



**The West Bengal University of Teachers' Training,
Education Planning and Administration**

25/2 & 25/3, Ballygunge Circular Road, Kolkata - 700019

Notification No : **WBUTTEPA/RO/173/2017**

Date : 12.05.2017

It is notified for the information of all Concerned that in terms of the provisions of Section 13 of the University Act, 2014 and, in exercise of her power Under 13 (6) of the said Act, the Vice-Chancellor by an order, dated 12.05.2017 approved some guidelines for smooth implementation of two-year M.Ed. Curriculum in West Bengal following NCTE Regulations, 2014 (Vide Notification No. 329-Edn (CS)/EE/10M-16/15, dated 6th April, 2015, Government of West Bengal, Higher Education Department) as laid down in the accompanying pamphlet.

The above guidelines will take immediate effect

PK Chanda
12/05/2017
Registrar
(WBUTTEPA)

Registrar
The West Bengal University of
Teachers' Training, Education
Planning and Administration

Two Year M.Ed. Programme

GUIDE LINES

Course Details Semester I

Course 2.1.1	EXISTING			GUIDE LINE
	Education Studies (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Practicum	Assignments based on self-study on identified themes such as- <ul style="list-style-type: none"> • Policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State • Process of socialization of the child • Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality • Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group 			<p>Any one practicum activities</p> <p>Policy perspectives and status of education of socio-economically disadvantaged children of State of West Bengal</p> <p>Process of socialization of the child should be done on Minimum three children.</p> <p>[Parameters of social equality- like gender, religion, culture, economic background, family background and others to be studied for this critical analysis]</p> <p>Individual report of interaction is to be signed by the supervisor after visiting the school and observing the activities</p>

Course- 2.1.2	EXISTING			GUIDE LINE
	Historical, Political and Economic Perspectives of Education (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Unit I	Historical Perspectives of Education: <ul style="list-style-type: none"> • Educational philosophy and ideals of Indian thinkers and social reformers. 			Rammohan Roy, Vidyasagar, Begum Rokeya
Unit III	Economic Perspective of Education <ul style="list-style-type: none"> • Education and economic growth, poverty, inequality; • Education and human development, Human Development Index (HDI), human capability approach to education; 			Education and economic growth: poverty, inequality. Education and human development: Human Development Index (HDI), human capability approach to education;
Practicum	Practicum activities will include <ul style="list-style-type: none"> • Term paper. • Library Studies. • Group presentation. 			Any one activity

Course- 2.1.3	EXISTING			GUIDE LINE
	Psychology of Learning and Development (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Unit II	Different aspects of development <ul style="list-style-type: none"> • Intelligence: Nature and Evaluation of the Concept. 			Intelligence: Nature and Evolution of the Concept.
Practicum	Practicum (any one) 1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications. 3. Analyze the type of strategies adopted by a classroom teacher in organizing learning.			Physical, intellectual, emotional, social and moral developments of class V to VIII students (minimum three students). Analysis as a Peer by an M.Ed. trainee to be done on types of strategies adopted by a class room teacher in organizing the learning.
Course - 2.1.4	EXISTING			GUIDE LINE
	Pre service and In service Teacher Education (Credit 4)	Internal Assessment 30 marks	External Assessment 70 marks	

Unit I:	Structure, Curriculum and modes of Pre-service Teacher Education			Vision of Teacher Education Curriculum as envisaged in Latest NCTE documents only.	
	<ul style="list-style-type: none"> • Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE Documents. 				
Unit III:	In-service Teacher Education Concept, Structure and models			Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes : orientation, refresher, workshop, seminar and conference-their meaning and objectives.	
	<ul style="list-style-type: none"> • Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference-their meaning and objectives. • Modes and Models of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach. 			<ul style="list-style-type: none"> • Modes of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach. 	
Practicum	Any One of the following			At least twenty questions for an interview; at least ten teachers to be interviewed.	
	<ul style="list-style-type: none"> • Interview of in-service teachers on training needs and the impact of pre-service training programme. 				
Course-	EXISTING			GUIDE LINE	
2.1.5	Communication and Expository Writing (Credit2) Tool Subject	Internal Assessment 50	External Assessment 0	Internal Assessment 25	External Assessment 25
Course-	EXISTING			GUIDE LINES	
2.1.6	Self Development Through Yoga Education (Credit2) Tool Subject	Internal Assessment 50	External Assessment 0	Internal 25	External 25
Unit I	Introduction to Yoga and Personality Development			Introduction to Yoga and Personality Development	
	<ul style="list-style-type: none"> • Introduction • Learning objectives • Yogic concepts of personality • Dimensions of integrated personality • Yoga for integrated personality development 			<ul style="list-style-type: none"> • Yogic concepts of personality • Dimensions of integrated personality • Yoga for integrated personality development 	

Unit II	Yoga and Stress Management <ul style="list-style-type: none"> •Introduction •Learning objectives •Concept of stress •Stress – a yogic perspective •Yoga as a way of life to cope with stress •Yogic practices for stress management •Cyclic meditation for stress management •Summary •Unit-end questions/exercises 	Yoga and Stress Management <ul style="list-style-type: none"> •Concept of stress •Stress – a yogic perspective •Yoga as a way of life to cope with stress •Yogic practices for stress management •Cyclic meditation for stress management
Unit III	Yoga and Self Development <ul style="list-style-type: none"> •Concept and nature of self-development •The concept of values and value education •Spirituality and its role in human self-development—<i>yamas</i> and <i>niyamas</i> •Helping children develop values •Yoga and human excellence •Summary •Unit-end questions/exercises 	Yoga and Self Development <ul style="list-style-type: none"> •Concept and nature of self-development •The concept of values and value education •Spirituality and its role in human self-development—<i>yamas</i> and <i>niyamas</i> •Helping children develop values •Yoga and human excellence •Summary •Unit-end questions/exercises
Practicum	Any two of the following :- <ul style="list-style-type: none"> •Preparation of Teaching Aids on Yoga •Practical Asanas and Pranayam •Visit to Yoga Ashramas and Centres • Unit-end questions/exercises 	Any two of the following :- <ul style="list-style-type: none"> •Preparation of Teaching Aids on Yoga •Practical Asanas and Pranayam

Course Details Semester II

Semester II (20 credits)

Course- 2.2.1	EXISTING			GUIDE LINE
	Philosophical Perspectives of Education (credit4)	Internal Assessment 30 marks	External Assessment 70 marks	
UnitI:	Educational Philosophy and Educational Sociology <ul style="list-style-type: none"> • Meaning, Nature and Scope of Educational Sociology • Relationship of Education and Sociology 			Educational Philosophy
Course- 2.2.2	EXISTING			GUIDE LINE
	Sociological Perspectives of Education	Internal Assessment 30 marks	External Assessment 70 marks	
Practicum	<ul style="list-style-type: none"> • Workshop sessions. • Seminar presentations Assignments based on self-study on identified themes as assigned by course teacher			An workshop is to be followed by Seminar presentations where a single group will be constituted by five students. The topic to be assigned by the course teacher.
Course- 2.2.3	EXISTING			GUIDE LINE
	Introduction to Research Methodology	Internal Assessment 30 marks	External Assessment 70 marks	
Unit I	Educational Research: (f) Types of research Fundamental, Applied and Action. Types of research			(f) Types of research Fundamental, Applied and Action.
Unit II	Research Design (vii) Assumptions, if any. (xiv) Budget, if any.			Research Design (vii) Assumptions. (xiv) Budget.

Course- 2.2.4	EXISTING			GUIDE LINE
	Inclusive Education and Gender	Internal Assessment 30 Marks	External Assessment 70 marks	
Unit I	Inclusive Society : Overview <ul style="list-style-type: none"> • What is meant by an inclusive society? 			• Meaning of an inclusive society.
Unit II	Educational Reforms for Inclusive Society <ul style="list-style-type: none"> • Building an Inclusive school: desired changes in System, Structure, Practice and Culture 			• Building an Inclusive school: desired changes in System, Structure, Practice and Culture.

<p>Practicum Practicum</p>	<p>Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.</p> <ul style="list-style-type: none"> • Debates and discussions on violation of rights of girls and women • Analysis of video clipping on portrayal of women 	<p>Practicum</p> <p>Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services.</p> <p>Any one of the following :</p> <ul style="list-style-type: none"> • Debates and discussions on violation of rights of girls and women • Analysis of video clipping on portrayal of women
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Course- 2.2.5	EXISTING			GUIDE LINE
	Curriculum Studies (Credit 2)	Internal assessment 15 marks	External Assessment 35 marks	
Practicum	Any two from the following			Any one assignment.

Modified Course Structure for Semester III & IV

Semester III

Marks distribution

Course Code	Course Name	Internal	External	Total
2.3.1.(a)	Specialization Courses in Elementary Or Secondary Education : Institutions, System and Structure	15	35	50
2.3.1(b)	Specialization Courses in Elementary Or Secondary Education : Stage Specific Status Issues and Concerns	15	35	50
2.3.1(c)	Specialization Courses in Elementary Or Secondary Education : Policy and Practice Relating to Curriculum, Pedagogy and Assessment	30	70	100
2.3.2	Statistical techniques in advanced Research Methodology	15	35	50
2.3.3	Internship	50	50	100
2.3.4	Educational Technology and ICT in Education	30	70	100
2.3.5	Preparation of Dissertation Proposal	25	25	50
Total				500

Semester IV

Marks distribution

Course	Course Name	Internal	External	Total
2.4.1	Perspectives, Issues and Research in Teacher Education	30	70	100
2.4.2(a)	Educational Policy in the context of Elementary or Secondary Education	30	70	100
2.4.2(b)	Economics of Education in Context of Elementary or Secondary Education	30	70	100
2.4.2(c)	Educational Planning in Education in the context of Elementary or Secondary Education	30	70	100
OR				
2.4.3(a)	Education Planning in the context of Elementary or Secondary Education	30	70	100
2.4.3(b)	Educational Administration in the context of Elementary or Secondary Education	30	70	100
2.4.3(c)	Educational Management and School Leadership in the context of Elementary or Secondary Education	30	70	100
2.4.4	Dissertation (Report Writing and Viva Voce)	50	50	100
Total				500

Instruction for internship programme :

In 3rd semester, the selected internship activities should not be done in the 2nd semester .

Instruction for dissertation:

In 3rd semester, only dissertation proposal has to be submitted.

Total allotted marks 50 (External-25 , Internal-25)

External evaluation will be done on spot and maximum of 25 candidates to be evaluated per day.

In 4th semester a pre- submission seminar to be presented on the completed dissertation work in front of the faculty members and other M.Ed students.

A copy of dissertation proposal to be submitted with the completed dissertation work.

External evaluation will be done on spot and maximum of 25 candidates to be evaluated per day. Total allotted marks 100 (External-50 , Internal-50)

Division of external marks : Submission of report-25, Viva-voice-25

Division of internal marks : Submission of report-25, presentation-25

In case of practicum activities in 2.4.1, any one activity to be done.

For review of literature at least 10 reviews (Including National & International) to be done. Sequence of the literature to be made year wise and bibliography to be arranged as per alphabetic order. At the end of the literature a proper critical analysis to be done.

For 4th semester practicum activities [2.4.1, 2.4.3(a), 2.4.3(b), 2.4.3(c)] one presentation to be done and one report to be submitted on the presented topic.

DISSERTATION FORMAT

Semester - III

1. At least 10 literature reviews.
2. Any medium of Bengali (Avro/ Pravat - type style) & English. A.
Introduction:

- Statement of the problem
- Objectives of the study
- Hypotheses
- Operational definition of the terms
- Delimitation
- Significance of the study

B. Review of related literatures:

- Introduction
- Reviews
- Critical observation
- Conclusion

Semester - IV C. Methodology:

- Variables
- Population & samples
- Tools
- Design
- Procedures D. Results:
- Description & interpretation E. Discussion:
- Summary & findings
- Limitations
- Recommendation & suggestions

F. References: (APA format)

N.B.: Two Identical Copies of the completed Dissertation have to be submitted to the Principal / O-I-C / T-I-C / M.Ed. programme co-ordinator for the Final Evaluation. After Evaluation one copy may be retained by the respective supervisor and other copy is to be kept at the Institutional Library. During Evaluation of the final Dissertation work, the approved copy of Dissertation proposal of the III Semester is to be kept before the External Examiner.