (MANUU)**[Duly Approved: Item 26.2.11 of 26th Meeting of Academic Council]**

The General Examinations Rules are applicable to all regular mode programs of the Maulana Azad National Urdu University (MANUU) and are effective from academic session 2016-17. Unless explicitly stated by the specific regulations of the University, these rules shall apply to all regular mode programs viz. bridge course, certificate, diploma, under graduate and post graduate programs of MANUU.

1. EXAMINATION

1.1. **Course Assessment:** It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course.

1.1.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.

1.2. **Continuous Internal Evaluation (CIE):** Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus, a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester

1.3. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

Theory			Practical		MOOCs		Co & Extra Curricular	
Class Test	15	7.5	Practical Test	10	Assignment	25	Activity Report	25
Assignments /Quiz/Seminar	10	5	Comp. Evaluation	15	Presentation /Seminar	20	Presentation /Seminar	20
Attendance	5	2.5	Attendance	5	Attendance	5	Attendance	5
Total (CIE)	30	15	Total (CIE)	30	Total (CIE)	50	Total (CIE)	50

1.3.1. The marks division for attendance as a component of CIE for all programs:

All Programs under CBCS except teacher education				Teacher education programs under CBCS			
	% Attendance	MM=5 [CIE=30]	MM=2.5 [CIE=15]	S.No.	% Attendance	MM=5 [CIE=30]	MM=2.5 [CIE=15]
1	≥ 95	5	2.5	1	≥ 95	5	2.5
2	≥ 90 to 94.99	4	2	2	≥ 90 to 94.99	4	2
3	≥ 85 to 89.99	3	1.5	3	≥ 85 to 89.99	3	1.5
4	≥ 80 to 84.99	2	1	4	≥ 80 to 84.99	2	1
5	≥ 75 to 79.99	1	0.5	5	≥ 75 to 79.99	0	0
6	Less than 75	0	0	6	Less than 75	0	0

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- 1.3.2. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature, the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.
- 1.3.3. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance.
- 1.4. In case, a student fail to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State / International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.
- 1.5. **Semester End Examination (SEE):** It shall be conducted at the Department/School level and cover the entire Course Syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.
- 1.5.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.
- 1.5.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.
- 1.5.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.
- 1.5.4. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

Qualifying Marks for Semester End Examinations		Qualifying Marks for Continuous Internal Evaluation	
Each Semester	Minimum Marks	Each Semester	Minimum Marks
Each Theory Subject	40%	Each Theory Subject	40%
Each Practical Subject	50%	Each Practical Subject	50%

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1.5.5. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers) in the concerned odd/even semester.

2. ATTENDANCE

2.1. In order to appear in SSE, the student must have passed in all CIE /practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%. The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs, the minimum consolidated attendance requirement is that of 80%.

2.1.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.1.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.1.3. A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.1.4. Semester I students securing less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. RULES FOR PROMOTION

3.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.

3.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters in case of CBCS based programs or where in CBCS is applicable or must have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0 or clears the required number of courses/papers.

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No.	Promotion	Condition to be Fulfilled for Promotion
1.	Between odd and even Semesters of a Year	<p>a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee.</p> <p>In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester.</p>
2.	Between the Years	<p>a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee.</p> <p>b) Should have the CGPA of 5.0 at the end of the even semesters in case of CBCS programs.</p> <p>c) Should have passed at least 50% of the total courses/papers at the end of the even semesters in case of non CBCS programs.</p>

- 3.3. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.
- 3.4. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he secure a minimum of 40% attendance.
- 3.5. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.
- 3.6. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.
- 3.7. A student who fails in CIE/internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.
- 3.8. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.
- 3.9. **Program Span (PS):** The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.
- 3.10. Each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses/passing marks in the such courses.

4. IMPROVEMENT EXAM

- 4.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.
- 4.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.
- 4.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of 'A+' Grade as per his/her performance and with respect to his/her earlier Grade/Division. An 'Outstanding' Grade /Distinction cannot be awarded to individuals in an improvement exam.
- 4.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.
- 4.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

5. TRANSITORY RULES

- 5.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.
- 1.2. By any reason if a student admitted into the course under old scheme of instructions/ regulations is promoted /readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.

6. GRADE/DIVISION ASSIGNMENT TABLE

Letter Grade	Merit Remark	Grade Point	Range of Marks (%)	SGPA (CBCS Programs)	Division (Non CBCS Programs)
O	Outstanding	10	90.00 – 100.00	9.00 – 10.00	First Division with Distinction
A+	Excellent	9	75.00 – 89.99	7.50 – 8.99	
A	Very Good	8	60.00 – 74.99	6.00 – 7.49	First Division
B+	Good	7	55.00 – 59.99	5.50 – 5.99	Second Division
B	Above Average	6	50.00 – 54.99	5.00 – 5.49	
C	Average	5	45.00 – 49.99	4.50 – 4.99	Pass
P	Pass	4	40.00 – 44.99	4.00 -4.49	
F	Fail	0	Below 40	< 4.00	Fail
Ab	Absent	0	-	0	
Conversion formula: Percentage of Marks = (CGPA) X 10					

7. ACADEMIC COORDINATOR

- 7.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.
- 7.2. Academic Coordinators shall ensure to be readily available for the counseling of students.
- 7.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.
- 7.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.
- 7.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.
- 7.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.
- 7.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.
- 7.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.
- 7.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.

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7.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.

8. STUDENT REGISTRATION

- 8.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.
- 8.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.
- 8.3. A student who has been detained due to shortage of attendance shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students. Registration to be done within two weeks of the commencement of classes or as notified.
- 8.4. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.
- 8.5. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.
- 8.6. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.

**Examination Regulations under Choice Based Credit System
(Effective from Academic Year 2016 – 17)**

[Duly Approved: Item 26.2.10 of 26th Meeting of Academic Council]

DEFINITION OF KEY CONCEPTS

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EXAMINATION REGULATIONS UNDER CBCS

(Effective from Academic Year 2016 – 17)

The Choice Based Credit System (CBCS) aims to facilitate student mobility, provide wider choice in subjects and promote quality education through innovation and improvements in curriculum, teaching-learning process, and also in examination and evaluation systems. The performance of each student enrolled in a program shall be assessed in each course at the end of each semester and awarded a cumulative grade at the end of the program. The Maulana Azad National Urdu University (MANUU) has adopted CBCS for regular mode undergraduate and post graduate programs.

These regulations are for regular mode under graduate and post graduate programs of MANUU and are effective from academic session 2016-17. The CBCS structure, credit system and regulations adopted in MANUU are based on *UGC Guidelines on Adoption of Choice Based Credit System; UGC Template of Syllabi for UG Courses under CBCS* as also the nomenclatures, terminologies and guidelines of statutory bodies like All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE) for the courses governed by the respective statutory bodies.

1. DEFINITION OF KEY CONCEPTS

- 1.1. **Academic Year:** The duration of two consecutive (one odd and one even) semesters constitute one academic year.
- 1.2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core courses, discipline specific electives, generic elective, ability enhancement compulsory courses, skill enhancement courses, mandatory non-CGPA courses etc). The 25th Meeting of Academic Council dated 10th November 2016 has approved the unique CBCS course codes and CBCS template structure for regular mode under graduate (UG) and post graduate (PG) programs of MANUU viz.
Item 25.2.06: Provision of Unique and Uniform Roll No.'s, Program Codes and Course Codes from academic year 2016-17 offered by Departments/Schools
Item 25.4.09: CBCS Template for UG Programs
Item 25.4.10: CBCS Template for PG Programs
- 1.3. **Program:** An educational program leading to award of a degree, diploma or certificate.
- 1.4. **Course:** Usually referred to, as 'paper' is a component of a program. All courses need not carry the same weight. However, the courses of same nature would have uniform credit pattern for wider choice and mobility of students in opting the courses. Each course should define learning objectives and learning outcomes. A course may be designed to comprise lectures, tutorials, laboratory work, field work, outreach activities, project work, vocational training, viva, seminars, term papers, assignments, presentations, self-study etc. or a combination of some of these.

- 1.5. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for award of degree or diploma or certificate is prescribed in terms of number of credits to be completed by each student.
- 1.6. **L-T-P:** The prescribed hours/week during a semester for Lecture-Tutorial-Practical (L-T-P) to a particular course.
- Theory classes shall have a compulsory component of lectures and tutorials. The faculty members are to use a variety of pedagogical tools ranging from conventional lecture mode to more participatory and demonstration techniques.
- Practical work refers to lab work, project work, field/industry visit, teaching practice, internship, field practicum (concurrent field work, individual conference, group conference, seminar presentation and skill lab), media lab, block placement and like discipline specific components.
- 1.7. **Credit(C):** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. For example a course with assigned weekly L-T-P: 3-0-2 or 3-1-0 shall be equivalent to 4 credits.
- A 6 credits theory course requires a minimum duration of 90 hours of teaching in a semester (1credit/hour*6hours/week*15 weeks).
- A 4 credits theory course requires a minimum duration of 60 hours of teaching in a semester (1credit/hour*4hours/week*15 weeks).
- A 2 credits theory course requires a minimum duration of 30 hours of teaching in a semester (1credit/1hour*2hours/week*15 weeks).
- A 2 credits practical course requires a minimum duration of 60 hours of practical work in a semester (1credit/2hours*2hours/week*15 weeks).
- 1.8. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. The Letter Grades, Grade Points and scale of UGC are adopted in MANUU. Grading is done using Letter Grades as qualitative measure of achievement in each Course like: O (Outstanding), A+ (Excellent), A (Very Good), B+ (Good), B (Above Average), C (Average), P (Pass), F (Fail) and Ab (Absent), based on the percentage (%) of marks scored in (CIE+SEE) of the Course and conversion to Grade.
- 1.9. **Grade Point (GP):** It is a numerical weight allotted to each letter grade on a 10-point UGC scale viz.
- O=10, A+=09, A=08, B+=07, B=06, C=05, P=04, F=00 & Ab=00.
- 1.10. **Credit Point (CP):** The numerical value obtained by multiplying the grade point (GP) by the no.of credit(C) of the respective course i.e. $CP = GP \times C$.
- 1.11. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- 1.12. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points (CPs) secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- 1.13. **Semester:** Each semester shall consist of 15-18 weeks of academic work equivalent to 90/100 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
- 1.14. **Transcript:** Based on the grades earned, a transcript shall be issued to all the registered students after every semester. The transcript shall display the course details (code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester

at the end of each academic year. The students shall be issued transcript for each semester and a consolidated transcript indicating the performance in all the semesters at the completion of the program.

- 1.15. **Relative Grading:** The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile.
- 1.16. **Absolute Grading:** Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. MANUU adopts absolute grading method.
- 1.17. **Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE)** are two key assessment methods. For all theory courses/papers, the ratio of CIE & SEE is 30:70. Thus a course of 100 Marks shall have 30CIE + 70SEE and of 50 Marks shall have 15CIE + 35SEE.
- 1.18. **Program Span (PS):** The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts for examinations for passing the course failing which the student has to quit the program.

2. EXAMINATION

- 2.1. The examinations conducted at various stages in the form of continuous internal evaluation (CIE) and semester end examinations (SEE) in a semester shall facilitate in assessing the performance of students in terms of knowledge, skills and aptitude. The CIE is an internal assessment mechanism and shall ensure continuous learning, assessment and timely feedback to students by the course teacher, and if needed by academic advisor and Head of the Department. SEE shall be scheduled after the last working day of the semester as per the academic calendar.
- 2.2. The University conducts regular odd/even semester examinations for the students undergoing regular course of study and who fulfill the eligibility conditions for appearing in examinations.
- 2.3. The assessment of the theoretical component towards the end of the semester shall be undertaken by examiners from the University or outside the University, who shall be appointed by the competent authority.
- 2.4. The question papers shall be set by the duly approved internal and external examiners. In case of at least 50% of core courses offered in different programs across the disciplines, the assessment of theoretical component, both question paper setting and evaluation towards end of the semester, should be undertaken by external examiners from outside the University or as approved by the Competent Authority.
- 2.5. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the University for conducting practical examination.
The Para 2.3 to Para 2.5 shall be executed through a duly approved process (confidential).
- 2.6. **Course Assessment:** It consists of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) as the major evaluations prescribed for each Course.
 - 2.6.1. The CIE and SEE to carry 30% and 70% weightage for each Course e.g. 100 marks (30+70) or 50 Marks (15+35) or like irrespective of its Credits. The absence from these evaluations or seminar presentations or late submissions of assignments or attendance, shall result in loss of marks.
 - 2.6.2. Some courses of specific nature shall be based only on CIE.
 - 2.6.3. In UG programs ideally the core/discipline specific/generic courses are 6 credit courses each of 100 marks and ability/skill/non CGPA courses are 2 credit courses each of 50 marks.
 - 2.6.4. In PG programs ideally the 2 credit courses (ability/skill/non CGPA courses) are of 50 marks; 4 credit courses (core/discipline specific/generic) are of 100 marks and 6 credit courses (Project/Dissertation) shall have 150 marks or like.

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2.6.5. The Dissertation Evaluation also follows Grade System of Evaluation based on the marks awarded at different stages of formative assessment and evaluation procedures (internal/external or both) as approved / stipulated by the specific departments for the individual / group performance during the course of final year study as a part of partial fulfillment for award of specific degree.

2.7. **Continuous Internal Evaluation (CIE):** To be normally conducted by the course teacher and include midterm/weekly/ fortnightly class tests, assignments, problem solving, group discussion, quiz, mini-project and seminar throughout the Semester, with weightage for the different components being fixed for UG/PG programs and nature of the course.

At the end of CIE the course teacher also needs to discuss CIE performance with students. The course teacher shall submit the CIE Award Lists of all students for the concerned courses to HoD/Principal. All course teachers must submit the Award List latest by the last day of teaching instructions. HoD/Principal shall present the Consolidated Award Lists of all courses to the Departmental Moderation Committee as prescribed by Exam Branch. The moderated Award Lists of all courses shall be displayed on the Notice Boards of the concerned department before the commencement of semester end examinations. The HoD shall ensure that the duly moderated and signed consolidated award lists of CIE should reach exam branch before the commencement of semester end examinations. Both the hard and soft copies are required as per the format prescribed by exam branch.

Only those students maintaining a minimum standard in CIE (passing marks) are permitted to appear in SEE of the Course. Thus a student failing in the CIE/internal assessment and practical of any course/paper shall not be allowed to appear in SEE/semester end examinations of that course/paper and she/he has to repeat both CIE/practical & SEE in the concerned odd/even semester.

2.8. The Head/ Principal of the Department / College shall maintain in their office a complete record of the scores obtained by the students in the CIE and shall submit the hard and soft copies of the data in prescribed format to exam branch before the commencement of semester end examinations.

2.9. The Award of Continuous Internal Evaluation i.e. internal assessment marks in each semester shall be as follows:

Theory			Practical		MOOCs		Co & Extra Curricular	
Class Test	15	7.5	Practical Test	10	Assignment	25	Activity Report	25
Assignments /Quiz/Seminar	10	5	Comp. Evaluation	15	Presentation /Seminar	20	Presentation /Seminar	20
Attendance	5	2.5	Attendance	5	Attendance	5	Attendance	5
Total (CIE)	30	15	Total (CIE)	30	Total (CIE)	50	Total (CIE)	50

2.9.1. The marks division for attendance as a component of CIE for all programs:

All Programs under CBCS except teacher education				Teacher education programs under CBCS			
No. S.	% Attendance	MM=5 [CIE=30]	MM=2.5 [CIE=15]	No. S.	% Attendance	MM=5 [CIE=30]	MM=2.5 [CIE=15]
1	≥ 95	5	2.5	1	≥ 95	5	2.5
2	≥ 90 to 94.99	4	2	2	≥ 90 to 94.99	4	2
3	≥ 85 to 89.99	3	1.5	3	≥ 85 to 89.99	3	1.5
4	≥ 80 to 84.99	2	1	4	≥ 80 to 84.99	2	1
5	≥ 75 to 79.99	1	0.5	5	≥ 75 to 79.99	0	0
6	Less than 75	0	0	6	Less than 75	0	0

- 2.9.2. This is an indicative illustration and has to be adjusted in term internal marks of concerned course. For example the course with CIE of 30 marks (SEE-70) and course with CIE of 15 marks (SEE-35).
- 2.9.3. Practical exams must be completed before the commencement of semester end exams. The students failing in practical exams shall not be allowed to appear in theory exams of concerned paper. However, in programs of specific nature the students failing in field work/project viva/internship/teaching practice have to repeat the whole semester.
- 2.9.4. The Award Lists of CIE and Practical exams must be submitted to exam branch before the commencement of semester end exams.
- 2.10. In every semester, there shall be at least two class tests each of one hour duration. The average of two class tests or average of best two, if more than two tests as per the policy of department concerned, shall be considered for the evaluation as part of Continuous Internal Evaluation (CIE) in addition to assignments/Quiz/Slip Test/seminar and Attendance. However the MOOC's and Co & Extra Curricular Activities in any of the semesters are evaluated only on the basis of CIE and the students shall have to score minimum number of Credits and Grade though it is not a part of CGPA computation.
- 2.11. In case, a student fails to appear in any of the class tests due to Medical emergency requiring hospitalization or attendance at NCC camps / Inter-Collegiate / Inter-University/ Inter-State / International Matches / Debates or such other inter University activities as approved by the University authorities, the student shall be allowed to take only one make up class test in those subjects as per convenience of the respective Department / College / Teacher concerned. The makeup test shall be counted as only one of the tests for the evaluation of CIE. This facility is extended to only those students who personally or through parents inform the HoD/Principal on the day of hospitalization and submit the Medical Certificate within two weeks of said illness or have prior approval for participation in above events and submit the certificate of participation for the same.
- 2.12. **Semester End Examination (SEE):** It shall be conducted at the Department/School level and cover the entire Course Syllabi. For this purpose, Syllabi should correspond to credit hour requirements. The questions to be comprehensive emphasizing analysis, synthesis, problem solving and numerical analysis in accordance with the prescribed syllabi. In order to have holistic assessment of students in SEE, MANUU has developed Model Question Paper for all programs of study. Model Question Paper is structured into three parts to ensure whole syllabus coverage and examine the factual, descriptive and analytical understanding of students for each course of study. Vide the 25th Meeting of Academic Council (Item: 25.2.07) Model Question Paper for all programs of study offered under regular mode was approved.
- 2.12.1. At the end of the Semester, the University Examination shall be held as prescribed in the respective schemes of examination i.e. Date Sheet/Time Table.
- 2.12.2. The University shall conduct odd and even semester examinations as per the Academic Calendar. The students appearing for backlog/improvement shall have to appear in the concerned odd/even semester examinations. There shall be no supplementary examinations.
- 2.12.3. Only as an exception the student in the final semester of any program shall get a chance to register for the backlog papers of immediately preceding odd semester. For example in a two years program, the students of semester IV shall be given a chance to clear the backlog papers of semester III along with the Semester IV examinations.
- 2.12.4. All the General Rules for Examination of MANUU shall be adhered to.
- 2.12.5. A student shall be deemed to have fully passed the semester end examinations of any semester, if he / she secures not less than the minimum marks as prescribed below.

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Qualifying Marks for Semester End Examinations		Qualifying Marks for Continuous Internal Evaluation	
Each Semester	Minimum Marks	Each Semester	Minimum Marks
Each Theory Subject	40%	Each Theory Subject	40%
Each Practical Subject	50%	Each Practical Subject	50%

2.12.6. If a student fails to secure the minimum marks in any subjects/course/paper of odd and even semester examinations then he shall appear only in the failed subjects/courses (backlog courses/papers) in the concerned odd/even semester.

2.13. There shall be Mandatory Non-CGPA Courses in which credits are to be acquired as part of degree requirements and shall be awarded grades but shall not be part of either SGPA or CGPA.

2.14. The proposed system discards the conventional emphasis on a single final examination and numerical marks as the absolute indication of the quality of student's performance.

2.15. **Attendance:** In order to appear in SSE, the student must have passed in all CIE /practical/viva-voce as case may be and fulfill minimum consolidated attendance norm of 75%. The attendance norms shall be further subject to additional requirements of professional and technical programs. For example in teacher education programs, the minimum consolidated attendance requirement is that of 80%.

2.15.1. Further in the case of teaching practice/field work in teacher education (like B Ed and M Ed) and Master of Social Work programs respectively the students must also fulfill the minimum attendance requirement of 90%. The students failing to secure the minimum attendance in practical work of these programs shall not be allowed to appear for the semester end exams and they shall be required to repeat the semester.

2.15.2. A relaxation of not more than 10% of the attendance shall be extended on valid medical ground on the production of medical certificate subject to acceptance by HoD/Principal and approval by Dean of school concerned. Further only those medical certificates shall be considered for which HoD was informed during the illness or those that are subjected within two weeks of the said illness. A student deputed by the University to take part in any co-curricular or extra-curricular or sports or like may be given an additional concession of not more than 5% of attendance.

2.15.3. A student in the Semester I of any program if detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he has secured a minimum of 40% attendance.

2.15.4. Semester I students securing less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program they have to apply afresh as new/fresh candidate and compete in the admission process (merit/entrance test) as per the notification.

3. EVALUATION

3.1. The UGC 10-point grading system is adopted for all UG and PG programs under CBCS in MANUU. The University adopts the absolute method of grading whereby marks are converted to grades based on pre-determined class intervals. The Table Below provides the details of Letter Grade, Grade Point, Pre-determined class intervals (Range of Marks %); SGPA range and the conventional equivalent in terms of divisions. All calculations of SGPA and CGPA shall be rounded off to two decimal places. In conventional equivalent, the First Division with Distinction is applicable only in case of single attempt else it shall be treated as First Division.

3.2. **Grade Assignment Table:** Table illustrating the details and pattern of grading and calculation of SGPA/CGPA. This Table shall be printed at the back of Consolidated Transcript.

Letter Grade	Merit Remark	Grade Point	Range of Marks (%)	SGPA	Conventional Equivalent
O	Outstanding	10	90.00 – 100.00	9.00 – 10.00	First Division with Distinction
A+	Excellent	9	75.00 – 89.99	7.50 – 8.99	
A	Very Good	8	60.00 – 74.99	6.00 – 7.49	First Division

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B+	Good	7	55.00 – 59.99	5.50 – 5.99	Second Division
B	Above Average	6	50.00 – 54.99	5.00 – 5.49	
C	Average	5	45.00 – 49.99	4.50 – 4.99	Pass
P	Pass	4	40.00 – 44.99	4.00 -4.49	
F	Fail	0	Below 40	< 4.00	Fail
Ab	Absent	0	-	0	

Conversion formula: Percentage of Marks = (CGPA) X 10

- 3.3. **Transcript:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate shall display the course details (code, title, no. of credits, grades secured) along with SGPA of that semester and CGPA earned till that semester. The students shall be issued transcript for each semester and a consolidated transcript indicating the performance in all the semesters. The consolidated report does not reflect the actual percentage of marks scored by the student in a specific examination due to unequal credit values of the papers or the Grade / Grade Points which are assigned for a range marks secured in each paper / course based on ten point scale. However, to get percentage of marks, multiply the CGPA with 10.

Percentage of Marks = (CGPA) X 10

- 3.4. The unique methods of evaluation have been evolved to take account of participation of student in co and extra-curricular activities based on certain traits which do not surface in classroom education like interdisciplinary approach, professional judgment, rational thinking, decision making, initiative, leadership, sense of responsibility etc.
- 3.5. The performance and participation of the students in University's prestigious events/functions and outreach programs outside Department/Institution shall be awarded marks as devised in the respective programs of relevance treating them under Non-CGPA credits. The award of grades based on the performance of the student winners of various events like Open, State and National level Competitions and students who represent the University in the inter-university, zonal, State or National Teams shall also be considered under Co and Extra-curricular activities under Non-CGPA credit courses.
- 3.6. The evaluation of Co and Extra-curricular activities normally adhere to the non-standardized assessment tools, which may be depicted as follows:
- 3.6.1. **Co-curricular Activities:** The Co-curricular Activities include debates / seminars / symposia / conferences / workshops / industrial visits / field work / extension lectures organized by the Department / School / Institution.
- The award of credits for Seminars / Symposia / Conferences / Workshops enables active participation of students to enrich the knowledge in specified areas of subject.
 - The Assignment evaluation is normally based on student-centered learning exercises among the enlisted / identified topics given during a course at pre-determined intervals and according to defined criteria in fulfillment of assessment requirements.
 - Assessing the experiential learning acquired through extension activities

Evaluation Pattern for Co-curricular Activities				
S. No.	Seminars/Symposia/Conference/Workshops	Assignment	Industrial / Field Visits / Tours	Max. Marks
1.	Background Note	Time Schedule	Tour Diary	10
2	Presentation Oral/Poster	Methodical Approach	Behavior & Attendance	10
3.	Written Report	Written Report	Written Report	20
4.	Sharing Experience	Presentation	Sharing of Experience	10
TOTAL				50

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3.6.2. **Extra-curricular Activities:** The students shall earn marks for all relevant activities, which include Sports and Games, NCC, NSS etc. Every student is expected to participate in the program for a minimum of 120 hours in a semester to become eligible for the credit. Every time the student participates / completes a task, the same is entered in the attendance register meant for the purpose and to be certified by the concerned Head and the Academic Coordinator, at the end of the semester, the student shall be awarded marks for participation as devised for the respective program. The Winners of University/State/National Events shall be awarded additional credit weightage with relevant grades for Gold Medal (Outstanding – ‘O’), Silver Medal (Excellent - ‘A+’) and Bronze Medal (Very Good - ‘A’) under Non-CGPA credit courses.

Evaluation Pattern for Participation

S. No.	Particulars	Max. Marks
1.	Attendance & Routine Activities	10
2.	Participation in Tournaments/Camps	10
3.	Brief Report	20
4.	Sharing of Views at Department	10
Total		50

4. RULES FOR PROMOTION

- 4.1. The promotion from odd semester to even semester shall be automatic except for those detained due to shortage of attendance.
- 4.2. The student shall be permitted to move from even semester to odd semester i.e. to the next year, if he/she maintains a minimum CGPA of 5.0 at the end of the even semesters. Otherwise, the student shall remain in the same year as Ex-students till he/she maintains the minimum required CGPA of 5.0.

No.	Promotion	Condition to be Fulfilled for Promotion
1.	Between odd and even Semesters of a Year	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education programs) and Registered for Semester End Examination and paid the exam fee. In case of teacher education and Master of Social Work programs, the students failing in teaching practice/field work have to repeat the whole semester.
2.	Between the Years	a) Regular course of study of a specified semester in a year having put 75% of Attendance (80% in teacher education program) and Registered for Semester End Examination and paid the exam fee. b) Should have the CGPA of 5.0 at the end of the even semesters.

- 4.3. No student shall be declared as completing the program of study without securing the minimum number of credits in the Mandatory Non CGPA courses.
- 4.4. A student shall have to re-appear in the semester end examinations of the courses having Fail grade or Absent (as per Grade Assignment Table), as and when the same course is offered during Regular Course of Study in the concerned odd/even semester. Such students shall retain their CIE marks.
- 4.5. A student who has been detained due to shortage of attendance shall not be allowed to be promoted to the next semester and he/she shall be required to re-register as a Regular student and repeat all courses of the said semester with the next batch of students.

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- 4.6. A student in the Semester I of any program who is detained due to shortage of attendance shall be allowed to register as re-admitted candidate in the next year of the same semester provided she/he secures a minimum of 40% attendance.
- 4.7. The Semester I students with less than 40% attendance in the semester shall be detained and the candidate's admission stands cancelled. If they are interested to pursue the program, they have to apply afresh as new/fresh candidate and compete in the admission process as per the notification.
- 4.8. A student who fails in theory or practical examination of a course shall have to re-appear both in theory and practical exam of the same course.
- 4.9. A student who fails in CIE/internal assessment of a paper/course shall not be permitted to appear in the semester end examination of the said course/paper. She/he has to appear and pass both the internal assessment and semester end exam of that course in the following odd/even semester as offered.
- 4.10. A student who could not appear in exams with prior notice after registering for regular examinations on payment of examination fee may be permitted to re-register for the next concerned semester examination without fee.

5. AWARD OF GRADE

- 5.1. The UGC recommended system for awarding the grades and CGPA under Choice Based Credit System (CBCS) has been adopted.
- 5.2. All assessments of a course shall be done on operative marks basis and conversion of these marks to letter grades based on absolute grading system. However, for the purpose of reporting the performance of a student, these letter grades each carrying certain points shall be awarded as per the range of total marks obtained by the student as grade point as per Grade Assignment Table (See 3.2).
- 5.3. Credit Points are derived for all papers / courses based on the product of credits allocated and grade points secured for each paper / course after evaluation.
- 5.4. At the end of a semester, based on the evaluation report, a student shall be awarded a letter grade in each course.
- 5.5. Passing of a course/paper shall be decided on the combined result of a Course/Paper i.e. on the combined result of CIE and SEE which means securing 40% each in CIE & SEE in case of theory and 50% each in CIE & SEE in case of practical.
- 5.6. Performance Measure Standards: Both SGPA & CGPA serving as useful performance measures in the Semester System.
 - 5.6.1. The student shall be declared successful at the Semester-end only when getting SGPA ≥ 4.00 .
 - 5.6.2. At the end of each year the student shall be declared successful only when getting CGPA ≥ 5.00 .
 - 5.6.3. At the end of program, student shall be declared successful only when getting CGPA ≥ 5.00 and having F/Ab Grade in none of the required courses in any of the semester and fulfills the mandatory requirement of Non CGPA courses.
- 5.7. Program Span (PS): The program's maximum time for completion shall be additional two (2) years (4 semesters) irrespective of the duration of the program of study. For any particular course/paper there shall not be more than two additional attempts at examinations for passing the course failing which the student has to quit the program.
- 5.8. Credits Required for Degree Award: Number of Credits to be earned by a student for the concerned degree program. The widely accepted value is 20/Semester and hence required credits range from 120 credits for UG; 80 credits for PG course and 100 credits for professional technical courses of two years duration.

Also, each student is required to be successful in all the mandatory courses as may be prescribed to qualify for the Degree and also earn required minimum credits for non CGPA courses.

The details of various programs of MANUU are in the CBCS Templates for UG and PG Programs.

6. GUIDELINES FOR THE AWARD OF GRADES

- 6.1. Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes a bounded duty of a University to ensure that it is carried out in fair manner.
- 6.2. "A teacher is the best judge in awarding the grades". However, he/she has to be impartial, logical and maintain complete transparency while awarding grades.
- 6.3. The following are the general guidelines for the award of grades:
 - 6.3.1 All evaluations of different components of a course announced in the course plan shall be done in marks for each student.
 - 6.3.2 The marks of various components shall be added to get total marks secured for theory courses and laboratory courses.
 - 6.3.3. For any course, the statistical method (Table) shall be used for the award of grades with or without marginal adjustment for natural cut off.
 - 6.3.4. The teacher shall ensure the coverage of all the contents of a course taught during the semester. The semester end examinations question papers shall be within the prescribed syllabus. At the end of the semester, a teacher shall submit a complete course file having following documents.
 - a. Course Plan;
 - b. Attendance Record ;
 - c. Tutorial Sheets/Assignment sheets;
 - d. Question Papers of Periodical Tests;
 - e. Quiz details; and
 - f. Complete Details of Marks
- 6.4. In case, a student repeats a particular course on account of failure in a particular subject / course along with his/her juniors, he/she shall be awarded only up to a maximum of 'A' Grade as per his/her performance and with respect to his/her earlier class. Such students shall not be considered for the award of rank/gold medal etc.
- 6.5. A student earning Grade F/Ab shall be considered failed and be required to reappear in the exam.

7. COMPUTATION OF SGPA AND CGPA

- 7.1. Adherence to the UGC recommendation for calculation of SGPA and CGPA
- 7.2. Grade Letter and Grade Points for each paper are allocated after evaluating 100% of all course components (All Papers of Theory and Practical including Co and Extra-curricular activities).
- 7.3. The SGPA is the ratio of sum of the product (credit point) 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 undertaken by a student.
 - 7.3.1. The SGPA is computed using the following formula i.e.

$$\text{SGPA (Si)} = \Sigma(\text{Ci} \times \text{Gi}) / \Sigma \text{Ci}$$

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

- 7.3.2. The CGPA is also calculated in the same manner taking into account all the courses undertaken by a student over all the semesters of a program i.e.

$$\text{CGPA} = \Sigma(\text{Ci} \times \text{Si}) / \Sigma \text{Ci}$$

Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

- 7.3.3. The SGPA and CGPA shall be rounded off to 2 decimal places and reported in the transcripts.
 - 7.3.4. Illustration of SGPA and CGPA. The CGPA grade shall be awarded only after successfully passing all the courses required for the award of degree.

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Illustration of SGPA

Course Code	Credit	Grade	Grade Point	Credit X GP	Credit Point
MAHS101CCT	2	A	8	2X8	16
MAHS102CCT	2	B+	7	2X7	14
MAHS103CCT	4	B	6	4X6	24
MAHS101CCT	4	O	10	4X10	40
PGSW301GET	4	C	5	4X5	20
PGEN101AET	2	A+	9	2X9	18
PGCS201SET	2	A	8	2X8	16
	20				148
SGPA = 148/20 = 7.40					Grade = A

Illustration of CGPA

	Semesters						Grade Point Average
	I	II	III	IV	V	VI	
Credits	20	20	20	20	20	20	
SGPA	7.41	7.80	7.58	8.82	9.00	8.32	
CGPA =	$\frac{20 \times 7.40 + 20 \times 7.80 + 20 \times 7.58 + 20 \times 8.82 + 20 \times 9.00 + 20 \times 8.32}{120}$						8.15
GRADE = A⁺							

7.4. In case, a student fails/absents in any course or secure grade F or Ab, she/he shall be assigned zero

- (1) In grade point and accordingly her/his credit points shall be calculated. In the calculation of SGPA total credits of the concerned semester shall remain same. However, SGPA/CGPA Grade shall be marked Nil.

Illustration of SGPA

Course Code	Credit	Grade	Grade Point	Credit X GP	Credit Point
MAHS101CCT	2	A	8	2X8	16
MAHS102CCT	2	B+	7	2X7	14
MAHS103CCT	4	B	6	4X6	24
MAHS101CCT	4	O	10	4X10	40
PGSW301GET	4	C	5	4X5	20
PGEN101AET	2	A ⁺	9	2X9	18
PGCS201SET	2	F	0	2X0	0
	20				132
SGPA = 132/20 = 6.60					Grade = Nil

8. TRANSCRIPT

- 8.1. Based on the above recommendations on Letter Grades, Grade Points and SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.
- 8.2. The Grade Assignment Table as reflected in item 3.2 may be placed behind the Consolidated Transcript in order to facilitate conversion to calculate the percentage of marks secured by the student in the program of study.

9. IMPROVEMENT EXAM

- 9.1. A Student who wishes to improve his/her grade/division may do so within one academic year immediately after having passed all the examinations of the program, by reappearing in School of Education and Training, MANUU

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subjects/courses pertaining to the respective semester. Further the students may also be allowed to improve their marks in specific course in a semester and permitted only once for respective course. The improvement shall be allowed in not more than 40% courses/papers of each semester.

- 9.2. A student can also appear for the improvement in courses of the preceding odd/even semesters during the course of study provided she/he has no backlogs. The improvement shall be allowed in not more than 40% courses/papers of each semester.
- 9.3. In case of improvement, the student shall have the benefit of the higher of the two aggregates of marks secured in the specific course. Further the award of Grade / Division rests with the corresponding semester among the better of two performances, provided the student passed the improvement examination fully in all the courses of respective semester. However he/she shall be awarded only up to a maximum of 'A+' Grade as per his/her performance and with respect to his/her earlier Grade/Division. An 'Outstanding' Grade cannot be awarded to individuals in an improvement exam.
- 9.4. This facility of improvement shall be open to all those who passed in respective courses to determine the better grade and shall not be for the purpose of award of Distinction, Gold Medal or Prizes or Rank etc.
- 9.5. Application for improvement examination shall be made by the student concerned to the Controller of Examinations in the prescribed form along with the prescribed exam fee as and when notified and as prescribed.

10. TRANSITORY RULES

- 10.1. Whenever the syllabus/scheme of instruction is changed in a particular semester, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Students not appearing in the examinations or failing in them shall take the examination subsequently according to the changed syllabus/regulations.
- 10.2. By any reason if a student admitted into the course under old scheme of instructions/ regulations is promoted /readmitted after the implementation of revised version shall be permitted to join the corresponding semester in the revised scheme of instructions / regulations.

11. ACADEMIC COORDINATOR

- 11.1. Every department of studies must designate a faculty member as Academic Coordinator on rotation basis who shall coordinate the offering of courses and guide the students in making choice based credit system interesting and appealing to them.
- 11.2. Academic Coordinators shall ensure to be readily available for the counseling of students.
- 11.3. Academic Coordinator shall guide the students of their department in choosing the courses from their department and also from other departments and for registering for the courses.
- 11.4. Academic Coordinator shall guide the students coming from other departments for opting say generic courses or like.
- 11.5. Academic Coordinator shall coordinate all the works related to attendance, course work, examination and evaluation. The students shall be informed about the Academic Coordinator so that they may contact him/her regarding any problem in the selection of courses or like.
- 11.6. Academic Coordinator shall ensure that attendance should be displayed to the students every month.
- 11.7. Academic Coordinator shall ensure that the consolidated continuous internal evaluation (CIE)/practical marks should be displayed to the students before the beginning of the semester end examinations.
- 11.8. Courses shall be offered by the department concerned as per the schedule given in the relevant curriculum. More choices in elective courses shall be offered depending on the availability of the staff and other facilities and therefore any particular elective course may not be offered even though it may exist in the list of possible elective courses.
- 11.9. All Heads of the Department of Studies shall ensure necessary support and facilitate the Academic Coordinators for better results.
- 11.10. Dean, Academics shall facilitate for any clarification and decision pertaining to CBCS courses and matters therewith.

12.STUDENT REGISTRATION

- 12.1. In case of newly admitted students, all students are required to register for the courses within the first week of the start of academic session.
- 12.2. The students of the consecutive semesters are required to register for the next semester towards the end of continuing semester.
- 12.3. All students are required to register and change courses, if so, only during the prescribed notification period of registration. After the due date no further request for change of courses shall be entertained.
- 12.4. All the Students are advised to consult the Academic Coordinator of their parent department of studies and also of the offering departments for better selection of suitable courses.
- 12.5. Academic Coordinators of the concerned departments shall be the moderator for finalizing the offering of the elective courses in consultation with their HoDs.