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16/08/18

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY
(Accredited by NAAC with 'A' Grade)



ಕ್ರಮಾಂಕ/No. MU/ACC/CR32/EDN(PG)/2017-18/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199
ಕರ್ನಾಟಕ, ಇಂಡಿಯಾ
Office of the Registrar
Mangalagangothri - 574 199
Karnataka, India

ದಿನಾಂಕ/Date: 13/8/2018

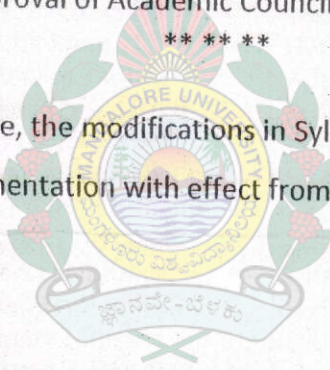
CIRCULAR

Sub: Modifications in syllabus of M.Ed. degree programme.

- Ref: 1) Decision of B.O.S. meeting dated: 21-9-2017.
2) Approval of Faculty of Education meeting dated: 25-11-2017.
3) Approval of Academic Council meeting dated: 18-1-2018.

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Pursuant to the above, the modifications in Syllabus of M.Ed. degree programme is hereby circulated for implementation with effect from the academic year 2018-19.



[Signature]
13/8/18
REGISTRAR
J. K. V.

To:

- 1) The Co-ordinator of M.Ed. degree programme, Mangalore University.
- 2) The Principals of the colleges concerned.
- 3) The Registrar (Evaluation), Mangalore University.
- 4) The Chairman, BOS in Education, Mangalore University.
- 5) The Superintendent (ACC), O/o. the Registrar, Mangalore University.
- 6) Guard file.

[Signature]
16/08/18

Modification Required in M.Ed. Syllabus - 2018-19

Title of the Paper: MEH401 – Psychology of Learning and Development

Unit No	Existing Pattern	Modification Required	Reason
2.1	Learning – concept, Nature, levels of learning (cognitive; affective; psychomotor); Theories on learning - Pavlov's classical conditioning ; Skinner's Operant Conditioning ; Ausubel's Meaningful Reception learning ; Gagne theory of Learning ; Bruner's Discovery Learning ; Bandura's Social Learning Theory ; Vygotsky's Theory of Constructivism.	<u>To be removed:</u> Gagne theory of Learning	Because this unit is very wide and lengthy
3.2	Theories of Personality - Psycho Analytic Theory of Personality – Freud : Personality Structure; Three Interacting Systems, Levels of consciousness and Psycho sexual stages of personality development and Application to Education ; Analytic theory of personality – Carl Jung : Basic Concepts, Personality Typology, Four Stages of Life Span Development and Application to Education; Individual Theory of Personality – Alfred Adler : Basic Tenets, Basic Concepts and Principles, Basic Assumption of Concerning Human Nature and Application to Education ; Socio Psycho Analysis Theory of Personality – Karen Horney : Basic Concepts and Principles and Application to Education; Trait and Factor theory of personality – Allport : Basic Concepts, Personality Structure, Development and Functioning of Personality, the Mature Personality and Application to Education; Trait and Factor theory of Personality - Cattell : Basic Concepts Principles and Application to Education; Dimension Personality - Eysenck and Guilford : Hierarchical Structure of Personality and Application to Education; Humanistic Approach - Maslow and Carl Rogers : Basic concept of personality and their contribution to Education.	<u>To be removed:</u> Analytic theory of personality – Carl Jung : Basic Concepts, Personality Typology, Four Stages of Life Span Development and Application to Education; Individual Theory of Personality – Alfred Adler : Basic Tenets, Basic Concepts and Principles, Basic Assumption of Concerning Human Nature and Application to Education; Trait and Factor theory of personality – Allport : Basic Concepts, Personality Structure, Development and Functioning of Personality, the Mature Personality and Application to Education	Because this unit is very wide and lengthy

B. B. Singh

Lalish Chandel

Seveda Sharma

B. B.

Kishore Kumar Ch.

Modification Required in M.Ed. Syllabus - 2018-19

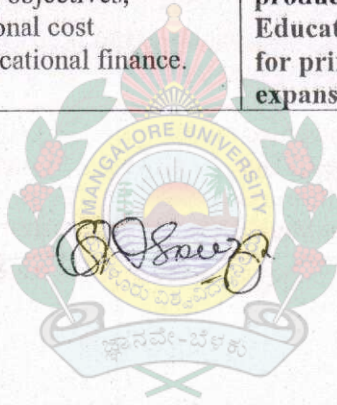
Title of the Paper: MEH402 – Historical, Political and Economic Foundations of Education

Unit No	Existing Pattern	Modification Required	Reason
2.1	History of education in India during ancient, medieval and colonial: Vedic education, Buddhist education and Muslim education and education during colonial: detailed understanding of the course of history of education during these periods and a critical analysis of the same.	<u>To be removed:</u> Education during colonial period.	repeated in Unit 2.2
2.3	History of education in India during Modern period: secondary education commission(1952),Kothari education commission(1964),National policy on Education(1986), Revised National policy on education(1992), National curriculum Frame work(2005), Right to education Act(2003/2009)-efforts for quantitative and qualitative improvement of education under each document.	<u>To be removed:</u> National curriculum Frame work(2005), Right to education Act(2003/2009)-	repeated in Unit 3.3
3.1	Right to education: Legal Status and its implication; International laws and provisions, Shifts in Emphasis; Basic Education as a fundamental right. Planned Development of Education-Public expenditure on education, Education policy, Decision making and political perspectives of education.	<u>To be removed:</u> Planned Development of Education-Public expenditure on education, Education policy, Decision making and political perspectives of education.	repeated in Unit 4
3.2	Process of political economy of Education: Roles and responsibilities of members in the political economy of education Teachers as stakeholders School management,, parents, elites and civil society as stakeholders, Government Officials as stakeholders, International actors and agencies as stakeholders (ii) : (Rent-seeking and patronage politics: significance of rent-seeking and patronage politics in the education sector, its area of prevalence-research on education reform and school outcomes in relation to the intervention of political economy.	<u>To be removed:</u> (ii) (Rent-seeking and patronage politics: significance of rent-seeking and patronage politics in the education sector, its area of prevalence-research on education reform and school outcomes in relation to the intervention of political economy.	Because this unit is very wide, lengthy and sources not available

Sreedha Shanavaz

A. Shankar
Suresh Choudhary

3.3	Political foundations of education in India: Policies before independence: Macaulay's minutes, Wood's Dispatch, Hunter's Commissions, sergeant's report, Sadler Commission., Policies after Independence: Kothari Education Commission(1964-66), National Policy on Education(1986), Programme of Action(19992), National Curriculum Framework(2005),RTC Act(2009)	To be removed: Policies before independence: Macaulay's minutes, Wood's Dispatch, Hunter's Commissions, sergeant's report, Sadler Commission., Policies after Independence: Kothari Education Commission(1964-66), National Policy on Education(1986), Programme of Action(19992),	repeated in Unit 2.2 and 2.3
4.3	Education Productivity and Financing of Education: Residual factors and educational productivity, Educational planning and manpower, Weakness of Education system, strategy for primary education expansion; Educational finance: meaning, objectives, principles; analysis of educational cost (components), Problem of educational finance.	To be removed: Education Productivity and Financing of Education: Residual factors and educational productivity; Weakness of Education system, strategy for primary education expansion;	Because this unit is very wide, lengthy and repeated in Unit 4.2



(Signature)

Linear Chand

*RS
Kishor Kumar et*

*Syedat Hanavaz
Ashmin*

Modification Required in M.Ed. Syllabus - 2018-19

Syllabus: Semester - III

Title of the Paper: MEH501—OEL – II (Open Elective Course)

Essential of Educational Evaluation

Unit No	Existing Pattern	Modification Required	Reason
4.	Diagnosis and Remediation of Learning Difficulties -Nature and Characteristics of good diagnosis -Diagnostic Test – meaning, purpose planning, administration and interpretation. -Remedial Instruction – meaning, principles, and organization. * Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion). * Student Assessment in : The Inductive model, The Concepts – Attainment Model ; The integrative Model; The Direct – Instruction Model; The Lecture – Discussion Model; The Inquiry Model.	<u>To be removed:</u> * Student Assessment in : The Inductive model; The Concepts – Attainment Model ; The integrative Model; The Direct – Instruction Model; The Lecture – Discussion Model; The Inquiry Model.	Because this is the continuation of the concepts in II semester which students who are admitted to this course during the previous year are not aware of and this is taken care of during the previous semester.

Srinivas Chandra

BBB
Keishan Kesavaiah

Speeda Daman
A. Shankar