

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) Specialisation 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 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 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, seminars 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: 2018-20)

Total No. of Credits in Two Years= 90+8=98

M.Ed. Semester- I

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
1	4	SOE010101C3014	Psychology of Learning and Development	100	4	0	4	30%	70%
2	4	SOE010102C3014	Historical, Political & Economic Foundations of Education	100	4	0	4	30%	70%
3	4	SOE010103C3014	Educational Studies	100	4	0	4	30%	70%
4	4	SOE010104C3014	Introduction to Educational Research	100	4	0	4	30%	70%
5	2	SOE010105C0022	ICT in Education	50	0	2	4	60%	40%
6	2	SOE010106C0022	Development of Self: Yoga Education	50	0	2	4	60%	40%
7	2	SOE010107C0022	Dissertation Part-I	50	0	2	4	60%	40%
8	4		Taken from other Department/ MOOC	100	4	0	4	30%	70%
Total	26			650	20	6	32		

Practicum/ Hands on/ students Activity / Seminar/ Workshop/etc; during Practicum hours

Number of days=100

- **1 credit Theory/ Tutorial/ Practicum=16 hours in a semester**
- **1 credit practical=32 hours in a semester**
- **1 credit=25 Marks**
- Viva-Voice exam for course 05 will be conducted by the external examiner at the end of the semester and weightage will be 40% external & 60% Internal.
- Practical Examination for Course No. 6 & 7 will be 40% external & 60% Internal.
- **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 : Personality Development (4 Credits)**

M.Ed. Semester- III

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
17	4	SOE010315C3014	Advance Research Methodology	100	4	0	4	30%	70%
18	4	SOE010316C3014	Inclusive Education: Gender, Disability and Marginalization	100	4	0	4	30%	70%
19	2	Any one of the following		50	2	0	2	30%	70%
		SOE010317C2002	Institutions, Systems and Structures at Elementary Stage						
		SOE010318C2002	Institutions, Systems and Structures at Secondary Stage						
20	2	Any one of the following		50	2	0	2	30%	70%
		SOE010319C2002	Stage Specific Status, Issues and Concerns at Elementary Stage						
		SOE010320C2002	Stage Specific Status, Issues and Concerns at Secondary Stage						
21	2	Any one of the following		50	2	0	2	30%	70%
		SOE010321C2002	Practice Relating to Curriculum, Pedagogy and Assessment at Elementary Stage						
		SOE010322C2002	Practice Relating to Curriculum, Pedagogy and Assessment at Secondary Stage						
22	2	SOE010323C2002	Environmental Education	50	2	0	2	30%	70%
23	4	SOE010324C0044	Internship in Specialized Area	100	4	0	8	60%	40%
24	2	SOE010325C0022	Dissertation Part-III	50	2	0	4	60%	40%
Total	22			550	22	0	28		

Practicum/ Hands on/ Students Activity / Seminar/ Workshop/etc; during Practicum hours

Number of days=100

1 credit Theory/ Tutorial/ Practicum=16 hours in a semester

1 credit practical=32 hours in a semester

1 credit=25 Marks

Viva-Voce exam for course 23 & 24 will be conducted by the external examiner at the end of the semester and weightage will be 40% external & 60% Internal.

General Elective Courses offered by M.Ed. to other department : Art of Teaching (4 Credits)

M. Ed. Semester- IV

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
25	4	SOE010426C3014	Recent Trends in Teacher Education	100	4	0	4	30%	70%
26	4	Elective Course-I (Choose any one)		100	4	0	4	30%	70%
		SOE010427DCEC3014	Educational Technology						
		SOE010428DCEC3014	Education of the Disadvantaged Groups						
		SOE010429DCEC3014	Personality Development and Communication Skills						
		SOE010430DCEC3014	Educational Measurement and Evaluation						
27	4	Specialization of course -Elective-II (Choose any one)		100	4	0	4	30%	70%
		SOE010431DCEC3014	Educational Policy, Economics and Planning at Elementary Level						
		SOE010432DCEC3014	Educational Policy, Economics and Planning at Secondary Level						
28	4	Specialization of course -Elective-III (Choose any one)		100	4	0	4	30%	70%
		SOE010433DCEC3014	Educational Management, Administration & Leadership at Elementary Level						
		SOE010434DCEC3014	Educational Management, Administration & Leadership at Secondary Level						
29	4	Elective Course-IV (Choose any one)		100	4	0	4	30%	70%
		SOE010435DCEC3014	Value Education						
		SOE010436DCEC3014	Distance and Open Learning						
		SOE010437DCEC3014	Comparative Education						
		SOE010438DCEC3014	Guidance and Counselling						
30	4	SOE010439C3014	Dissertation	100	0	4	8	60%	40%
Total	24			600	20	4	28		

- **1 credit Theory/ Tutorial/ Practicum=16 hours in a semester**
- **1 credit practical=32 hours in a semester**
- **1 credit=25 Marks**
- Viva-Voce exam for course 29 will be conducted by the external examiner at the end of the semester and weightage will be 20% external viva-voce, 20% Internal & 60% Report writing.
- **General Elective Courses offered by M.Ed. to other department**
 - **Introduction to Counselling (4 Credits)**
 - **Inclusive Education (4 Credits)**

List of General Elective Course (Offered to Other Department)

Sr. No.	Semester	Course Code	Paper Title
1	First	SOE010140GEC3014	Personality Development
2	Second	SOE010241GEC3014	Introduction to Academic Writing
3	Second	SOE010242GEC3014	Educational Leadership and Management
4	Third	SOE010343GEC3014	Art of Teaching
5	Forth	SOE010444GEC3014	Introduction to Counselling
6	Forth	SOE010445GEC3014	Inclusive Education

Syllabus-M.Ed.

Semester-II

Year	I	COURSE CODE:SOE010208C3014				Credit	4																																															
Semester	II	PHILOSOPHICAL FOUNDATIONS OF EDUCATION				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 of philosophy • explain about various branches of Philosophy • know about the concept and various types of knowledge. • understand the relationship between Philosophy and Education • understand the educational implications of various schools of philosophy and views of thinkers on Education																																																					
<table><tr><th colspan="4">Teaching Scheme (session)*</th><th rowspan="2">Total (L+T+P)</th><th colspan="3">Examination Scheme</th></tr><tr><th>Unit</th><th>L</th><th>T</th><th>P</th><th>Internal Assessment</th><th>External Assessment</th><th>Total Marks</th></tr><tr><td>I</td><td>12</td><td>4</td><td>0</td><td>16</td><td rowspan="4">30</td><td rowspan="4">70</td><td rowspan="4">100</td></tr><tr><td>II</td><td>12</td><td>2</td><td>1</td><td>15</td></tr><tr><td>III</td><td>12</td><td>3</td><td>2</td><td>17</td></tr><tr><td>IV</td><td>12</td><td>3</td><td>1</td><td>16</td></tr><tr><td>Total</td><td>48</td><td>12</td><td>04</td><td>64</td><td>30</td><td>70</td><td>100</td></tr></table>									Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme			Unit	L	T	P	Internal Assessment	External Assessment	Total Marks	I	12	4	0	16	30	70	100	II	12	2	1	15	III	12	3	2	17	IV	12	3	1	16	Total	48	12	04	64	30	70	100
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Course Content / Syllabus																																																						
Unit-1	Conceptual Understanding of Philosophy • Concept and nature of Philosophy • Concept of Educational Philosophy and Philosophy of Education • 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	Modern Philosophy and Indian Educational Thinkers
	• Modern Concept of Philosophy: Logical Analysis, Logical Empiricism and Positive Relativism (Morris L. Prigge) • Indian Thinkers • Swami Vivekanand • Tagore • Aurobindo • Mahatma Gandhi
Transactional Strategies	Lectures, dialogues, discussions, debates for comparisons, assignments in the form of essay, projects etc.

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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script.

- Students will be required to submit a long essay of 1500 – 2000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500-700 words).
- 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.
- Agarwal, J.C.. *Land marks in the history of modern Indian Education*, New Delhi. Vikas Publication.
- Bailey, Richard., & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd
- Barrow, R. (2010). Schools of Thought in Philosophy of Education. In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). 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 The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Chand, J. (2010). *Philosophical foundation of education*. New Delhi: Anshah publishing house.
- Challenges of Education-A policy perspective, (1985). New Delhi: Ministry of Education, Govt. of India.
- Coulby, D. & Zambeta, G. (2005). *Globalization & nationalism in education*. New York: Routledge Falmer.
- Deshpande, S. (2004). *Contemporary India: a sociological view*. New Delhi: Penguin.
- Education for all (1993). The Indian Scene, Ministry of Education. New Delhi: Govt. of India.
- Gupta, Rainu (2011). *Philosophical, sociological and economic bases of education*. Ludhiana :Tondon Publications.
- Gupta, Rainu (2012). *Shiksha ke darshnik, samajshastriya aur arthik adhar*. Tondon Publications, Ludhiana.
- J.A. Walia, (2011). *Philosophical, sociological and economic bases of education*, Jalandhar: Ahim Paul Publishers.
- J.A. Walia, (2011): *Modern Indian education and its problems*. Gopal Nagar, Jullundhur City: Paul Publishers.
- Kenkel, W.F., *Society in Action (1980) : 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.
- Ozmon, H. A. (2012). *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 The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). 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 the sage handbook of philosophy of education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). 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., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Year	I	COURSE CODE:SOE010209C3014 SOCIOLOGICAL FOUNDATIONS OF EDUCATION	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. • know and understand Indian culture and socialization. • understand the educational implications of social interactions. • understand social change and how education helps in it.
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Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	L	T	P		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
Total	48	12	04	64	30	70	100

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 • Concepts, Factors influencing social organization – folk ways, mores; institutions; values • Dynamic characteristics of social organization and its educational implications • Social group inter-group relationship-group dynamics
Unit-2	Social Interactions and their Educational Implications
	• Education as an institution and a social sub-system • Major roles and status (Students, teachers and administrators interrelationship) • Social stratifications-concepts of social stratification and its educational implications • Constitutional Values: Equality, Freedom, Social Justice, Inclusiveness & Secularism

	Education of the socially and economically disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural population
Unit -3	Education and Culture, Religion, Politics and Democracy
	- Social Stratification; Concept and educational implications - Role of education in cultural context - Cultural determinants of education - Education and cultural change - Concept and Meaning of Socialization, Agencies of Socialization; Home, School, Community - Socialization of child in Indian Context
Unit-4	Social Change and Social Mobility: Meaning, Concept and Nature with Special Reference to India
	- Social change; Meaning, Concept and educational Implications constraints to Social Change in India (Caste, Class, Ethnicity, Language, Religion, Regionalism - Social Mobility - Concept of Urbanization, Modernization, Westernization, Sanskritisation and Industrialization with special reference to Indian society and its educational implications.
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.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Visit a school to study the relationship of students, teachers, administration and staff of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management.
- Socio-metric study of a class consisting of not less than 20 students. Prepare a report on entire activity.

Suggested Readings:

- Abrahan Francis & Margan John (2002). *Sociological thought*. New Delhi: MC Millian India Ltd.
- Gore, M.S. (1984). *Education and modernization in India*. Jaipur: Rawat Publishers.
- Hanighurst, Robert et al. (1995). *Society and education*. Baston: Allyn and Bacon.
- Harlambos, M. *Sociology Theme and perceptive*. OUP, New Delhi.
- 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.
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- Mathur, S.S. *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Maubnhein K. (1962). *An introduction to sociology of education*. London: Routledge and Kegan Paul.
- 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, B.N. (2005). *Education: social change and economic development*. Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). *Philosophical and sociological foundation of education*. Patiala: Bawa Publication.
- www.tscermumbai.in/resources_paper_1/I.2_sociological_foundations... · PDF file Paper I.II Sociological Foundation of Education
- https://en.wikipedia.org/wiki/Sociology_of_education
- <https://www.scribd.com/doc/36337036/Psychological-and-Sociological...>

Year	I	COURSE CODE:SOE010210C3014 CURRICULUM STUDIES				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																																																					
<table><tr><td colspan="4"><u>Teaching Scheme (session)*</u></td><td rowspan="2"><u>Total (L+T+P)</u></td><td colspan="3"><u>Examination Scheme</u></td></tr><tr><td><u>Unit</u></td><td><u>L</u></td><td><u>T</u></td><td><u>P</u></td><td><u>Internal Assessment</u></td><td><u>External Assessment</u></td><td><u>Total Marks</u></td></tr><tr><td><u>I</u></td><td><u>12</u></td><td><u>4</u></td><td><u>0</u></td><td><u>16</u></td><td rowspan="4"><u>30</u></td><td rowspan="4"><u>70</u></td><td rowspan="4"><u>100</u></td></tr><tr><td><u>II</u></td><td><u>12</u></td><td><u>2</u></td><td><u>1</u></td><td><u>15</u></td></tr><tr><td><u>III</u></td><td><u>12</u></td><td><u>3</u></td><td><u>2</u></td><td><u>17</u></td></tr><tr><td><u>IV</u></td><td><u>12</u></td><td><u>3</u></td><td><u>1</u></td><td><u>16</u></td></tr><tr><td><u>Total</u></td><td><u>48</u></td><td><u>12</u></td><td><u>04</u></td><td><u>64</u></td><td><u>30</u></td><td><u>70</u></td><td><u>100</u></td></tr></table>									<u>Teaching Scheme (session)*</u>				<u>Total (L+T+P)</u>	<u>Examination Scheme</u>			<u>Unit</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>Internal Assessment</u>	<u>External Assessment</u>	<u>Total Marks</u>	<u>I</u>	<u>12</u>	<u>4</u>	<u>0</u>	<u>16</u>	<u>30</u>	<u>70</u>	<u>100</u>	<u>II</u>	<u>12</u>	<u>2</u>	<u>1</u>	<u>15</u>	<u>III</u>	<u>12</u>	<u>3</u>	<u>2</u>	<u>17</u>	<u>IV</u>	<u>12</u>	<u>3</u>	<u>1</u>	<u>16</u>	<u>Total</u>	<u>48</u>	<u>12</u>	<u>04</u>	<u>64</u>	<u>30</u>	<u>70</u>	<u>100</u>
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<u>II</u>	<u>12</u>	<u>2</u>	<u>1</u>	<u>15</u>																																																		
<u>III</u>	<u>12</u>	<u>3</u>	<u>2</u>	<u>17</u>																																																		
<u>IV</u>	<u>12</u>	<u>3</u>	<u>1</u>	<u>16</u>																																																		
<u>Total</u>	<u>48</u>	<u>12</u>	<u>04</u>	<u>64</u>	<u>30</u>	<u>70</u>	<u>100</u>																																															
Course Content / Syllabus																																																						
Unit -1	Conceptual Understanding of Curriculum																																																					
	• Meaning, definition and elements of curriculum • Types of curriculum and curriculum approaches (Behavioral and Humanistic) • Determinates of curriculum (Philosophical, Sociological and Psychological) • Core, Integrated & spiral curriculum																																																					
Unit -2	Curriculum Development																																																					
	• Nature, purposes, scope and principles • Principles of formulating aims, selecting content and learning experiences • Models of curriculum developments: ➤ Tyler’s Model ➤ Taba’s Model ➤ Olivia’s Model																																																					

	➤ Doll's Model ➤ Sayle & Alexander's Model)
Unit -3	Curriculum Design: Concept and Need
	• Different curriculum designs- subject centered, experience centered, activity centered and core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance • Eclectic model of curriculum design
Unit- 4	Curriculum Evaluation
	• Concept of Curriculum evaluation • Curriculum evaluation models: Scientific and modernist • Methods of curriculum evaluation : Formative ,Summative and Interpretation of evaluation results • Critical analysis of curriculum and teaching materials
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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
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 Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. London: Paul Chapman Publishing.
- Chomsky, N (1986). *Knowledge of Language*. New York: Prager.
- Dewey , John. *The Child and the Curriculum*. Chicago: University of Chicago Press.
- G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Chicago: Rand McNally & Company.

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- Kelley, A.B. (1996). *The Curricular Theory and Practice*. US:Harper and Row.
- Kumar Krishna (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. Taylor and Francis.
- Nirantar (1997). *Developing a curriculum for rural women*. New Delhi: Nirantar.
- Ornstein, A.C & Hunkins, F.P, (2016). *Curriculum: Foundations, Principles and Issues* (7th Ed.). Pearson
- Ornstein, A. C. (2011). *Critical issues in Teaching*. In Ornstein, Pajak, and Ornstein (Eds.) . Contemporary issues in Curriculum(5th Ed,). Pearson. Ch.8, p. 75-93.
- Ornstein, Pajak, and Ornstein. (2011). *Contemporary Issues in Curriculum* (5th Ed,). Pearson
- P.H. Phenix,(1964). *Realms of meaning*. New York: MacGraw-Hill.
- Padma M. Sarangapani (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.). Routledge
- Steven H. Cahn (1970). *The philosophical foundation of education*. New York: Harper & Row Publishers.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*, Har Court, Brace and Wald.

Year	I	COURSE CODE:SOE010211C3014 TEACHER EDUCATION				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 objectives of teacher education at various levels. - Familiarize with different modes of pre-service and in-service teacher education. - Familiarize and evaluate various components of a pre-service and in-service teacher education - Know the role and functions of agencies of Teacher Education programs.							
Teaching Scheme (session)*				Total (L+T+P)		Examination Scheme			
Unit	L	T	P			Internal Assessment	External Assessment	Total Marks	
I	12	4	0	16		30	70	100	
II	12	2	1	15					
III	12	3	2	17					
IV	12	3	1	16					
Total	48	12	04	64		30	70	100	
Course Content / Syllabus									
Unit-1	Introduction to Teacher Education								
	- Concept, Need and Scope of Teacher Education. - Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66), National Curriculum Framework (2005) in India. - Aims and Objectives of Teacher Education at: ➤ Elementary Level. ➤ Secondary Level. ➤ Higher Level. - Quality Assurance in Teacher Education								
Unit-2	Structure, Curriculum and Modes of Pre-Service Teacher Education								
	- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope. - The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.								

	• Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship. • Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations. • Needs of Innovation in Pre-service Teacher Education Programme.
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; Sub –District, District, State, Regional and National level Agencies and institutions. • Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and coursework. Scope, Merits and limitations of each of them.
Unit-4	Agencies of Teacher Education: Role and Functions • National Agency: UGC (University Grants Commission), NUEPA, NCTE and NCERT • State level Agencies- DIET and SCERT. • Role of NCERT and NCTE in Teacher Education. • Current Trends in Teacher Education. • Managing Teacher Education: Challenges 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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Prepare a report on role of various central and state agencies in Teacher Education.
- Prepare a project on challenges in Teacher Education in 21st Century.
- Any other activity assigned by the Institution.

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. (Ed) (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.
- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009). New Delhi: NCTE.
- NCERT (2006). *Position Paper on Teacher Education*. New Delhi: National Council for Educational Research and Training.
- 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. Volume 1 & 3.
- Govt. of India (1966). *Education and National Development*, New Delhi. Report of Education Commission.
- Govt. of India(1992). *Report of C.A.B.E..* New Delhi: Committee Department of Education.
- Govt. of India (1986). *National Policy of Education*, New Delhi: Ministry of Human Resource and Development.
- 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.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). *Teacher education curriculum: what, how and why. Curriculum and teaching dialogue* pp.39-49
- Pollard, A. (2002). *Reflective teaching: Effective and evidence informed professional practice*. London: Continuum
- Sharma, R.A. (2005). *Teacher Education*. Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). *Teacher Education*. New Delhi: Kanishka Publishers.
- Shrimali .K.L *Better teacher Education*, Ministry of education Govt. of India, New Delhi.
- Sikula, J., BATTERY, T. J. & Guyton, E. (Ed.) (1996). *Handbook of Research on Teacher Education*. USA: Macmillan
- Udyaveer (2006). *Modern Teacher Training*. New Delhi: Anmol Publications.

Year	I	COURSE CODE:SOE010212C0022 ACADEMIC WRITING	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 analyze academic sources and referring those sources of learning.
- cite and acknowledge various sources of learning.
- edit one's own and peer's writing work

<u>Teaching Scheme (session)*</u>				<u>Total (L+T+P)</u>	<u>Examination Scheme</u>		
<u>Unit</u>	<u>L</u>	<u>T</u>	<u>P</u>		<u>Internal Assessment</u>	<u>External Assessment</u>	<u>Total Marks</u>
<u>I</u>	00	0	<u>0</u>	<u>16</u>	<u>30</u>	20	50
<u>II</u>	00	0	0	16			
<u>Total</u>	00	00	00	32	<u>30</u>	20	50

**Workshop on
Academic Writing
Skill**

- Difference between an article, essay and a research paper
- Difference between a seminar, conference, symposium, colloquium and a workshop
- Identify and discuss various sources of knowledge and learning
- Write a paragraph/essay and an article on any topic of your interest and edit your own writing. Prepare a report on it.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and an official mail on any topic.
- Write a professional report of any workshop and seminar
- Analyze a Newspaper and its contents
- Critically analyze any one 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	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	3 Practical Activities	Assignment & Presentation (PPT)	15
	2	Peer Review writing work	Assignment & Presentation (PPT)	7.5
	3	Percentage of attendance		2.5
	Total Marks			30
Mode of transaction of this course will be a Discussions, workshop, Project and Assignment.				
The student will maintain a file of the record related to activities performed. Peer Review of various writing work done by students				

References
https://www.thoughtco.com/what-is-academic-writing-1689052 grammar.yourdictionary.com/.../definition-of-academic-writing.html https://www.coursera.org/specializations/academic-english libguides.usc.edu/writing guide/academic writing https://www.academia-research.com/academic-writing-jobs https://www.naukri.com/academic-writing-jobs https://essay-company.com/academic-writing owl.massey.ac.nz/academic-writing/what-is-academic-writing.php library.leeds.ac.uk › ... › Academic skills

Year	I	COURSE CODE:SOE010213C0022 INTERNSHIP AND FIELD ENGAGEMENT	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.

Examination Scheme

Internal Assessment	External Assessment	Total Marks
<u>30</u>	20	50
<u>30</u>	20	50

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	Training in Teacher Training Institution	02 Week
Total Duration of Internship			04 Week

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
- Workshop on Micro-teaching Skills

Internal & External 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.

Internal Assessment Strategies				Internal Assessment Strategies	
S. No.	Activity	Mode	Weightage of Marks	Mode	Weightage of Marks
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

Year	I	COURSE CODE:SOE010214C0022 DISSERTATION-II	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.		
Examination Scheme				
Internal Assessment		External Assessment	Total Marks	
30		20 (Report Presentation & Viva-Voce)	20	
30		20	50	
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 - Selection/ development of tool (s) /instrument (s) for data collection - Planning for data collection - Classroom seminar		
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	Report Writing	Report Writing	15	
2	Presentation	PPT	10	
3	Viva-Voce		05	
Total Marks			30	

GENERAL ELECTIVE COURSE

Year	I	GENERAL ELECTIVE COURSE COURSE CODE: SOE010241GEC3014 INTRODUCTION TO ACADEMIC WRITING	Credit	4
Semester	II		Marks	100

Objectives:	• Write or draft professional letters and mail etc. • Use & differentiate different kinds of writings and writing styles • Reflect on essential requirements of academic writing & distinguish a good academic writing from others. • Analyze academic sources and how to refer them. • Cite a source, paraphrase and acknowledge the source & edit one's own writing. • Write a research article, review article, thesis chapter and other related academic research text, • Demonstrate understanding of the ways in which writers, texts and readers interact,
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<u>Teaching Scheme (session)*</u>				<u>Total (L+T+P)</u>	<u>Examination Scheme</u>		
<u>Unit</u>	<u>Lecture (L)</u>	<u>Tutorial (T)</u>	<u>Practicum (P)</u>		<u>Internal Assessment</u>	<u>External Assessment</u>	<u>Total Marks</u>
<u>I</u>	<u>12</u>	<u>4</u>	<u>0</u>	<u>16</u>	<u>30</u>	<u>70</u>	<u>100</u>
<u>II</u>	<u>12</u>	<u>2</u>	<u>1</u>	<u>15</u>			
<u>III</u>	<u>12</u>	<u>3</u>	<u>2</u>	<u>17</u>			
<u>IV</u>	<u>12</u>	<u>3</u>	<u>1</u>	<u>16</u>			
Total	48	12	04	64	30	70	100

Workshop on Academic Writing Skill

	• Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it. • Prepare a programme on reflective thinking and negotiation skill and conduct it in school. • Prepare your resume/effective profile for an interview. • Prepare a professional letter and mail on any topic. • Write a professional report of any workshop and seminar
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Course Content / Syllabus

Unit-1	Introduction to Academic Research Writing
	• Concept meaning of academic research • Need and importance of academic research • Nature of academic research
Unit-2	Structure of :
	• research article,

	• review article, • Thesis chapter and other related academic research text.
Unit-3	Review Writing and Writing of Project Proposal
	• Publication Manual of the American Psychological Association or any other as per demand. • Writing project proposal
Unit-4	Seminar and Conference Presentation
	• Writing and presentation of full length papers in seminar/ conference • Publication procedure of research article and papers • Patent policy (Intellectual property Rights India)

Transactional Strategies

Note:

1. The student will maintain a file of the record related to activities performed.

2. Mode of transaction of this course will be a workshop.

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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- The course consists of two parts: The first part is a series of seminars in which participants analyze texts (their own and others), perform small writing tasks and take part in discussions about aspects of the texts. In the second part, the participants' work individually with a partner and instructor on a text they themselves are writing for eventual publication
- Each student should be prepared to bring FIVE well-written published academic article in your field (to use as models) and whatever notes, earlier drafts you need to get started on a manuscript.
- Student will write assignments in order to develop a full-length article or conference presentation by the end of the course. Working from your own areas of interest, the course moves progressively from short writing tasks to a full-length paper.

Suggested Readings:

- Hall, G. M, ed. (2008).*How to Write a Paper*. Fourth Edition. Malden, MA: Blackwell. (155 pages)
- Chicago Manual of Style (2005) Fifteenth Edition. University of Chicago Press
- Swales, J. M and Feak, C. B. (2000).*English in today's research world: A writing guide*. Michigan: University of Michigan. (293 pages).
- Michaelson HB. (1990).*How to write and publish engineering papers and reports*. Third Edition. Phoenix: Oryx Press
- Day, R. and Castel, B. (2012).*How to write and publish a scientific paper*. Seventh Edition. Cambridge University Press (293 pages).
- Booth, W. et. al.,T (2008). *The craft of research*. Chicago: Chicago University Press (pages 313).
- Publication Manual of the American Psychological Association (2001) Fifth Edition. Washington: APA (436 pages)

Year	II	COURSE CODE:SOE010242DCEC3014 EDUCATIONAL LEADERSHIP AND MANAGEMENT	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)

Objectives	On the completion of this course the students will be able to: ▪ Know and understand the concepts of educational management, administration and leadership ▪ Understand various styles of leadership ▪ Develop some leadership qualities in themselves ▪ Understand educational administration in India at local, state and central level
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Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
Total	48	12	04	64	30	70	100

Course Content / Syllabus

Unit-1	Conceptual Understanding of Educational Management
	• Concept, Needs, Objectives & Scope of Educational Management • Approaches and Principles of Educational Management • Concept of Educational Management Human Beings as inputs, Process & Product inputs • Educational Manager: Functions, Roles, Skills & Competencies • Managerial Creativity, Managerial Ethics
Unit-2	School Management and Communication
	• Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration • Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at secondary level.

	• Process, Human Relations Approach to Management. • Types of Communication • Methods and Devices of Communication • Selection of Appropriate Communication Strategies • Barriers of Communication
Unit-3	Leadership in Education & Theories of Leadership • Concept of Leadership, Leader and Manager, • Leadership Traits and Skills • Functions and Styles of Leadership • Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social. • Hersey and Blanchard's Situational Theory.
Unit- 4	Educational Administrative Bodies in India at National Level: Role & Functions • University Grant Commission (UGC) • National Council of Educational Research and Training (NCERT) • National University of Educational Planning and Administration (NUEPA) • Ministry of Human Resource Development (MHRD) • National Council for Teacher Education (NCTE) • Central Advisory Board For Education (CABE)
Transactional Strategies	Lectures, field visits to various educational institutions, case studies, assignments, discussions

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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). *Images of educational change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing People*, New Delhi: Excel Books.
- Bush T., L. B. (2003). *The principles and practice of educational management*, (Edited, Ed.) New Delhi: Sage Publications.
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- Chauhan, S. (2012). *Educational Management*, New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management Thought*, New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of Organizational Change*, New Delhi: Response Books.
- Luthans, F. (2005). *Organisational Behaviour*, New York: McGraw – Hills Inc.
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- McCaffery, P. (2004). *The Higher Education Manager's Handbook*, New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational Behaviour- Texts and Cases*, Mumbai: Himalaya Publication.
- Nangia, S.B. (2009). *Educational Administration*, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). *Leadership Theory and Practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational Behaviour in Education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University Education Administration and the Law*, New Delhi: Deep & Deep Publications.
- Punia, V. (2004). *Managerial Skills in Educational Administration*, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and Accreditation in Higher Education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing Managerial Roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational Administration Policy, Planning and Survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational Administration & Management*. Meerut: R Lal Book Depot.
- Sindhu, I.S. (2012). *Educational Administration & Management*. New Delhi: Pearson Publications

Year	II	COURSE CODE: SOE010444GEC3014 INTRODUCTION TO COUNSELLING			Credit	4	
Semester	IV				Marks	100 (Theory: 70, Internal: 30)	
Objectives		On the completion of this course the students will be able - to understanding of Historical and Professional Foundations of Counselling in India - to analyze their attitudes and beliefs about helping through self-assessment assignments - to understand the roles, functions, and characteristics of counselors - to counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling intervention					
<u>Teaching Scheme (session)*</u>				<u>Total (L+T+P)</u>	<u>Examination Scheme</u>		
<u>Unit</u>	<u>Lecture (L)</u>	<u>Tutorial (T)</u>	<u>Practicum (P)</u>		<u>Internal Assessment</u>	<u>External Assessment</u>	<u>Total Marks</u>
<u>I</u>	<u>12</u>	<u>4</u>	<u>0</u>	<u>16</u>	<u>30</u>	<u>70</u>	<u>100</u>
<u>II</u>	<u>12</u>	<u>2</u>	<u>1</u>	<u>15</u>			
<u>III</u>	<u>12</u>	<u>3</u>	<u>2</u>	<u>17</u>			
<u>IV</u>	<u>12</u>	<u>3</u>	<u>1</u>	<u>16</u>			
<u>Total</u>	<u>48</u>	<u>12</u>	<u>04</u>	64	<u>30</u>	<u>70</u>	<u>100</u>
Course Content / Syllabus							
Unit -1	Historical and Professional Foundations of Counselling						
	- Counselling in India: History and Trends - Personal and Professional Aspects of Counselling - Ethical and Legal Aspects of Counselling - Cultural Aspects of Counselling						
Unit -2	The Counselling Process and Assessment Interview						
	- Building Counselling Relationships - Testing, Assessment, and the Diagnosis in Counselling - Working in a Counselling Relationship - Termination of Counselling Relationships						

Unit -3	Theories of Counselling
	• Psychoanalytic and Psychodynamic Theories of Counselling • Behavioural and Cognitive Theories of Counselling • Humanistic Theories of Counselling
Unit -4	Specialties in the Practice of Counselling
	• Groups in Counselling • Career Counselling Over the Life Span • Marriage, Couple, and Family Counselling • Counselling Children, Adolescents, and Young Adults
Transactional Strategies	Lectures - Session videos analysis- Case studies

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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests

- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

Suggested Readings:

- Brandes, B. (Ed.) (2016). *Introduction to counselling (2nd Custom edition)*. Toronto, ON: Athabasca University/Pearson Education Canada. Adapted from S. T. Gladding & K. G. Alderson.
- Burnard, P. (2005). *Counselling skills training*, New Delhi: Viva Book Private Limited.
- Chandra, R.(2009). *Career information and guidance and counselling*, Delhi:Isha Books.

- Chauhan, S.S. (2007). *Principle and techniques of guidance*. New Delhi: Vikas Publishing House.
- Gibson, R. L. & Mitchell, M. (2008). *Introduction counselling and guidance*. New Delhi: PHI Learning Pvt.Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2008). *Introduction to counselling and guidance*. New Delhi: Pearson Prentice Hall in India.
- Gupta, M. (2005). *Effective guidance & counselling*. Jaipur: Mangaldeep publications.
- Kochhar, S.K. (2009). *Guidance & counselling in colleges & universities*. New Delhi: Sterling Publishers Pvt Ltd.
- Mathur, S. S. (2008). *Fundamentals of guidance & counselling*. Agra: Aggarwal Publication.
- Mishra, R.C. (2004). *Guidance & counselling*. New Delhi: APH Publishing Corporation.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan publishers.
- Rao, S N. (2006). *Counselling and guidance*. Delhi :McGraw hill Publication.
- Rao, S. N. & Hari, H. S.(2004). *Guidance and counselling*, New Delhi:Discovery Pub. House.

Year	II	COURSE CODE: SOE010445GEC3014 INCLUSIVE EDUCATION	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)

Objectives	On the completion of this course the students will be able to: • Understand concept, meaning and significance of inclusive education • appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers • develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education, • understand the nature of difficulties encountered by children • analyze special education, integrated education, mainstream and inclusive education practices, • identify and utilize existing resources for promoting inclusive practice.
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Teaching Scheme (session)*				Total (L+T+P)	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
Total	48	12	04	64	30	70	100

Course Content / Syllabus

Unit -1	Conceptual understanding of inclusive education
	• Definition, concept and importance of inclusive education. • Historical perspectives of inclusive education for children with diverse needs. • Difference between special education, integrated education and inclusive education. • Advantages of inclusive education for education for all children in the context of right to education.
Unit -2	National Initiatives
	• Recommendations of the Indian Education Commission (1964-66).

	• Scheme of Integrated Education for Disabled Children • National Policy on Education (NPE, 1986-92). • The Persons with Disabilities Act (PWD Act, 1995). • National Curriculum Framework, 2005 NCERT • The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 & 12). • The Mental Health Act 1987. • Rehabilitation Council of India Act, 1992 • The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
Unit -3	International Initiatives
	• The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). • The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education
Unit -4	Current Issues in Inclusive Education
	• Inclusion of all children with diverse needs in existing schools • Early identifications and placement in inclusion, • Development of plus curriculum • Coordination and utility of resources • N.C.F and adaptation of teaching learning material • Research priority in inclusive education
Transactional Strategies	Lectures - Session videos analysis- Case studies

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	Two Sessional tests will be conducted (Best one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
Total Marks			30

Practicum :

Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests

- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a socio-metric test. Administer the test on a group of students. Draw a socio-gram and describe in details the group climate.

Suggested Readings:

- Barton,L. and Armstrong, F. (2007).*Policy experience and change : Reflections on inclusive education*. Dordrecht: Springer.
- Billings, G.L. (2006).*It is not the culture of poverty; it is Poverty of Culture: The problem with Teacher Education*. Anthropology and education Quarterly, Vol.37, No.2, pp 104-109
- Boscardin, M.L. (2005) The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices, American Secondary Education, Vol. 33, No. 3, pp. 21-32.
- Dovidio, J.F., Hewstone M., Glick,P. & Esses, V.M. (2010).*Handbook of prejudice, stereotyping and discrimination*. India: Sage Publication.
- Ellsworth, E. (1989) Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy . Harvard Educational Review ,Volume 59, Number 3, pp.297-325.
- Florian, L. & Black-Hawkins, K. (2011) Exploring inclusive pedagogy, British Educational Research Journal, 37:5, 813-828.
- Fendler,L & Muzaffar,I. (2008) The history of Bell Curve: Sorting and the idea of normal, Educational Theory, 58(1), 63-82.
- George J., Dei, S. (2001) Rescuing Theory: Anti-Racism and Inclusive Education, Race, Gender & Class in Education (Part 2),Vol. 8, No. 1, pp. 139-161
- Holsinger D.B. & Jacob W.J. (2008).*Inequalities in education*. China : Springer.
- Hammersley, M. (Ed) (2007).*Educational research and evidence-based practices*. UK: Sage Publications.
- Harpell, J. V. and Andrews J. (2010) Administrative Leadership in the Age of Inclusion: Promoting Best Practices and Teacher Empowerment, The Journal of Educational Thought (JET) Vol. 44, No.2 , pp. 189-210
- Kugelmass, J.W. (2006) Sustaining cultures of inclusion: The value and limitation of cultural analyses, European Journal of Psychology of Education , Vol. 21 (3),
- Naraian, S.(2011) Pedagogic Voicing: The Struggle for Participation in an Inclusive set-up, Anthropology & Education Quarterly Vol. 42, No. 3, pp. 245-262.
- Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009).*Finding Pathways Social Inclusion in rural development*. Banglore : Books for change.
- Rowman, M.L. (2005) Capitalists and Conquerors: A Critical Pedagogy against Empire, USA :littlefield Publisher.
- Sleeter, C. E. and McLaren, P. L.(Ed) (1995) Multicultural Education, Critical Pedagogy, and the Politics of Difference , New York: State University Press.
- Smith, J.P. (2000) Policy response to Social exclusion : Towards Inclusion. USA : Open University Press
- UNESCO (2003).*Overcoming exclusion through inclusive approaches in education*. A challenge and a Vision. Conceptual Paper.