

## **A Suggestive Curriculum for the Master of Education (M.Ed.) Programme with an Expanded Employability Quotient**

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**Abstract:** Master of Education (M.Ed.) is a programme, which has selected aspirants in India due to its employability limitations. In reality, the M.Ed. degree offers a wide range of scope to its holders; encompassing not only the vast world of education from the lowest levels of schools to the highest cadre of policy making, but also the usually alien realm for an academician i.e. the corporate sector. The M.Ed. one-year programme followed in most of the Teacher Education Institutions in India hardly had the space, in terms of time, to infuse the voluminous requirements of knowledge and skills in its aspirants. With the advent of the mandatory M.Ed. two-year programme with the latest NCTE-2014 Regulations, these enormous requirements could be refurbished. This paper thus, proposes a Curriculum for the M.Ed. two-year programme, with an aim to strengthen two broad employment areas, Teacher-Education and Management-Education. This Curriculum is thus, segregated into two parts, with respect to its specialization courses, practicum and internships. It provides a detailed semester-wise plan regarding the type of courses, practical works, internship sites etc. with credits and working hours tabulated. This two-fold Curriculum, thus suggests, ways to create teacher educators, eligible to teach the bachelor courses in the disciplines of education, science, commerce, arts; and administrators/managers/policymakers, eligible to be employed in educational and corporate fields. It also provides opportunities to develop one of the most valuable human resource – researchers.

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### **I. Introduction**

Master of Education (M.Ed.) is a postgraduate degree, awarded for a program in education. It is a professional programme focusing on the comprehensive and integrated professional development of teachers and other personnel engaged in educational management and administration. The main purpose of the M.Ed. programme is to prepare teacher educators and educational administrators/managers to develop a global as well as a national vision for education in the modern concept in the 21<sup>st</sup> century [1].

In India, several regulatory bodies like National Council for Teacher Education (NCTE), University Grants Commission (UGC) and Rehabilitation Council of India (RCI) are responsible for the development, maintenance and up gradation of Teacher Education Institutions. The NCTE brought out four curriculums for teacher education called, National Curriculum Framework for Teacher Education (NCFTE) in 1978, 1988, 1998 and 2009. The UGC has also developed the Curriculum Framework and syllabus for M.Ed. programme during 1990 and 2001 which is largely followed in all universities in the country. The M.Ed. (special education) curriculum is developed by Rehabilitation Council of India (RCI) and implemented in Universities. Thus, presently most of the Teacher Education Institutions work according to the Curriculums designed by UGC-2001 and NCFTE-2009.

#### **1. National Curriculum Framework for Teacher Education (NCFTE-2009) [2]**

In the NCFTE-2009, the M.Ed. programme was formulated to offer a deeper discourse in education and provide opportunities for inter-disciplinary enquiry. It also focused on professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society. Some of the recommendations for the M.Ed. programme in the NCFTE-2009 were,

- Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.
- The distinction between education as a liberal study and education as a professional preparation needs to be appreciated and post-graduate programme design should take this into consideration.
- Specialization at the post-graduation level in science education, language education, social sciences education and mathematics education need to be developed.

Among the other loopholes recognized by NCFTE-2009 in the M.Ed. programme, some are enumerated below,

- The NCTE norms prescribe a Master's degree with M.Ed. having 55% marks (with Ph.D./M.Phil, carrying special weight age) as a requirement for a teacher educator. But, in practice, the typical secondary teacher

educator is a graduate with a post-graduate degree in education. Thus, the intellectual and academic caliber of entrants to M.Ed. is somewhat compromised.

- Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed. and seriously lacking in inputs focused on the preparation of teacher educators, secondary or elementary, as very little of its content focuses on the special skills required for training teachers.

## **2. The Present Status of the M.Ed. Programme in India**

According to a Study conducted by the Department of Teacher Education (NCERT) [3], the M.Ed. programme is run in 400 Universities and 909 Teacher Education Institutions in the country. Out of these, 31 Universities which represent the geographical area of India, were studied. The major findings of this Study were,

- ‘The M.Ed. curricula in universities are stale. This is because majority of the institutions followed the UGC-2001 curriculum which was prepared several years back. Only about one fourth universities have revised the M.Ed. Curriculum after NCFTE 2009.
- The entry requirement for being eligible for admission into M.Ed. programme is B.Ed. degree with 50% marks in most of the universities.
- ICT has been introduced in all universities in M.Ed. Course with focus on technologies and its prospects.’

Thus, when we review the implementation status of the NCFTE-2009, in the present scenario, we find that neither the stated (in the present paper) recommendations, nor the NCTE prescribed eligibility criteria for admissions are fully being followed. Moreover the M.Ed. programme, which mainly aims on developing Teacher Educators who in their turn can create qualitative teachers for schools, has not been successful enough, given the hue and cry on the Quality of Education across the country. Students of teachers with Bachelors or Masters Degree in Education do not have significantly better outcomes than those taught by teachers with general degrees, after controlling for other factors [4]. Thus the M.Ed. course has to gear up and strive hard to come out of this blame.

Moreover, there seem to be very less work done in lines with the recommendation - Mechanisms need to be evolved to promote the entry of talent in teacher education programmes (NCFTE-2009). Aspirants to take up teaching as profession are very few, with B.Ed. taken up as a last resort by most of its candidates. Candidature for the M.Ed. course is much more compressed, as its aspirants are those who truly want to climb the ladder and leave footprints in the field of education. Here the candidates expect, not only to get trained to be a teacher educator but also acquire skills and knowledge in management, administration, policy making, staff training etc. Question thus arises, whether the M.Ed. programme is designed and executed to fulfill the aspirations of its students? If no, then very soon there will be a scourge in this area and it will have very few takers.

Thus, the advent of the latest NCTE-2014 Regulations, which tags the B.Ed. and M.Ed. courses, as two-year full time programmes, is welcomed. It will have greater time to shoulder the responsibilities to remediate the flaws of the Teacher Education courses and supply excellent educationists who can revamp the educational structure of the country and further the revolution of Education as a supplier of quality manpower in all fields.

## **3. Outline of the Curriculum issued by the latest NCTE-2014 Regulations [5]**

The Curriculum of the two-year M.Ed. programme shall comprise of the following components :

- A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses and a Self-development component; and Specialisation Branches where students choose to specialize in any of the school levels/area (elementary, secondary or senior secondary).
- Practicum : Organisation of workshops, practicum activities to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.
- Internship and Attachment : Field attachments/internships/immersions shall
  - facilitate with organizations and institutions working in education (to engage students with field-based situations and work in elementary & other levels of education)
  - provide reflection and writing on the same
  - organize a systematically planned field internship/attachment in a teacher education institution and in the specialization area chosen by the student
- Theory (Core & Specialisation) Courses :

Sr. No.	Core Courses	Sr. No.	Specialisation Courses
(i)	<b>Perspective Courses</b>	(i)	<b>Courses in any one School Stage</b>
1	Philosophy of Education	1	Elementary (upto VIII)
2	Sociology-History-Political economy of Education	2	Secondary & Senior Secondary (VI to XII)
3	Psychology of Education	(ii)	<b>Thematic Areas</b>
4	Education Studies	1	Curriculum
5	Curriculum Studies	2	Pedagogy & Assessment
(ii)	<b>Tool Courses</b>	3	Policy
1	Education Research	4	Economics & Planning
2	Academic/Professional Writing	5	Education Management & Administration
3	Communication Skills	6	Education for Differently-abled
4	Educational Technology	Field Internship/Attachment relevant to the area shall be organized. (Any other specialization courses may be included)	
(iii)	<b>Teacher Education Courses (including workshops/courses in ICT)</b>		

- Eligibility Criteria for admissions: Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or grade in (i) B.Ed. (ii) B.A B.Ed./B.Sc. B.Ed. (iii) B.El.Ed. (iv) D.El.Ed.

#### 4. The Need to Propose a Curriculum with an Employability Quotient

The M.Ed. Curriculum prescribed in the NCTE-2014 Regulations almost circumscribe the demands of the students, as well as the educationists. However, there are a few areas which need consideration.

With two-year mandatory full time B.Ed. and M.Ed. programmes, a M.Ed. post-graduate now has to spend two more valuable years educating himself/herself, which, rather spent in a job, would not only bring him monetary gains but also add on to his/her job experience and expertise. This concern thus makes it absolutely necessary for the M.Ed. course to be employment oriented. It has to be structured so that the post-graduates can establish direct link with the professional world. Moreover, it has to widen its scope by helping students gain skills, which make him eligible for educational as well as non educational organizations.

In order to fulfill this purpose, the M.Ed. course has to be more specialized in nature. In order to train candidates who aspire to be managers (principals/coordinators/policy makers/etc.); instead of focusing on content acquisition & delivery, the course need to be designed to provide him/her with managerial skills. Similarly those aspiring to take teacher education or student education as their career need to be given space to further their content knowledge, to gain instructional efficiency and widen horizons on all aspects of education as a discipline. In order to increase the employability quotient of such candidates, it is suggested that the post-graduate students (M.Sc. /M.A. /M.Com.) should be trained to teach in the under-graduate levels. This could prove to be a symbiotic relationship for both, the M.Ed. post-graduate with more employment opportunities and the Under-graduate colleges getting trained educators. For this the M.Ed. course has to emphasize on two important competencies, Subject knowledge and Methodological/Pedagogical/Didactical tools [6], apart from other skills.

One more point needs consideration: the eligibility criteria for admissions in M.Ed. in the NCTE-2014 regulations mention no inclusion for the commerce students. There might be justifiable reasons for the same. But a M.Ed. course with a specialized segment for Education Management can find eligible candidates from the commerce background. Moreover, a faculty with teaching expertise in the B.Com course can be a quality enhancer for the course.

Besides these two specializations, it is utmost important to train and generate qualitative researchers, which have an unpronounced scarcity, in the field of education. Thus, this paper proposes a two-fold Curriculum which suggests ways to create **teacher educators**, eligible to teach the Bachelor courses in the disciplines of education, science, commerce, arts (all undergraduate courses); and **administrators/managers/policymakers**, eligible to be employed in educational and non educational fields. Last but not the least; it essentially creates a very important human resource - **researchers**, who are valuable assets for all fields.

## II. Structure of the Proposed Curriculum

The proposed Curriculum almost incorporates all the elements mentioned in the latest NCTE 2014 Curriculum. Growing from the same seed, it is branched out into two important areas : 1) Teacher Education Segment and 2) Management Education Segment.

**1. Aims :** The aim underlying the Teacher Education segment is to enhance employability skills in the areas of Teacher Education & Under-graduate Education with special focus on content mastery, instructional abilities, training abilities, educational administration, ICT implementation and educational research. The aim underlying the Management Education segment is to enhance employability skills in the area of Educational Management

with special focus on institutional administration, curriculum/policy development, staff training, instructional abilities, technological implementations and research. The overall aim of the Curriculum is to synchronize the theoretical and practical aspects of the M.Ed. programme in such a manner that its candidates' acquire skills to work in both education and non educational organizations.

**2. Credits and Duration :** The Duration for M.Ed. programme is stated as 'There shall be at least two hundred working days per year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week, during which faculty and students concerned shall be available for interaction, dialogue, consultation and mentoring students'. The UGC Guidelines [7], defines Credit as 'A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.'

The Proposed Curriculum is formulated in lines with the above guidelines. It demarcates the M.Ed. programme spread across two years into four semesters, and distributes credits for the Theory and Practical work in a manner shown in the table below:

**1 credit = 1 teaching hour per week for theory and 2 teaching hour per week for practical work;**

**Duration : 1 day = 6 hours; and 2400 hrs in two years (with 400 working days)**

**1 credit = 17 hours**

The distribution of credits and duration for four semesters is tabulated below :

**Table 1: Distribution of Credits and Duration for Two Years**

	Semester 1		Semester 2		Semester 3		Semester 4		Two-Years	
	C*	D*(hrs)	C	D (hrs)	C	D (hrs)	C	D (hrs)	Credits	Duration (hrs)
<b>Theory</b>	12	204	12	204	12	204	12	204	<b>48</b>	<b>816 hrs</b> <b>(135 working days)</b>
<b>Practical</b>	8	272	9	306	9	306	12	408	<b>38</b>	<b>1292 hrs</b> <b>(215 working days)</b>
<b>Total</b>	<b>20</b>	<b>476</b>	<b>21</b>	<b>510</b>	<b>21</b>	<b>510</b>	<b>26</b>	<b>612</b>	<b>86</b>	<b>2108 hrs</b> <b>(350 working days)appx</b>

**C\* - Credits and D\* - Duration**

Thus, out of 400 working days, 350 working days are dedicated to teaching, presentations, sessional works, practical work, internships, seminar presentations etc. and the remaining 50 days may be used up for examinations, holidays, vacations and student's self study.

**3. Eligibility:** The Proposed Curriculum for the two-year M.Ed. programme suggests the same eligibility criteria as mentioned in the NCTE-2014 Regulations, with a small exception :

The candidates who opt for the Teacher Education Segment under the secondary, senior secondary or undergraduate course should have at least 50% or an equivalent grade in M.Sc./M.Com./M.A. along with B.Ed./B.El.Ed./D.El.Ed. The candidates who opt for the Teacher Education Segment under the elementary course and those who opt for the Management Education segment may have the same eligibility criteria as indicated in the Regulation.

#### **4. Course Structure**

The entire Course is detailed in two parts (1) Theory and (2) Practical Work.

##### **4.1. Theory Course Structure : (Refer TABLE 1 )**

The Theory includes

- Core Courses (compulsory) : The Core Courses are similar and compulsory for both the segments - Teacher Education and Management Education. TABLE 1 indicates the various courses that may be included as Core Course[8].
- Specialisation Courses (compulsory) : The Specialisation Courses include one compulsory course each, for the Teacher Education Segment and one for the Management Education segment.
- Optional Courses

##### **4.1.1. Compulsory Specialisation Courses for Teacher-Education segment may include:**

i) Excellence in Content Instruction-1, 2 & 3 (Semester 1, 2 & 3) [9] :

The Excellence in Content Instruction study course has to be designed to cultivate knowledgeable and reflective practitioners and prepare them for leadership roles, with a special focus to create content masters (gaining in depth knowledge in respective principal subject), excellent instructors, education enrichers, curriculum specialists in specific content fields, i.e. Mathematics/Science; Language/Literature/Culture; Social

Studies/Political Science/Economics/Commerce. This course would emphasize advanced, specialized training in the respective fields of education, with an elementary/secondary/higher secondary/ under-graduate emphasis.

Graduates with B.Ed./B.El.Ed./D.El.Ed. Degree may opt for elementary and secondary course structure while Post graduates with B.Ed./B.El.Ed./D.El.Ed. may opt for higher secondary and under-graduate course.

#### **4.1.2. Compulsory Specialisation Courses for Management-Education may include :**

i) Educational Management, Planning, Administration & Finance-1 & 2 (Semester 1 & 2) [10] :

The course has to be designed to meet the ever increasing demand for trained manpower in administrative and management position in various educational systems and organizations. It has to be designed to provide a comprehensive view of the theoretical as well as practical aspects of educational management and administration. The following objectives can be considered while devising the course :

- To improve the individual performance as educational managers and leaders
- To enhance the effectiveness and efficiency of educational organizations
- To upgrade skills in such areas as interpersonal relationship, team building, strategic planning and decision-making, necessary for effective management.
- To provide an understanding of basic management concepts and their applications in an educational environment.

ii) Leadership & Management in Education (Semester 3) [11] :

This course has to be designed to provide a critical understanding of the cultural, social, political and temporal contexts within which educational managers and leaders work. Particular emphasis could be placed on considering the ways in which educational leaders and managers contribute to and might shape social directions. A special emphasis could be given to staff development, which is an important area of leadership and can be applicable also in non educational organizations.

iii) Study of Various Research Studies for both segments (Semester 4) :

The candidates should be offered a scope to study and explore various types of Research Studies in the respective content areas for Teacher Education segment and administrative/leadership/policy... related studies for the Education Management segment. They may be given additional information on workings of NUEPA, UNICEF, UNESCO and other organizations and how they impact the education of India. They could be given opportunities to study/visit institutions in which innovative pedagogies or international curriculums are applied and educational modules are made, as well as places which outline actual Indian education scenarios like Corporation schools, Government schools, Special education schools etc. They are needed to be enriched with interaction sessions with academic & non academic experts, special educators, innovative researchers, coordinators, principals etc. This would not only help students to understand the actual education scene of India, but also prepare him/her with the finer details outlining Research as a whole, and prepare him/her for the Dissertation; in turn improving the quality of Dissertation even at the M.Ed. level.

#### **4.1.3. Optional Courses for Teacher-Education and Management-Education Segments :**

There may be one optional course for each semester. So a candidate gets an exposure to study four different additional courses, thus increasing his/her interdisciplinary factor, which can be well applied in his professional life. The Interdisciplinary approach in education is gaining considerable momentum lately and would surely enterprise even the future. The M.Ed. curriculum necessarily should include this element, to prepare future teacher educators and managers. Thus the curriculum should offer a wide range of optional courses, from which each student should get an opportunity to choose four courses spread across four semesters.

The following list indicates some optional courses : Teacher Education; Guidance & Counseling Distance Education; Value Education & Human Rights; Special Education; Inclusive Education; Futuristic Education; Education for Mental Health; Experimental Education; Progressive Education; Art Education; Vocational Education; Equality & Education; Adult Education Administration; Urban Education Leadership.....

There are various popular management courses already developed and practiced. The M.Ed. course curriculum can take a pick from these as optional or compulsory courses for the management segment:

Education Management & Leadership Course; Managing Diversity in Schools Course; Curricular & Instructional Management Course; Conflict Management in Education; Educational Management & Politics Course; Educational Management & Technology Course..... more information may be attained from the following website : ([http://education-portal.com/articles/Educational\\_Management\\_Course\\_Information.html](http://education-portal.com/articles/Educational_Management_Course_Information.html)).

Each of the Theory Course has to be coupled with sessional works, group discussions and presentations, used for internal assessments.

#### **4. 2. Practical Work Course Structure : (Refer TABLES 2 & 3)**

The Practical Work includes Practicum, Internships and Submission of Dissertation. Practicum include various elements like seminar presentations, conducting teacher training workshops, taking lessons in educational institutions as per the selected segment and specialization, analyzing and preparing documents, preparing ICT integrated modules etc. Internships include field visits of Schools, Teacher Education Institutions and State Institutions like DIET, CRCs, BRCs, SCERT etc.

The TABLES 2 & 3 clearly demonstrate the distribution of practical work in four semesters, each awarded with appropriate credits. It clearly enumerates the elements to be included in the Teacher Education segment and Management Education segment. An overall discussion on these are as follows :

The Proposed Curriculum includes two Seminars and one Theme-paper presentation at State/National level under the guided supervision of the faculty.

##### **4.2.1. Semester 1**

- Conducting two lessons at B.Ed. level.
- Using ICT to prepare modules related to content/management area.
- Co-curricular activities for students may be arranged as per convenience. Yoga education has been proposed by NCTE-2014.
- Studying various articles of Educational Journals and reporting on the same.
- As an Internship task, students may be given opportunities to attend teacher training workshops ranging of 3 to 4 days. This may include workshops conducted by/for faculty; or workshops organized in some schools; or State-wide Government teacher training workshops.
- Based on the above experiences of teacher training programmes, students may be grouped to conduct teacher training workshops for the B.Ed. students.

##### **4.2.2. Semester 2**

- One of the Practicum of the second semester involves one week of practice-teaching observations of B.Ed. students. This would need the students to prepare rubrics, based on which provision of feedback and grades would be done and provide reflections on his/her overall experience.
- Based on the practice teaching experience, each student would conduct a remedial session for the observed B.Ed. group.
- Students may be graded for participating or studying the different organisational strategies involved in the conduction of any one major event in the University.
- Internship in the second semester may include field visits to Schools, the students of the Teacher Education segment would work with subject coordinators to learn how to delegate duties to teachers, syllabus formulations, assessment formats, laboratory management, details of administrative support for teachers etc. The students of Management Education segment would work with principals, coordinators, activity in-charges, administrative - staff and learn how to deal with various stakeholders, conduct meetings, address parent concerns and work with team of marketing for the school and admissions.
- A Viva Voce is to be taken twice, at the end of the first and the second year.

##### **4.2.3. Semester 3**

- Students need to start preparing for the Dissertation from the third semester itself. For that purpose, one of the practicum tasks may involve, conducting a mini-research including all elements of a real research methodology that the student may plan to use in his/her Dissertation.
- The students of the Teacher Education segment may carry out a 'Critical Analysis of text book of respective specialization subject\* of a particular grade published by GCERT, NCERT & IB boards : Comparisons and Contrasts'; while the Management Education segment may carry out an 'Alignment of textbooks with State standards (the students can also develop state standards, or check on statewide assessments linked to statewide standards)'.  
\*The students of the Teacher Education segment may also carry out a 'Critical Analysis of text book of respective specialization subject\* of a particular grade published by GCERT, NCERT & IB boards : Comparisons and Contrasts'; while the Management Education segment may carry out an 'Alignment of textbooks with State standards (the students can also develop state standards, or check on statewide assessments linked to statewide standards)'.
- Developing a Curriculum for levels as per the specialization subject.
- Conducting Co-curricular activities for B.Ed. students as a group task.
- Internship in the third semester may be a two week field experience in teacher education institution under faculty supervision - leading and being part of reflective discussions about practice and implementing the learning framework, discussing routines and how to make them more effective learning experiences, observing student and educator interactions, and making suggestions on how to improve interactions and intentional teaching, talking to parents about the educational programme etc. The management students may work with administrative staff getting details regarding records, finance, admission & advertisement

criteria, examination arrangements, management and coordination of various programmes under its aegis etc.

#### **4.2.4. Semester 4**

- Conducting two lessons at the higher secondary/under-graduate/BBA/... level according to the specialization chosen.
  - Evaluating National Policies on Education and proposing new elements aligning to the views of an educational thinker may be done by the Teacher Education segment and evaluating policy documents and creating plan of action on any one section, may be done by the management segment.
  - The Research Proposal presentation is a major task which needs guided attention.
  - One Internship maybe planned to arrange a visit to a State institution involved in curriculum development, teacher training/monitoring (DIET) for the Teacher Education segment and the students of the Management Education segment may visit a State institution involved in education policy planning, educational administration & management (BRCs/ CRCs/SCERT).
  - Submission of a Dissertation which could be based on important educational issues, comprising of a long reflective and critical essay under guided supervision is a compulsory submission.
- Credits awarded to each of the practical tasks include faculty teaching time, student-faculty discussions, student-study time, student planning & execution and finally reporting or presentations.

Thus, the proposed Curriculum holds a vast mine of knowledge, embedded within the theory part of the course and similarly innumerable skills which a student gains from the practical work engraved within it.

### **III. Conclusion**

Most people assume that a Masters in Education is just for those who intend to teach in a classroom; however, teaching is just one of the many career opportunities that open up with this degree. The knowledge and skill set acquired with a Masters in Education can make a candidate marketable to other job markets including but not limited to non-profit organizations, social work, educational specialists for museums and community parks, curriculum sales, education policy development, private school consultation, corporate training, and writing SEO content for business websites. Employers are looking for leaders with a Masters in Education who can communicate effectively, accommodate for diversity, modify with change, and motivate others to achieve greater gains[12]. The types of jobs one can obtain with a Masters in Education are really limitless. Thus, as educationists our job is to design the M.Ed. course in such a manner that it not only creates academicians but also unlocks the master key for about any career door and supply eligible human resource that the market is looking for.

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IV. Tables

**Table 2: Semester-Wise Distribution of the Theory Courses for Teacher-Education and Management-Education Segments**

THEORY	Semester 1			Semester 2			Semester 3			Semester 4		
	Subjects		Credit	Subjects		Credit	Subjects		Credit	Subjects		Credit
CORE Compulsory	1)Philosophical Foundations of Education-1		2	1)Philosophical Foundations of Education-2		2	1)Academic/Professional Writing		1	1)Communication Skills		1
	2)Psychological Foundations of Education-1		2	2)Psychological Foundations of Education-2		2	2)Measurement & Evaluation-1		2	2)Measurement & Evaluation-2		2
	3)Sociological Foundations of Education-1		2	3)Sociological Foundations of Education-2		2	3)Issues & Problems of Indian Education		2	3)Comparative Education (Indian-International)		2
	4)Methods of Educational Research-1		2	4)Methods of Educational Research-2		2	4)Curriculum Studies-1		2	4)Curriculum Studies-2		2
	5)Educational Technology-1		1	5)Education Technology-2		1	5)Teacher Education-1		2	5)Teacher Education-2		2
	TOTAL = 36					9			9			9
SPECIALIZATION	Teacher-Education	Management-Education	Credit	Teacher-Education	Management-Education	Credit	Teacher-Education	Management-Education	Credit	Teacher-Education	Management-Education	Credit
Compulsory	1)Excellence in Content Instruction-1 Elementary or secondary/ senior secondary		2	1)Excellence in Content Instruction-2 Elementary or secondary/ senior secondary		2	1)Excellence in Content Instruction-3		2	1)Study of various Research Studies in the content area, innovative pedagogies/interventions/...		2
	2)Option-1		1	2)Option-2		1	2)Option-3		1	2)Option-4		1
Optional	2)Option-1		1	2)Option-2		1	2)Option-3		1	2)Option-4		1
	TOTAL = 12		3			3			3			3
	Semester 1		12	Semester 2		12	Semester 3		12	Semester 4		12
THEORY : 1 credit = 1 hour of teaching per week 1 credit = 17 hrs												
Total credits = 48 (with total teaching time + sessional works, presentations, discussions)												

**Table 3: Yearly Distribution of the Practical Courses for Teacher-Education and Management-Education Segments (Year-1)**

PRACTICAL	Semester 1			Semester 2		
	Teacher-Education	Management-Education	Credit	Teacher-Education	Management-Education	Credit
Practicum	1) Seminar		1	1) Seminar		1
	2) Conducting two lessons in B.Ed class (method class)		1	2) B.Ed. practice-teaching observation (self prepared rubrics, provision of grades, feedback, reflections)		1
	3) Conducting a teacher-training workshop with B.Ed method-group		2	3) Conduct a remedial session for the same practice teaching group to train & motivate them		1
	4) Using ICT to prepare a module based on the specialization subject*		1	4) Preparing a yearly syllabus, with list of activities and assessment schedule on the specialization subject* for any one school grade		1
	5) Co-curricular activity		1	5) Participation in extra-curricular college event		1
	6) Studying various content related articles in Educational Journals and reporting		1	6) Viva Voce		1
Internship	1) Attending a teacher-training workshop and reporting on the content and its organization		1	1) Two weeks field-work in schools working with subject coordinators and teachers, focusing on work pattern, paper work, class management, assessments etc.		3
Total			8			9
Practical Work for Semester 1 & 2 : 1 credit = 2 hrs of teaching per week Total credits in first year in practical work = 17 credits (includes teaching, presentations & co-curricular activity + student self work w.r.t practicum, internships)						

**Table 4: Yearly Distribution of the Practical Courses for Teacher-Education and Management-Education Segments (Year-2)**

Practicals	Semester 3			Semester 4		
	Teacher-Education	Management-Education	Credit	Teacher-Education	Management-Education	Credit
Practicum	1) Theme paper presentation at State or National level seminar	1) Theme paper presentation at State or National level seminar	1	1) Taking two classes at a higher level: - Undergraduate level for post graduates or Higher secondary level for graduates	1) Taking two classes at a higher levels in management course: - BBA or any other Management related interdisciplinary course.	1
	2) Conducting a mini research (focusing on tool preparation, analysis, & interpretation)	2) Conducting a mini research (focusing on tool preparation, analysis, & interpretation)	1	2) Evaluating National Policies on Education and proposing new elements aligning to the views of an educational thinker	2) Evaluating policy documents and creating plan of action on any one segment.	1
	3) Critical Analysis of text book of respective specialization subject* of a particular grade published by GCERT, NCERT & IB boards: Comparisons and Contrasts	3) Alignment of textbooks with State standards (the students can also develop state standards, or check on statewide assessments linked to statewide standards)	1	3) Dissertation Viva Voce	3) Dissertation Viva Voce	8
	4) Developing a curriculum for primary/ secondary/higher secondary level for the specialization subject*	4) Developing a curriculum for a new education management course	1			1
	5) Conducting co-curricular activities in B.Ed. class	5) Conducting co-curricular activities in B.Ed. class	1			
	6) Co-curricular activity	6) Co-curricular activity	1			
Internship	1) Two weeks field experience in teacher education institution under faculty supervision	1) Two weeks field experience in teacher education institution under faculty and admin	3	1) Visiting a State institution involved in curriculum development, teacher training/monitoring (DIET) and reporting	1) Visiting a State institution involved in education policy planning, educational administration & management (BRCs/ CRCs/SCERT) and reporting	1
			9			12
<b>Practical Work for Semester 3 &amp; 4 :</b> 1 credit = 2 hrs of teaching per week Total credits in second year in practical work = 21 credits (includes teaching, presentations & co-curricular activity, student self work w.r.t practicum, internships, dissertation)						

specialization subject\* : the main subject in the post graduation or graduation level of the student

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