



### List of Revised Courses


**Department : Education**

**Programme Name : M.Ed.**

**Academic Year : 2024-2025**

### **List of Revised Courses**

Sr. No.	Course Code	Name of the Course
01.	EDMCDF1	Dissertation: Tool Development/ Philosophical idea/ evidences
02.	EDMATT3	Introduction to Research Methodology
03.	EDMBTT2	Pre-Service and In-Service Teacher Education
04.	EDMBTT3	Advanced Research Methodology
05.	EDMCTT2	Perspectives, Research and Issues in Teacher Education
06.	EDMDTP7	Secondary Education: Understanding the Counseling Service

  
Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)



## Minutes of Meetings (MoM) of Board of Studies (BoS)

**Academic Year : 2024-25**

**School : School of Education**

**Department : Education**

**Date and Time : July 25, 2024 at 3.00pm**

**Venue : Meeting room No. 02**

The meeting of members of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held on 25<sup>th</sup> July, 2024 (Thursday) to design, discuss and approve (1) The structure of B.Ed. & M.Ed. and scheme of examination, (2) Offering multi-disciplinary course (MDC) & skill enhancement course (SEC) for University undergraduate students and (3) Revision in courses of B.Ed., M.Ed. and Pre-Ph.D. Course work.

### **The following members were present in the meeting:**

1. Prof. P. K. Pandey, School of Education, UP Rajshree Tandon Open University, Prayagraj (Online)
2. Prof. C. S. Vazalwar
3. Prof. Sujeet Kumar Mishra
4. Prof. Sunil Kumar Sain
5. Dr. Sambit Kumar Padhi
6. Dr. Sudhir Sudam Kaware

Note: Dr. Jaspal Singh Math, Principal, Delhi Public School, Tifra, Bilaspur, C.G. could not attend meeting.

### **Following points were discussed and approved during the meeting w.e.f. 2024-2025**

1. The structure of B.Ed. & M.Ed., scheme of examination for B.Ed. and M.Ed. curriculum
2. The revision of the courses in B.Ed.-I and II semester
3. Introduction of new courses in B.Ed.-IV semester
4. Introduction of new course in M.Ed.-III semester
5. The revision of the courses in M.Ed.-I, II, III & IV semester
6. The revision of the course in Pre-Ph.D. Course work
7. Offering the additional Multidisciplinary Course and Skill Enhancement Courses for University undergraduate students
8. Offering MOOCs in B.Ed. and M.Ed. curriculum
9. Offering Co- curricular activities in B.Ed.-I semester



**Sr. No. 1. : The committee discussed and approved revised structure and scheme of examination of B.Ed. & M.Ed. curriculum w.e.f. 2024-25**

Revised structure and scheme of M.Ed. curriculum are attached herewith.

SEMESTER - I							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CRE DIT S	MAX MARK S	INTERN AL	EXTERN AL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	EDMATT1	4	100	30	70	50
	Psychology of development and learning	EDMATT2	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	EDMATT3	4	100	30	70	50
Group II: Specialization	Any one-	EDMATP1	4	100	30	70	50
	(i) Elementary level of school Education						
	(ii) Secondary level of school Education						
Group III: Professional Enrichment & Field Engagement	(iii)MOOCs	EDMADF1	2	50	50		25
	Dissertation: Area of Study, Literature Review & Rationale Presentation	EDMAEF1	2	50	50		25
	Internship in Teacher Education Institute						
TOTAL			20	500	220	280	250
SEMESTER - II							

*[Handwritten signatures and dates]*  
25/7/24



AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	EDMBTT1	4	100	30	70	50
	Pre-service and in-service teacher education	EDMBTT2	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	EDMBTT3	4	100	30	70	50
Group II: Specialization	Any one: - (i) Primary Education: Curriculum Issues	EDMBTP1	4	100	30	70	50
	(ii) Secondary Education: Curriculum Issues						
Group III: Professional Enrichment & Field Engagement	Self-Development	EDMBGA1	1	25	25		13
	Communication skills and expository writing	EDMBGA2	1	25	25		13
	Dissertation: Proposal Preparation and Presentation	EDMBDF1	2	50	50		25
TOTAL			20	500	220	280	250
<b>SEMESTER - III</b>							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	EDMCCT1	4	100	30	70	50
	Perspectives, research and issues in teacher education	EDMCCT2	4	100	30	70	50
Group I: Tools	Information and Communication Technology	EDMCGA1	2	50	50		25
Group II: Specialization	Secondary education: Understanding Educational Technology	EDMCTP1	4	100	30	70	50
	Introduction to inclusive education	EDMCTP2					
	Understanding the Guidance Programme & Counselling	EDMCTP3					
	Contemporary Ideas of Educational Evaluation	EDMCTP4					
Group III: Professional Enrichment & Field Engagement	Academic writing	EDMCGA2	2	50	50		25
	Research related techniques	EDMCGA3	2	50	50		25
	Dissertation: Tool	EDMCDF1	2	50	50		25
	Development/ Philosophical idea/ evidences						
TOTAL			20	500	290	210	250
<b>SEMESTER - IV</b>							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	EDMDTT1	4	100	30	70	50
	Curriculum Studies	EDMDTT2	4	100	30	70	50

*[Handwritten signatures and initials]*



Group II: Specialization	Secondary education: Educational Technology and teaching learning process Understanding disabilities Guidance In Educational Institutes Tools For Educational Assessment	EDMDTP1 EDMDTP2 EDMDTP3 EDMDTP4	4	100	30	70	50	
	Secondary education: Open And Technology Supported Education Developing Inclusive learning Environment Understanding the Counselling Service Quality & Standardization of Evaluation Tools	EDMDTP5 EDMDTP6 EDMDTP7 EDMDTP8	4	100	30	70	50	
Group III: Professional Enrichment & Field Engagement	Dissertation: Data collection, analysis and report Writing	EDMDDF1	4	100	100		50	
TOTAL				20	500	220	280	250
TOTAL CREDITS FOR TWO YEARS				80	2000	950	1050	1000

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)

Signature & Seal of HoD

## Scheme and Syllabus



### COURSE EDMATT3: INTRODUCTION TO RESEARCH METHODOLOGY

#### COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4Hrs./wk

#### M.Ed. First Semester Students will be able to:

- CO 1. differentiate the types of research and their process of generating knowledge
- CO 2. develop skills to identify the research gap before selecting a research problem
- CO 3. develop skills to formulate hypotheses for the research problem
- CO 4. develop competency in using appropriate research methods for conducting research
- CO 5. develop and standardize the research tools for data collection

#### UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE

- Meaning and concept of knowledge and their forms- Empirical and Rational.
- Sources of knowledge through tradition, experience, reasoning, and scientific way
- Research: Meaning, Concept and Scope
- Types of research (Fundamental, Applied, and Action)

#### UNIT - II: IDENTIFYING RESEARCH PROBLEM

- Role of field experiences, professional interaction, and review of related literature.
- Identifying the knowledge gap, research questions, and statement of research problem.
- Variables: Meaning of Concepts, Constructs and Variables
- Types of Variables (Continuous and Discrete, Independent, Dependent, Extraneous, Intervening and Moderator, Latent and Observed)
- Identifying and defining the variables in operational terms.
- Formulation of objectives.
- Difference between assumption and hypothesis.
- Formulation, Characteristics, and classification of hypothesis.

#### UNIT - III: DATA COLLECTION: SOURCES AND TOOLS

- Concept of Universe, Population, and Sample, Characteristics of a good Sample
- Tools of Research – characteristics of a good research tool (Validity, Reliability, Objectivity, Usability and Norms)
- Process of development and standardization of a Research Tool
- Types of Research Tools (Rating scale, Questionnaire, Checklist, Schedule and Inventory)
- Techniques of data collection (Observation, Interview, Focus Group Discussion and Projective Techniques)

#### UNIT - IV: CLASSIFICATION OF RESEARCH METHODS

##### Meaning and Importance of:

- Philosophical, Scientific, and Historical.
- Qualitative and Quantitative.
- Descriptive, Experimental, Quasi-Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up
- Naturalistic and Ethnographic

Department of Education /Guru Ghasidas Vishwavidyalaya

M.ED. (SEMESTER - I) / IV / SESSION 2024-25 / Page. 29

#### PRACTICUM

- Skill of performing literature survey and identification of research gap through various print & web sources
- Process of design, development, and validation of Research Tools (scale/test) by using statistical software (EFA & CFA)
- Online research tools for data collection
- Data Handling



COURSE CODE: EDMCDF1: **DISSERTATION TOOL DEVELOPMENT/  
PHILOSOPHICAL IDEA/ EVIDENCES**

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4Hrs./wk

The M.Ed. Third Semester Students will be able to

CO 1- to develop research tool/ philosophical idea/ evidences

The M.Ed. third semester students are expected to develop research tool/tools for their quantitative study or to develop philosophical idea/ evidences in their qualitative study. They have to present report of tool development/ philosophical idea/ evidences.



**COURSE CODE: EDMBTT2: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

The M.Ed. second semester' Students will be able to:

- CO 1. Explain the development of teacher education in India from ancient to post independent period and analyze the recommendations of various policies and commissions on teacher education
- CO 2. Elaborate the concept, objectives, purpose, and different components of pre-service teacher education as well as to examine the strengths and limitations of their different modes.
- CO 3. Comprehend the concept, objectives, and significance of various in-service/ professional development of teacher education programmes and learn to organize/design different programmes for making in-service teachers professionally competent
- CO 4. Evaluate the effectiveness of various transactional methods and assessment strategies used for pre-service and in-service teacher education programmes.
- CO5: Critically analyze the existing operated teacher education programme in the country and develop relevant materials and tools for the same.
- CO6: Develop an understanding of the Indian Knowledge System with particular reference to Indian values, languages, ethos and traditions
- CO7: Comprehend the concept of Panchkosh and promote its relevance for building a good human being.

**UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA**

- Concept of teacher education
- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations on Teacher Education: Kothari Commission (1964-66), National Policy on Education (NPE)-1986, NCF 2005, NCFTE 2009 and Justice Verma Committee (2012) , National Education Policy(NEP) 2020

**UNIT II: PRE-SERVICE TEACHER EDUCATION**

- Pre-service Teacher Education: Concept, Objectives and Need
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization, and Pedagogy; School based Practicum and Internship: Present practice – its nature, objectives, organization and duration
- Mode of Pre-service Teacher Education: Offline, Online (SWAYAM,SWAYAM PRABHA, MOOCs) and blended.

Department of Education /Guru Ghasidas Vishwavidyalaya

**UNIT III: IN-SERVICE TEACHER EDUCATION**

- In-service Teacher Education: Concept, Objectives and Need
- Need and Areas for Continuous Professional Development (CPD) of a teacher ---Orientation, Refresher, Workshop, Seminar, Conference and Panel Discussion
- Online training of teachers through technology platforms like SWAYAM/DIKSHA.
- Various programmes of in-service teacher education like Special orientation Programme for Teachers (SOPT), and Programme of Mass Orientation of School Teachers (PMOST).
- Andragogy: Concept and Principles

**UNIT IV: TRANSACTIONAL METHODS AND EVALUATION OF PRE -SERVICE**

**AND IN-SERVICE TEACHER EDUCATION PROGRAMMES**

- Foundation Courses – Expository, Collaborative and Experiential learning
- Practicum record and Portfolio assessment
- Overview of Indian Knowledge System, Indian Knowledge System in Teacher Education
- Concept of Panchakosh and its relevance
- Evaluating pre-service and in-service teacher education programmes

COURSE WORK/PROJECT/ENGLAGEMENT/STUDY/ACTIVITY





**COURSE CODE: EDMBTT3: ADVANCED RESEARCH METHODOLOGY**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

The M.Ed. Second Semester students will be able to-

- CO 1. differentiate various types of Descriptive and Inferential statistics.
- CO 2. develop competence in using appropriate parametric statistical techniques for analyzing quantitative data.
- CO 3. develop competence in using appropriate non-parametric statistical techniques for analyzing quantitative data.
- CO 4. develop competence in using appropriate analysis techniques to analyze qualitative data

**UNIT I: UNDERSTANDING DATA AND DESCRIPTIVE STATISTICS**

- Qualitative and Quantitative nature of data
- Scales of measurement: Nominal, Ordinal, Interval and Ratio.
- Measures of central tendency: Mean, Median, and Mode
- Measures of variability: Range, Quartile deviation, Variance, Standard Deviation
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon, and ogive.
- Normal probability curve (NPC): properties and application

**UNIT II: INFERENCE STATISTICS FOR DATA ANALYSIS (PARAMETRIC)**

- Parametric assumptions: Testing of normality, Test of Homogeneity of variance
- Central limit theorem; concept and its significance
- Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size
- Inferential data analysis, Use and Interpretation of statistical techniques: t-test, z-test, ANOVA
- Measures of relationship: Concept of correlation, Pearson's Product Moment Correlation, and Partial Correlation.

**UNIT III: INFERENCE STATISTICS FOR DATA ANALYSIS (NON-PARAMETRIC)**

- Non-parametric assumptions
- Chi-Square for testing hypothesis (Equal Probability, Normal Probability Hypothesis, and Free Distribution) Goodness of fit, Test of independence, and interpretation of results
- Mann-Whitney U test, Kruskal-Wallis test
- Measures of relationship: Spearman's Rank-Difference Correlation

**UNIT IV: QUALITATIVE DATA ANALYSIS**

- Components of data analysis: data reduction, data display, drawing and verifying conclusion; Coding, Categorization, and Themes
- Content Analysis
- Trend Analysis
- Corroborative Evidence
- Analysis of Primary and Secondary Data in Historical and Descriptive Research
- Idea and Thought Analysis for Philosophical Research

Department of Education /Guru Ghasidas Vishwavidyalaya

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Quantitative Data analysis using MS-Excel, SPSS, JAMOVI
- Qualitative data analysis using QDA Miner, NVivo, ATLAS.ti
- Use of Reference Management Software (Mendley & Zotero) for In-text citation and referencing
- Research report writing techniques

**MODE OF TRANSACTION:** Lecture, problem-solving approach



COURSE CODE: EDMCTT2: **PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

#### COURSE OUTCOMES

M.Ed. third semester students' will be able to:

CO 1- Explain & Analyze the various recommendations of recent policies, the role of teachers at different levels of expertise & competencies required and regulations of teacher education.

CO 2- Elaborate and examine the role & functions of various organizations & agencies for professionalization of the teacher education and mentoring and professional support to the higher education teachers.

CO 3- Explain the issues associated with the management of teacher education and key indicators involved in the various criteria for the quality improvement of teacher education.

CO 4- Explore the areas, scope, problems, and trends in research on teacher education & suggest innovative measures.

CO 5- Develop a holistic understanding of teacher education and the skill of analysis, interpretation, reporting, and presentation.

CO 6: Develop competency to explore and conduct research in the areas of Indian Knowledge System

#### UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National Education Policy 2020 on Teacher Education
- Teacher career progression in National Professional Standards for Teachers (NPST)
  - a) Beginner teacher
  - b) Proficient teacher
  - c) Expert teacher
  - d) Lead teacher
- New norms and standards for Teacher Education Programme – B.Ed, M.Ed, B.Ed.-M.Ed (Integrated) and Integrated Teacher Education Programme (ITEP)

#### UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

- Institutes and agencies of teacher education: Roles, Functions, and Networking: NIEPA, DIET, CTE, IASE, NCERT -RIE, SCERT, UGC, NCTE, and RCI Inter-University Centre for Teacher Education (IUCTE), Teacher Education University
- National Mission for Mentoring (NMM)



**UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION**

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, executing instruction, Monitoring the programme, and Management of demand and supply
- Competency based and commitment oriented teacher education: For quality school education
- NAAC & its criteria for quality assessment of Higher Education Institutions

**UNIT IV: RESEARCH IN TEACHER EDUCATION**

- Research in teacher education and **Indian Knowledge System: Concept, Areas/Scope**
- Problems of research in teacher education
- Innovations in teacher education
- Trends of research: Earlier trends, Emerging trends, areas, and variables of research in teacher education

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Critical analysis of national policies of teacher education
- Critical analysis of the role of various teacher education agencies/organization
- Visiting teacher education institutes like DIET, CTE, IASE, etc., and preparing a report on it
- Identifying and reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Review the surveys of education at research and prepare a trend report
- Reflecting on the recommendation of NCFTE 2009 and present practices in the teacher education programme
- Preparing a presentation on the role and functions of NCERT and NUEPA
- **Interaction with Research Scholars and Custodians of Traditional Knowledge**
- **Visit to cultural sites, cultural centers**
- **Workshop for developing a lesson plan to incorporate Indian Knowledge System**
- **Reflective essay on the relevance of the Indian Knowledge System in modern education**

**Suggested Readings/Learning Reference:**

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation
- Bose, K., and Shrivastava, R.C. (1973). *Theory and Practice Teacher Education in India*, Allahabad: Chug publication.
- Chatterji and Desuja, A. (1959). *Training for Teacher in India and England*. New Delhi: Orient Longman.,
- Chaurasia, G. (1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
- Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,



**COURSE CODE: EDMDTP7 SECONDARY EDUCATION: UNDERSTANDING THE COUNSELLING SERVICE**

**COURSE OUTCOMES**

**MARKS: 100 | CREDITS: 4 | 4 Hrs./wk**

**The M.Ed. Fourth Semester' Students will be able to**

CO 1. Explain the Appraisal in Guidance and Counseling

CO 2. Utilize the models of Counseling for school students.

CO 3. Execute the individual counseling amongst school student

CO 4. Execute the Group counseling amongst school students

**UNIT – 1: APPRAISAL IN GUIDANCE AND COUNSELING**

- Meaning and nature of appraisal.
- Need for appraisal in guidance and counseling
- Place of appraisal in guidance and counseling
- Techniques of diagnosis: (Standardized and non-standardized)
- Set-ups for counseling

**UNIT – 2: MODELS OF COUNSELING**

- Directive
- Non directive
- Case Study

**UNIT – 3: INDIVIDUAL COUNSELING**

- Concept of individual counseling
- Counseling Interview- interview procedure
- Counseling-process, condition for counseling relationship, dimensions of counseling process (internal & external, feeling vs. the content, the self and the self-disclosure).

**UNIT -4: GROUP COUNSELING**

- Concept of Group counseling
- Need for Group counseling
- Dynamics of Group counseling
  - Structure
  - Communication
  - Preparation
- Process of Group counseling
- Limitations of Group counseling

Head  
Department of Education  
Guru Ghasidas Vishwavidyalaya  
Bilaspur (C.G.)

Signature & Seal of HoD