

Syllabus

M.Ed.

(Master of Education)

School of Education (2018-20)

w.e.f. 03/01/2019

Central University of Haryana

M.Ed. Programme Implementation and Assessment

1. Curriculum

The M.Ed. programme is designed to provide opportunity for students to extend as well as deepen their knowledge and understanding of education, specialize in selected areas and also to develop research capacities leading to specialization in either elementary education or secondary education. The curriculum of the two-year M.Ed. programme shall comprise of the following components:

- 1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Course, and A Self-development component;
- 2) Specialization Branches where students choose to specialize in any one of the school levels/areas (such as elementary, secondary and senior secondary);
- 3) Research leading to dissertation; and
- 4) Field immersion/attachment/internship.

There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of the credits.

(a) Theory (Core and Specialization) Courses

The theory courses are divided into core courses and specialization courses. The main core courses shall comprise perspective courses, Tool Courses and Teacher Education courses.

Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills and educational technology including workshops/courses in ICT. Teacher education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The specialization component/branches shall offer students a specialization in one of the school stages-elementary (upto VIII), or secondary and senior secondary (VI to XII). The courses within the school stage specialization shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum, Pedagogy and Assessment; Policy, Economics and Planning; Educational Management and Administration; Education for differently abled; etc. Other specialization may also be planned. A field internship/attachment relevant to the area of specialization shall be organized during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialization. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skill and understanding of the students shall be part of the teaching modality of the various courses.

(c) Internship and Attachment

Fields attachments/internships/immersion shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialization area chosen by the students shall be organized during the programme.

Close mentorship by faculty in relevant areas should be provided in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation.

2. Programme Implementation

The institution will have to meet the following specific demands of this professional programme of the study (M.Ed.):

- (i.) Prepare a calendar for all activities, including internship and field attachment. The calendar of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.
- (ii.) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.
- (iii.) For the conduct of the dissertation, the ratio of the faculty to students for guidance and mentoring shall be of 1:5.
- (iv.) Structured engagement of M.Ed. students with educational sites/fields for not less than 4 weeks resulting in a reflective report. The suggested sites/fields are as follows:
 - a. Professional pre-service teacher education programme.
 - b. An organization engaged in the development of innovative curriculum and pedagogic practices.
 - c. International/National/State institution involved in curriculum design, textbook development, education policy planning, formation and implementation, educational administration and management.

- d.** In-service training programmes for school teacher.
- (v) The institution shall initiate discourse in education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.
- (vi) There shall be provision and mechanisms and provisions in the institutions for addressing complaints of students and faculty and for redressal of grievances.
- (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

3. Assessment

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignment, seminar presentations, field attachment, appraisal reports etc. One-fourth of the total marks/credits/weightage shall be assigned to practicum, internship, field attachment and dissertation.

Course Structure of Master of Education (M.Ed.) under Choice Based Credit System (Academic Session: 2019-20)

M.Ed. Semester- II

S. No.	Course Credit	Course Code	Course Title	Total Marks	Credits (Theory/ Tutorial/ Practicum)	Practical	Class Teaching / Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
9	4	SOE010208C3014	Philosophical Foundations of Education	100	4	0	4	30%	70%
10	4	SOE010209C3014	Sociological Foundations of Education	100	4	0	4	30%	70%
11	4	SOE010210C3014	Curriculum Studies	100	4	0	4	30%	70%
12	4	SOE010211C3014	Teacher Education	100	4	0	4	30%	70%
13	2	SOE010212C0022	Academic Writing	50	0	2	4	60%	40%
14	2	SOE010213C0022	Internship and Field Attachment	50	0	2	4	60%	40%
15	2	SOE010214C0022	Dissertation Part-II	50	0	2	4	60%	40%
16	4		Taken from other Department / MOOC	100	4	0	4	30%	70%
Total	26			650	20	06	32		
<ul style="list-style-type: none"> 1 credit Theory/ Tutorial/ Practicum=16 hours in a semester 1 credit=25 Marks Viva-Voce exam for course 13, 14 & 15 will be conducted by the external examiner at the end of the semester and weightage will be 40% external & 60% Internal. 									

Internship Programme :

- Internship should be organized in such a way that all students' engagement for a continuous period of 2 weeks in a teacher education institute for field experience associated with the specialization choose. Since the M.Ed. programme structure proposed in this report is associated on schools and teacher education institutions (and other sites) based activity, the M.Ed. calendar should be development keeping in mind the schedule of these institutions .
- **A student has to take 4 credits General Elective Course from other department course/ MOOC approved by C.U.H/ U.G.C**
- **General Elective Courses Offered by M.Ed. to other department : Introduction to Academic Writing (4 Credits);
: Educational Leadership and Management (4 Credits)**

Syllabus-M.Ed.

Semester-II

PHILOSOPHICAL FOUNDATIONS OF EDUCATION
COURSE CODE:SOE010208C3014

Year: I
Semester: II

Credit : 4
Marks : 100 (External : 70+Internal: 30)

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

- Explain about the concept and nature and various branches of Philosophy
- Know about the concept and various types of knowledge.
- Understand the relationship between Philosophy and Education
- Explain the educational implications of some schools of philosophy in Western Thought and Indian Philosophy

Course Content / Syllabus

Unit-1: Conceptual Understanding of Philosophy

- Concept and nature of Philosophy, Educational Philosophy
- Relationship between Education and Philosophy.
- Branches of Philosophy: Metaphysics, Epistemology and Axiology and their implications for education.
- Knowledge: Concept, nature and types of knowledge

Unit-2: Indian Schools of Philosophy

Indian Schools of Philosophy with special reference to concepts of Knowledge, reality and values and their educational implications for aims of education, curriculum and methods of teaching: Sankhya, Vedanta, Buddhism, Jainism.

Unit-3: Western Schools of Philosophy

Western Schools of Philosophy with special reference to concepts of Knowledge, reality and values and their educational implications for aims, curriculum and methods of teaching: Idealism, Naturalism, Pragmatism, Existentialism

Unit-4: Educational Thinkers

- J. Krishnamurthy
- Rabindranath Tagore

- John Dewey
- Paulo Friere

Transactional Strategies

Lectures, Discussions, Presentations, Problem based learning.

Evaluation Strategies

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted (Better two will be counted)	Test	20
2	Assignment on various topics and presentation	Assignment & Presentation (PPT)	05
3	Percentage of attendance	Counted at the end of semester	05
Total Marks			30

Practicum :

Assignment on any one of the following :

- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic of their choice.
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.

Suggested Readings:

- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Bailey, Richardet. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Barrow, R. (2010). Schools of Thought in Philosophy of Education. In Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.
- Bharathy, V., & Rao, D. B. (2015). *Educational philosophies of Swami Vivekananda and John Dewey*. New Delhi: APH Publications Corporation.
- Carr, D. (2010). The Philosophy of Education and Educational Theory. In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.
- Chand, J. (2010). *Philosophical foundation of education*. New Delhi: Anshah publishing house.
- Coulby, D. & Zambeta, G. (2005). *Globalization & nationalism in education*. New York: Routledge.
- Deshpande, S. (2004). *Contemporary India: a sociological view*. New Delhi: Penguin.
- Gupta, R. (2011). *Philosophical, sociological and economic bases of education*. Ludhiana : Tondon Publications.
- Gupta, R. (2012). *Shiksha ke darshnik, samajshastriya aurarthik adhar*.Ludhiana:Tondon Publications.
- Kaur. (2018). *Philosophical and sociological perspectives in education*. New Delhi:ABD Publishers.
- Kenkel, W.F. (1980).*Society in action: Introduction to sociology*. New York: Harper and Row.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mathur S.S. (2008). *A Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Ministry of Education (1985). *Challenges of Education-A policy perspective*. New Delhi: Govt. of India.
- Ministry of Education (1993). *Education for all: The Indian Scene*. New Delhi: Govt. of India.
- Ozmon, H. A. (2017). *Philosophical foundations of education*. New Jersey: Pearson Publication
- Pandey, R.S. (1997). *East west thoughts on education*. Allahabad: Horizon Publishers.
- Phillips, D.C. (2010). What is Philosophy of Education? In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The SAGE Handbook of Philosophy of Education*. London: Sage Publications.
- Pring, R. (2010). The philosophy of education and educational practice. In the sage handbook of philosophy of education. Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.). London: Sage Publications.
- Siegel, H. (2010). Knowledge and truth. In Bailey, R. Barrow, Carr, D., & McCarthy, C. (ed.), *The sage handbook of philosophy of education*. London: Sage Publications.
- Singh, Y. K. (2014). *Education philosophy of Mahatma Gandhi*. New Delhi: APH Publishing Corporation.
- Sodhi T.S. & Suri A. (1998). *Philosophical and sociological foundation of education*. Patiala: Bawa Publications.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.
- Walia, J.A. (2011).*Modern Indian education and its problems*. Gopal Nagar, Jalandhar City: Paul Publishers.

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE CODE:SOE010209C3014

Year: I

Credit -4

Semester : II

Marks 100 (External : 70+Internal: 30)

Objectives: After the completion of this course the students will be able to

- Understand the concept of educational sociology and sociology of education and its Approaches.
- Know and understand Indian culture and socialization.
- Understand the Social Institutions and Social Movements.
- Understand social change and how education helps in it.

Course Content / Syllabus

Unit-1: Concept of Educational Sociology and Sociology of Education

- Educational Sociology, sociology of education, Relationship of Sociology and Education,
- Social foundations of education
- Approaches to Sociology of Education (Structural Functionalism and Conflict Theory)

Unit-2: Social Institutions and types, Social Movements and theories

- Concept and types of social Institutions and their functions in education (family, school and society)
- Concept of Social Movements and Theories (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit -3: Socialization and education , Education and Culture

- Social Stratification; Concept and educational implications
- Role of education in cultural context, Education and cultural change
- Concept and Meaning of Socialization, Agencies of Socialization; Home, School, Community

Unit-4: Social Change, Social Mobility and National Values

- Social change: Concept and educational Implications, constraints to Social Change in India
- Social Mobility and education.
- National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Transactional Strategies: Lectures, discussions, sociometry, observation and report of a social setting

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted (Better two will be considered)	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
Total Marks			30

Practicum (Assignment on any one of the following :

- Visit a school to study the activities of the school for socialization and prepare a report.
- Socio-Economics study of a class consisting of not less than 25 students and Prepare a report. Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.

Suggested Readings:

- *Abraham F. & Margan, J. (2002). Sociological thought. New Delhi: MC Millian India Ltd.*
- *Banks (2018). An Introduction to Multicultural Education. New Delhi: Pearson.*
- *Gore, M.S. (1984). Education and modernization in India. Jaipur: Rawat Publishers.*
- *Hanighurst, R.(1995). Society and education. Boston: Allyn and Bacon.*
- *Harlambos, M. (1997).Sociology Theme and perceptive. New Delhi: OUP.*
- *Jayapalan N. (2001). Sociological theories. New Delhi: Atlantic Publishers and Distributers.*
- *Kamat, A.R. (1985). Education and social change in India. Bombay: Samaiya Publishing Co.*
- *Lal, R.B. & Palod, S. (2016). Philosophical & Sociological perspectives of education. Meerut: R.Lall Publications*
- *M.H.R.D. (1990). Towards an enlightened and human society. New Delhi: Department of Education.*
- *Mathur, S.S.(1966). Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.*
- *Maubnhein K. (1962). An introduction to sociology of education. London: Routledge.*
- *Mossish, Loor (1972). Sociology of Education: An Introduction. London: George Lalen and Unwin.*
- *Pandey, K.P. (1983). Perspective in Social Foundations of Education. Gaziabad: Amita Prakashan.*
- *Rao, Shanker, C.N. (2002). Sociology, primary principles. New Delhi: S. Chand & Co.*
- *Saxena, S. (2001). Philosophical and sociological foundation of education. Meerut: Surya Publications.*
- *Singh, A.(2018). Emerging trends in education and future vision. New Delhi: Omega Publications*
- *Singh, B.N. (2005). Education: social change and economic development. Jaipur: RBSA Publishers.*
- *Snedden, D. (2018). A digest of educational sociology. Australia: Trestie Publications*
- *Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological foundation of education. Patiala: Bawa Publication.*

Web Resources

- <http://www.beykon.org/dergi/2016/SPRING/2016XI.I.10.A.Sen.pdf>
- https://www.bmartin.cc/pubs/90psa2/90psa2_Rootes.pdf
- <https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology>
- <https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1248.pdf>

<https://laulima.hawaii.edu/access/content/user/kfrench/sociology/The%20Three%20Main%20Sociological%20Perspectives.pdf>

- <https://study.com/academy/lesson/sociologys-four-theoretical-perspectives-structural-functional-social-conflict-feminism-symbolic-interactionism.html>
- https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Theory

CURRICULUM STUDIES

COURSE CODE:SOE010210C3014

Year:	I	Credit	: 4
Semester:	II	Marks	: 100 (External : 70+Internal: 30)

Objectives : After the completion of this course the students will be able to

- Understand the concept of curriculum and its various types.
- Understand the concept, scope and principles of curriculum development
- Know various models and designs of curriculum development
- Understand how to critically evaluate the curriculum

Course Content / Syllabus

Unit -1: Conceptual Understanding of Curriculum

- Meaning, definition and elements of curriculum
- Types of curriculum and curriculum approaches (Behavioral and Humanistic)
- Determinants of curriculum (Philosophical, Sociological and Psychological)

Unit -2: Curriculum Development

- Nature, purposes, scope and principles of curriculum development
- Types of curriculum-hidden curriculum, integrated curriculum and their relevance
- Structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE, UGC

Unit -3: Approaches and Models of Curriculum Design

- Academic/Discipline based model,
- Competency based model
- Social Function/Activities model
- CIPP model

Unit- 4: Models of curriculum evaluation

- Tyler model

- Kirkpatric model
- Scriven Model

Transactional Strategies: Assignments and workshop on curriculum development and evaluation

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted (Better Two will be considered)	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Compare and prepare report on different curriculum prescribed by different boards at secondary level.

Suggested Readings:

- Bob, M. & Patricia, M. (1999). *Curriculum in Context* (Eds.). London: Paul Chapman Publishing.
- Chomsky, N (1986). *Knowledge of Language*. New York: Prager.
- Dewey. J. (1992). *The Child and the Curriculum*. Chicago: University of Chicago Press.
- Education Scotland. (2012). Process of change. Retrieved February 7, 2012, from <http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/howwasthecurriculumdeveloped/processofchange/index.asp>
- Eurybase. (2009/2010). Organization of the education system in Finland: 2009/2010. Retrieved from http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/FI_EN.pdf

- Ford, G.W. & Lawrence, P. (1964). *The structure of Knowledge and the curriculum*. Chicago: Rand McNally & Company.
- Jackson, P.W. (1992). *Handbook of Research on Curriculum*(Ed.). NY: Macmillan Publishing Co.
- Kelley, A.B. (1996). *The Curricular Theory and Practice*. US: Harper and Row.
- Kumar K. (1997). *What is worth teaching ?*. New Delhi: Orient Longman.
- Margaret, K.T. (1999). *The open Classroom*. New Delhi: Orient Longman.
- Marsh, C.J. (2009). Key concepts for understanding curriculum. New York: Taylor and Francis.
- McKernan, J. (2008). Curriculum and imagination: Process theory, pedagogy and action research. New York, NY: Routledge.
- MHRD (1993): Learning Without Burden (Yashpal Committee Report). New Delhi. MHRD (2012) Vision of Teacher Education in India Quality and Regularity Perspective (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi
- National Curriculum Framework (2005): New Delhi: NCERT.
- Nirantar (1997). *Developing a curriculum for rural women*. New Delhi: Nirantar.
- Ornstein, A.C & Hunkins, F.P, (2018). *Curriculum: Foundations, Principles and Issues* (7th Ed.). New York: Pearson.
- Ornstein, A. C. (2011). Critical issues in Teaching. In Ornstein, Pajak, and Ornstein (Eds.). *Contemporary issues in Curriculum* (5th Ed.), Ch.8, p. 75-93. New York: Pearson.
- Ornstein, P. & Ornstein. A.C. (2011). *Contemporary Issues in Curriculum* (5th Ed.). New York: Pearson.
- P.H. Phenix. (1964). *Realms of meaning*. New York: MacGraw-Hill.
- Sarangapani, P. M. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. New Delhi: Sage Publication Inc.
- Prema Clarke (2001). *Teaching & learning: The culture of pedagogy*. New Delhi: Sage Publication.
- Slattery, P. (2006). *Curriculum development in the postmodern era* (2nd Ed.). New York: Rutledge.
- Steven H. Cahn (1970). *The philosophical foundation of education*. New York: Harper & Row Publishers.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. Harcourt: Brace and Wald.
- Yadav, S. (2017). *Curriculum development and school*. Agra: Vinod Pustak Mandir.

- Meaning of Reflective Teaching and Strategies.
- Transactional Approaches (for foundation courses) -Collaborative and Experiential learning

Unit-3 : Concept, Structure and Modes of In-service Teacher Education

- In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- Structure for In-service Teacher Education; District, State, Regional and National level Agencies and institutions.
- Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode.
- Models- Induction, Cascade, and School based.

Unit-4 : Agencies of Teacher Education, Teaching as a Profession and its future

- Agencies of Teacher Education and their functions: DIET, SCERT, NCERT, NCTE and UGC.
- Profession and Professionalism, Teaching as a profession, Professional ethics of a teachers
- Challenges of teacher education in 21st Century.

Transactional Strategies: Study of Reports of in-service teacher education programs organized by various agencies of education in India, workshop on development and conduct of an in-service teacher education program

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Three Sessional tests will be conducted (Better two will be considered)	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05

Practicum (Assignment on any one of the following) :

- Prepare a report on role of various central and state agencies in Teacher Education.
- Visit of DIET/SCERT/NCERT and prepare a note on its functions.
- Attend any in-service teacher education program and write a report on it.

Write a detail essay on conditions of Pre-Service and In-Service Teacher Education in your state.

Suggested Readings:

- Batra, P. (2014). Problematizing teacher education practice in India: Developing a research agenda. *Education as Change, 18*, S5- S18.
- Behari, A. & Menon, S. (2009). National Curriculum Framework 2005: Implications for Teacher Education. In M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds), *Teacher Education: Reflections towards Policy Formulation*. New Delhi: NCTE.
- Cochran Smith, M. (2008). Handbook of research on teacher education: Enduring questions in changing contexts (3rd ed.). New York: Routledge.
- Devedi, Prabhakar (1980). *Teacher Education- A Resource Book*. New Delhi: NCERT.
- http://www.ejtn.eu/Documents/Collaborative_experiential_learning.pdf
- Govt. of India (1966). *Education and National Development*, New Delhi. Report of Education Commission.
- Govt. of India (1986). *National Policy of Education*. New Delhi: Ministry of Human Resource and Development.
- Govt. of India (1992). *Report of C.A.B.E.*. New Delhi: Committee Department of Education.
- Giroux, H. (1988). *Teachers as Intellectuals*. USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- https://www.infodev.org/infodev-files/resource/InfodevDocuments_294.pdf
- Kohli, V.K. (1992). *Teacher education in India*. Ambala: Vivek Publishers.
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas* (2nd ed.). New Delhi: Sage Publications.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Mangla, S. (2000). *Teacher Education: Trends and Strategies*. New Delhi: Radha Publishing.
- MHRD (1985). *Report of the National Commission on Teachers* (1983-85). New Delhi: Govt. of India.
- MHRD (1986). *National Policy of Education and Program of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Program of Action*. New Delhi: Department of Education, Govt. of India.
- MHRD (2012). *Vision of teacher education in India: quality and regulatory perspective*. New Delhi: Govt. of India. 1 & 3.

- NCERT (2006). *Position paper on teacher education*. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*. New Delhi: NCTE.
- Null, J. W. & Bohan, C.H. (2005). Teacher education curriculum: what, how and why. *Curriculum and teaching dialogue* pp.39-49.
- <https://opentextbc.ca/teachinginadigitallage/chapter/4-4-models-for-teaching-by-doing/>
- Pollard, A. (2002). *Reflective teaching: Effective and evidence informed professional practice*. London: Continuum.
- Purnima, K. (2018). *Teacher education in 21st century*. ND: APH Publishing Corporation.
- Sharma (2017). *Teaching effectiveness*. ND: APH Publishing Corporation.
- Sharma, R.A. (2005). *Teacher Education*. Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). *Teacher Education*. New Delhi: Kanishka Publishers.
- Shrimali .K.L (1954). *Better teacher education*. New Delhi: Ministry of Education Govt. of India.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). *Handbook of Research on Teacher Education*. USA: Macmillan.
- <http://tanvir dhaka.blogspot.com/2011/01/models-of-teacher-education.html>
- Udyaveer (2006). *Modern Teacher Training*. New Delhi: Anmol Publications.

ACADEMIC WRITING

COURSE CODE:SOE010212C0022

Year :	I	Credit :	2
Semester:	II	Marks :	50

Objectives: After the completion of this course the students will be able to:

- Draft and write applications, professional letters and e- mail etc.
- Differentiate various kinds of informal and formal writings and writing styles
- Reflect on essential requirements of academic writing and distinguish a good academic writing from others.
- Identify and analyse academic sources and referring those sources of learning.
- Cite and acknowledge various sources of learning.
- Edit one's own and peer's writing work

Academic Writing Skill

- Difference between an article, essay and a research paper
- Difference between a seminar, conference, symposium, colloquium and a workshop
- Write a paragraph/essay and an article on any topic of your interest and edit your own writing. Prepare a report on it
- Write a professional report of any workshop and seminar
- Analyze a Newspaper and its contents
- Critically analyze any two research paper on the topic of your interest and write a report on it.
- Book Review: Any Text Book/Novel or Book

Transactional and Evaluation Strategies

Mode of transaction of this course will be a Discussions, workshop, Project and Assignment.

- o The student will maintain a file of the record related to activities performed.
- o Peer Review of various writing work done by students

Internal Assessment Strategies :

A total of fifteen marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	2.5
3	Percentage of attendance		2.5
Total Marks			15

References:

- Academic English: Writing Specialization (2019). Retrieved from [https:// www.coursera.org/specializations/academic-english](https://www.coursera.org/specializations/academic-english).
- Bailey. S. (2015). *Academic writing: A Handbook for International Students*. London and New York: Rutledge.
- Eric Hayot (2014). *The Elements of Academic Style: Writing for the Humanities*. US: Columbia University Press.
- Labaree, R.V. (2009). Organizing your social sciences research paper: Academic writing style. Retrieved from [libguides.usc.edu/writing-guide/academic writing](http://libguides.usc.edu/writing-guide/academic-writing)
- Murray, N. (2012). *Writing essays in english language and linguistics*. UK: Cambridge University Press.
- Olivia, V. (2019). An introduction to academic writing: Characteristics and common mistakes to avoid. Retrieved from <https://www.thoughtco.com/what-is-academic-writing-1689052>

INTERNSHIP AND FIELD ENGAGEMENT

COURSE CODE:SOE010213C0022

Year : I **Credit:** 2

Semester: II **Marks:** 50

Objectives : Internship program is aimed at providing practice of the concepts and skills learned in the theoretical papers in the field of education such as schools, teacher education institutes apart from where the scholar is studying.

Methodology:

Internship should be organized in such a way that involves all students' engagement for a continuous period of 28 days in a school/ teacher education institute for field experience associated with the specialization that students choose. Since the M.Ed. Programme structure proposed in this report is associated with schools and teacher education institutions (and other sites) based activities, the M.Ed. Calendar should be developed keeping in mind the schedule of these institutions.

Plan of Activities:

Sr. No.	Phase	Name of Activity	Duration
1	Part -One	Pre Internship training (Each student is required to deliver at least one lecture to B.Ed. students of School of Education)	01 Week
2	Part - Two	Observation of Internship Activities of B.Ed. students	01 Week
3	Part-Three	Attachment in Teacher Training Institution.	02 Week

Total Duration of Internship	04 Week
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Part-A:

This phase is preparatory in nature aimed at providing students with necessary guidance and skills enriching their field based engagement. In this phase each M.Ed. student is required to take a minimum of One Pedagogy paper class in the B.Ed. course of the Department.

Part-B:

Each student is required to observe the internship activities of B.Ed. students attached to a high school / higher secondary school for school based internship programme. The students are required to observe at-least five lessons of B.Ed. students and should maintain a separate observation record. The students are also expected to familiarize himself/herself with the school practices including school administration, organization of curricular and co-curricular activities.

Part-C:

Each M.Ed. student is required to take a minimum of 06 classes in B.Ed. college/DIET either in core papers or in optional papers or both taken together under the close mentorship of teacher educators of the institution selected for internship related activities. The students are also expected to familiarize himself/herself with the college practices including administration, organization of curricular and co-curricular activities. The students are also expected to collectively organize at least one activity. The suggestive list are as follows:

- Teaching learning material making competition
 - Drawing / poster making competition on themes related to education
 - Organize an innovative teaching learning material making workshop.
 - Debate/ Essay writing/ Slogan competition.
 - Nukkad Natak
 - Cleanliness Drive
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- Workshop on Micro-teaching Skills

Internal & External Assessment Strategies :

The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks (Internal)	Mode	Weightage of Marks (External)
1	Part-A	Presentation of Report (PPT)	10	Viva-Voce	10
2	Part-B	Presentation of Report (PPT)	10	Presentation of Report	10
	Part-C (One)	Presentation of Report (PPT)	7.5		
3	Percentage of attendance		2.5		
Total Marks			30		20

DISSERTATION-II

COURSE CODE:SOE010214C0022

Year: I

Credit : 2

Semester: II

Marks: 50

Objectives : After the completion of the dissertation work ,students will be able to:

- Understand the process of conducting research.
- Know various statistical techniques used for analysing the data.
- Critically analyse the related literature
- Contribute to new knowledge.
- Learn the process of publishing research output
- Suggest desirable changes in their area of study.

Transactional Strategies : In this part of Dissertation each student is required to undertake the following activities under the guidance of their respective supervisors:

- Preparation of detailed synopsis
- Review of related literature
- Classroom Seminar/Colloquium

Internal and External Assessment Strategies:

The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Weightage of Marks (Internal)	Activity	Weightage of Marks (External)
1	Preparation of detailed synopsis	10	Presentation	10
2	Presentation	10	Viva-Voce	10

3	Viva-Voce	10		
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