

UNIVERSITY OF MUMBAI



Ordinances, Regulations and the Curriculum for the M. Ed. 2 Years Degree Course

(Semester I, II, III and IV)

(As per Credit Based Semester and Grading System with effect
from the academic year 2015)

**ORDINANCES AND REGULATIONS FOR THE DEGREE OF MASTER OF
EDUCATION (M. ED.) 2 YEARS PROGRAMME**

Eligibility

O. _____ Candidates seeking admission to the M.Ed. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

1. Bachelor of Education (B.Ed.) of this University or a degree of another University recognized as equivalent thereto
2. B.A. B.Ed., B.Sc. B.Ed. B.Com. B.Ed. of this University or a degree of another University recognized as equivalent thereto
3. B. El. Ed. of this University or a degree of another University recognized as equivalent thereto
4. D. El. Ed. With an undergraduate Degree (With 50% marks in both)

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

O. _____ The M. Ed. Degree shall be taken by Theory and Dissertation.

O. _____ A candidate desirous of appearing for the M. Ed examination shall undergo a regular course of study in the University Department or an institution recognized by the NCTE for the purpose. The duration of the full time course shall be of two years.

Admission Procedure

O. _____ Admission shall be made on merit on the basis of marks obtained in the qualifying examination, entrance examination as per the state government and university rules.

Fees

The institution shall charge only such fees as prescribed by the affiliating body/ state government concerned in accordance with provisions of National council for Teacher Education (NCTE).

O_____Curriculum, Programme Implementation and Assessment

Curriculum:

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary education or secondary education. The curriculum of 2 years M.Ed. programme shall comprise of the following components:

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

(A) THEORY (CORE AND SPECIALIZATION) COURSES

Core Courses

- Perspective Courses
- Tool Courses
- Teacher Education Courses

Perspective Courses

1. Philosophy of Education
2. Sociology of Education
3. History, Politics and Economics of Education
4. Psychology of Learning and Development
5. Education Studies
6. Curriculum Studies

Tool Courses

1. Introduction to Research Methods

2. Advanced Research Methods
3. Communication and Expository Writing
4. Self Development
5. Academic Writing

Teacher Education Courses

Teacher Education I

Teacher Education II

Core Courses within Elementary/Secondary and Higher Secondary Specialization

Following are the Specializations:

(Select any two from the following specialization branches)

1. System and Structure of Elementary Education
2. Issues and Concerns of Elementary Education
3. Curriculum Design and Development of Elementary Education

OR

1. System and Structure of Secondary and Senior/Higher Secondary Education
2. Issues and Concerns of Secondary and Senior/Higher Secondary Education
3. Curriculum Design and Development of Secondary and Senior/Higher Secondary Education

Specialization Clusters

(Candidates can select any three from the specialization clusters listed below)

- A. Comparative Education
- B. Educational Technology
- C. Environmental Education
- D. Guidance and Counseling
- E. Inclusive Education
- F. Management of Education

- G. Pedagogy, Andragogy and Assessment
- H. Quality in Education
- I. Women's Education

(B) PRACTICUM

Organization of workshops, practicum activities and seminars, debates, lectures and discussion groups for students and faculty to enhance professional skills and understanding of students.

(C) INTERNSHIP AND ATTACHMENT

Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

Internship will be for a period of four weeks.

After the internship the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

- i. Professional pre-service teacher education institution
- ii. An organization engaged in the development of innovative curriculum and pedagogic practices.
- iii. International/national/state institution involved in curriculum design; textbook development, education policy planning, formation and implementation; educational administration and management.
- iv. In-service training institutions for teachers.

The field based practical work (internship) is mandatory for the completion of the M. Ed. Programme. The following field work is to be completed to be certified by the principal/Head of the Institution. The field based internship programme will be of total 8 credits (4 credits in teacher education institution and 4 credits in the area of specialization).

(D) DISSERTATION

On an educational topic having 8 credits and 200 marks.

PROGRAMME STRUCTURE OF M.ED. 2 YEARS PROGRAMME

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

7 Weeks for Internship/Field Immersion

200 working days are exclusive of admission and examination period

Total Credits: 80; Marks 1700

1 Credit = 12 Hours

M.Ed. Curriculum Framework

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- I				
Psychology of Learning and Development	04	60	40	100
Education Studies	04	60	40	100
Sociology of Education	04	60	40	100
Introduction to Research Methods	04	60	40	100
Communication and Expository Writing	01	--	--	
Self Development	01	--	--	
Total	18	240	160	400
Semester- II				
Philosophy of Education	04	60	40	100
Curriculum Studies	04	60	40	100
History, Politics and Economics of Education	04	60	40	100
Teacher Education -I	04	60	40	100
Dissertation	02	--	--	

Internship	04	---	--	
Total	22	240	160	400
Semester- III				
Specialization Courses(EE/SE)	04	60	40	100
Specialization Courses(EE/SE)	04	60	40	100
Advanced Research Methods	04	60	40	100
Teacher Education -II	04	60	40	100
Internship –Related to Specialization	04			
Dissertation	02	---	---	
Academic Writing	02	---	---	
Total	24	240	160	400
Semester- IV				
Specialization on Courses	04	60	40	100
Specialization on Courses	04	60	40	100
Specialization on Courses	04	60	40	100
Dissertation	04			200
Total	16	180	120	500

SCHEME OF ASSESSMENT AND EXAMINATION

R._____60 marks for semester end examination of 2 hours duration for each course and 40 marks for internal assessment throughout the year based on performance and attendance in the various activities.

Pattern of Semester Examination: 4 questions of 15 marks each with internal choice.

University Examination will be held at the end of each semester.

INTERNAL ASSESSMENT

(40 Marks)

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks

3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

Grading System: Conversion of percentage of marks to grade points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows :

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
0-39.99	1	F (Fail)

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year).

R. _____ A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R. _____ A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

ALLOWED TO KEEP TERMS (ATKT):

A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Student shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

DISSERTATION

R_____ Title of the dissertation should be submitted to the University for approval at the end of first semester of the course.

R. _____ The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as four additional members including two recognized post graduate teachers having guided at least five dissertations at the M.Ed. level and two recognized Ph.D. guides of University of Mumbai having successfully guided at least two Ph.D. theses/ M.Phil. Dissertations. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic is got approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

R. _____ Dissertation submission should be on or before 15th March to the Department /Institution. If 15th March is a holiday then the dissertation could be submitted on the next working day. Last Date for sending the dissertations to the examination section will be 22nd March.

R_____ The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in **R.**_____ stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R._____ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R._____ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

R. _____ Two copies of the dissertation shall be submitted by the student to the Head of the institution where he/she is registered.

R. _____ STANDARD FOR PASSING THE EXAMINATION

To pass the examination the candidate must obtain:

- a) 80 % attendance for theory courses and practicum and 90% for field attachment
- b) For the theory courses (Core and Elective) in all the semesters, minimum 40% of marks in each course.
- c) In dissertation minimum 40% marks.
- d) With respect to the total marks obtained by the candidate in core and elective courses of the examination (out of total 1500), and in Dissertation (out of total 200) class will be accordingly awarded to the candidates.

The courses along with their credits are as follows.

Components	Courses	Credits
Perspective Courses	1. Philosophy of Education 2. Sociology of Education 3. History, Politics and Economics of Education 4. Psychology of Learning and Development 5. Education Studies 6. Curriculum Studies	24
Tool Courses	1. Introduction to Research Methods 2. Advanced Research Methods 3. Communication and Expository Writing 4. Self Development 5. Academic Writing	12
Teacher Education Courses	Teacher Education I Teacher Education II	08
Core Courses within Specialization Courses	Elementary/Secondary and Higher Secondary Specialization 1. System and Structure of Elementary Education 2. Issues and Concerns of Elementary Education 3. Curriculum Design and Development of Elementary Education <p style="text-align: center;">OR</p> 1. System and Structure of Secondary and Senior/Higher Secondary Education 2. Issues and Concerns of Secondary and Senior/Higher Secondary Education	08

	3. Curriculum Design and Development of Secondary and Senior/Higher Secondary Education	
Specialization Clusters	A. Comparative Education B. Educational Technology C. E-Learning D. Environmental Education E. Guidance and Counseling F. Inclusive Education G. Management of Education H. Pedagogy, Andragogy and Assessment I. Quality in Education J. Women's Education	12
Internship		08
Dissertation		08

ELIGIBILITY NORMS TO APPEAR FOR THE ADDITIONAL CLASS TEST OR ASSIGNMENT OR PROJECT FOR LEARNERS WHO REMAINED ABSENT

1. The candidate must apply to the Head of the Institution giving the reason (s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the candidate is absent for participation in **practical activities (Practicum)** authenticated by the head of the institution, the head of the institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the candidate to appear for the additional examination or the activities.
4. A candidate who is absent for all class tests and also absent for the assignment, the learner will be allowed to appear for all class test.
5. A learners who is absent for all the class tests / assignment as the case may be the learner will be allowed to appear for next semester.

R. _____ The following are the syllabi for the various papers.

SEMESTER 1

PERSPECTIVE COURSE 1

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- Enable the learners to understand the cognitive development and learning
- Enable the learners to understand the process of social cognition
- To develop the ability among learners to apply the learning theories and teaching models in classroom
- Enable the learners to understand the skills and knowledge require to handle the diverse learners

MODULE I: Cognitive Development Perspectives and Social Cognition (CREDIT 2)

Unit 1: Cognitive Development

- a) Meaning of Cognitive development, The nature/nurture questions and its significance for teaching
- b) Language development in children: Skinner's Language Acquisition theory VS Noam Chomsky Nativist theory, Effect of monoligualism Vs bilingualism on cognitive development
- c) Critical comparative study of cognitive development theories-Piaget, Gagne and Vygotsky

Unit 2: Cognitive Learning

- a) Differences between the cognitive and behavioral approaches to learning
- b) Gestalt: Festinger Cognitive Dissonance theory, Construtivism- Roger schank Script theory, Transformational learning- Jack Mazirow Psycho critical approach
- c) Effect of knowledge on learning, types of expert knowledge (Bruner;s, Shulman, Glaser & Chi)

Unit 3: Social Cognition

- a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security. Development of friendships and relationships, peer participations

- b) [George Homans](#) Social Exchange Theory Vs Batson Empathy-Altruism Theory
- c) Understanding social relations and socialization goals and development of self and identity , Carol Dweck Self-Theory and Daryl Bem Self-perception Theory

**MODULE II: APPLICATIONS OF LEARNING THEORIES AND UNDERSTANDING
DIVERSE LEARNERS (CREDIT 2)**

Unit 4: Content of Good Thinking

- a) Meaning of Metacognition, development of Metacognition and teaching for Metacognition
- b) Meaning and Tools of Creative Thinking and Teaching for Creativity
- c) Models of Metacognition and Creativity: Flavell's Model of Metacognition and Creative problem solving by Titus 2000

Unit 5 : Models of Good Teaching

- a) Inductive Thinking by Hilda Taba
- b) Role-Playing by Shaffer & Shaffer
- c) Synectics by William Gordon

Unit 6 : Learning Difference and Learning Needs of Diverse Learners

- a) Understanding social construction of disability, Gender and Marginalized Learners and their Educational needs
- b) Concept & Strategies of Differentiated Instructions
- c) Research Implication: studies in the area of gender and disability with reference to learning style and cognitive style and implication to teaching

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1. Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
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3. Batson, C.D. (2011). *Altruism in Humans*. New York: Oxford University Press.
4. Benjamin B. Lahey (2002): *Essentials Of Psychology*, International Edition, Mc Graw Hill
5. Berk L. E. (2010): *Child Development* , Eighth Edition, PHI Learning Private Limited, New Delhi
6. Crabtree, E. (1999). Noam Chomsky
7. Carol S. Dweck (2000) Self-theories: Their Role in Motivation, Personality, and Development (Essays in Social psychology y) Psychology Press
8. Carol S. Dweck Self-theories <http://www.learning-theories.com/self-theories-dweck.html>
9. Dash Muralidhar (2009) : *Educational Psychology*, Reprinted Deep & Deep Publications Pvt Ltd
10. Daryl. J. Bem Self-Perception Theories Stanford University California
11. Daryl. J. Bem Self-Perception Theories <http://www.goodtherapy.org/famous-psychologists/daryl-bem.html#>
12. Davies, Kevin. (2001). Nature vs. Nurture Revisited.
NOVA. <http://www.pbs.org/wgbh/nova/body/nature-versus-nurture-revisited.html>
13. Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in*

- Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah, New Jersey.
14. Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (editors) (2009) *Handbook of Metacognition in Education (Educational Psychology)*. Routledge, Taylor and Francis, New York.
 15. Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press.
 16. Gordon, William J.J. , (1961) *Synectics: The Development of Creative Capacity*. New York: Harper and row, Publishers
 17. Homans, George C. (1958). Social Behavior as Exchange. *American Journal of Sociology*, 63, 597-606
 18. Homans, George (1971) Bringing Men Back In. Pp. 109-127 in *Institutions And Social Exchange*. Turk Herman and Richard Simpson (Eds.). Indianapolis: Bobbs-Merril.
 19. Harry Morgan (1997): *Cognitive Styles and Classroom Learning*. Westport, CT, Praeger Publisher.
 20. John Dunlosky ,Janet Metcalfe (2008) : *Metacognition*(1st ed). Sage Publications, Inc
 21. Joyce, B., & Weil, M. (2000). *Models of teaching* (6th ed.). Boston: Allyn and Bacon.
 22. Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco , CA: Jossey-Bass.
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 30. Pina Tarricone (2011) *The Taxonomy of Metacognition*. Britain, Psychology Press
 31. R.Riding (1998): *Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior*. London, David Fulton Publishers
 32. Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles* [The educational psychology series](#) Routledge publication.
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 41. Susan Capel, Marilyn Leask and Tony Turner (2005) : *Learning To Teach in the Secondary School- A companion to School Experience* 4th Edition, Routledge Taylor And Francis Group

42. Tauber R, T. (1999): Classroom Management –Sound Theory and Effective Practice, Third Edition Greenwood Publishing Group, Inc .
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45. Waters and Schneider(2009): *Metacognition, Strategy Use, and Instruction*. New York: The Guilford Press
46. Weiten W & Lloyd M. A. (2007): *Psychology Applied to Modern Life – Adjustment in the 21st Century* , Eighth Edition, Akash Press Delhi, Indian Reprint
47. Woolfolk, A (2009) *Educational Psychology*, 12th Edition Singapore, Pearson Education Inc.

PERSPECTIVE COURSE 2

INTRODUCTION TO EDUCATION STUDIES

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To introduce the nature of education studies
- To encourage students to think critically and creatively about the processes of teaching and learning
- To realize about the place of education in society
- To understand education as social phenomena, practice and field of study
- To orient the students to the institutions, systems and structures of education
- To develop analytical and critical understanding about the contemporary concerns of education policy and practice in the field of education
- To understand political and economical dimensions of Education studies
- To understand social, psychological and global dimensions of Education studies

MODULE I: EDUCATION STUDIES: CONCEPT AND ITS POLITICAL AND ECONOMICAL DIMENSIONS (2 CREDITS)

Unit 1: Introduction to Education Studies

- a) Concept and nature of education studies, Interdisciplinary nature of education: relationships with disciplines such as philosophy, psychology, sociology, management, economics, anthropology etc. Contribution of science and technology to education and challenges ahead.
- b) Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. Dynamic relationship of education with the political process

- c) Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc and their linkage to pedagogy and practices.

Unit 2: Analysis of Policies of Education in India: Overview and Critique

- a) Policies on Education: National Education commission:1964-66, National Policy of Education (NPE): 1986, Ram Murthi Committee: 1992, National Curriculum Framework (NCF): 2009
- b) Policies on Girls and Women's Education: National policy for empowerment for women (NPEW) 2001, National Plan of Action for children 2005 (ICDS), National Programme for Education of Girls, 2010 (SSA, RUSA)
- c) Policies on Inclusive Education : Integrated Education for the Disabled Children (IEDC), Inclusive Education in SSA and RUSA, Child with special Needs Challenges (CWSN)

Unit 3: Public Finance: Efficiency and Equity

- a) Concepts of Economics in Education :
- Cost-of Education
 - Return of Education
 - Wastage in Education: Non Participation, Drop outs, Stagnation and Brain Drain
- b) Growth and Demand: Private and Deemed Universities
- c) Internal Efficiency of Education Making Schools work: Gram Mangal in Pune, Rich Valley in Bangalore, Amansetu in Pune,

MODULE II: EDUCATION STUDIES: SOCIAL PSYCHOLOGICAL AND GLOBAL DIMENSIONS (2 CREDITS)

Unit 4: Education in Diverse Society

- a) Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.
- b) Constitutional provisions of education, Social Stratification: (Religion, Region, Class, Sex), Social Change and Social Mobility
- c) Education for Effective citizenship (Rights and Duties), Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality
- d) School as site of curricular engagement. School as sites for struggle and social change, Need for nurturing learner-friendly school environment

Unit 5: Education for Individual and Social Wellbeing

- a) Understanding Learning, thinking and Problem solving, Understanding Human Motivation through Abraham Maslow and David McClelland's theory

- b) Need for Personally Development and Change, Interpersonal and intergroup behavior Skills (Cognitive and Behavioral),
- c) Radical Education: Liberal Ideas, Social Justice ideas

Unit 6 - Changing context of education

- a) Multiple schools contexts: rural/urban, tribal, schools affiliated to different boards, Changing role of personnel in school management: teachers, headmasters, and administrators.
- b) Education for Peace : Importance of peace, Strategies for Developing peace among students, Towards Knowledge Societies: For Peace and Sustainable Development (UNESCO, 2015)
- c) Life Long learning : Non Formal and Adult learning, Skill Development :- Work Force Development: (TILONIA COLLEGE, MICRO FINANCE IN BANGLADESH, SEWA)

Transaction Mode

- (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and of documents and references, interaction with field staff and reflective interaction with the peer discussions with the peers and teachers;
- (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;
- (3) Library readings on selected theme followed by group discussion;
- (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.
- (5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

Sessional Work: The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

Essential Readings

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PERSPECTIVE COURSE 3
SOCIOLOGY OF EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To enable students to analyze education from different Sociological Perspectives and Theoretical Frameworks.
- To enable students to analyze the relationship of Social Movements and Education.
- To enable students to understand Educational Institution as an Agency of Socialization.
- To enable students to analyze the relationship between Education and Culture
- To enable students to understand concept of Equality of Opportunity and Distributive Justice.
- To enable students to understand the views of Indian Social Thinkers.
- To enable the students to understand the necessity of Peace Education.

MODULE I: ADVANCES IN SOCIOLOGY OF EDUCATION

(CREDIT 1)

Unit 1: Theoretical Approaches to Sociology of Education

- a) Symbolic Interactionism Theory –George Mead
- b) Structural Functionalism –Talcott Parsons
- c) Conflict Theory- Karl Marks

Unit 2: Social Movements and Education

- a) Concept, Characteristics and Theories of Social Movements
 1. Relative Deprivation Theory
 2. Resource Mobilization Theory
 3. Political Process Theory
 4. New Social Movement Theory
- b) Stages in Social Movements-Emergence, Coalescence, Bureaucratization and Decline
- c) Types of social movements by Daniel Aberle –Alternative, Redemptive,

Revolutionary and Reformative Social Movement. Role of education in Social Movement

MODULE II: INSTITUTIONALIZATION AND MODERNIZATION (CREDIT 1)

Unit 3: Institutionalization and Education

- a) Concept and Types of Social Institutions and their Functions
- b) Dimensions of Education as a Social Institution : Structure, Function and Culture
- c) Education as a Social Institution

Unit 4: Education, Culture and Modernisation

- a) Relationship between education and culture
- b) Modernism and Post Modernism, Characteristics of Post Modernism
- c) Education in the Post-modern age

MODULE III: EDUCATION IN 21ST CENTURY (CREDIT 1)

Unit 5: Equality of Opportunity

- a) Concepts of Equality of Access, Opportunity and Outcomes
- b) Formal Equality of Opportunity, Substantive Equality of Opportunity, Social Mobility and Equality of Opportunity ,Human Rights Approach to Equality
- c) Affirmative Action, Equality of Opportunity and Meritocracy

Unit 6: Distributive Justice

- a) Meaning of Distributive Justice, Inequality of Distribution, Nature of Justice, Meaning of Just Distribution
- b) Theories of Distributive Justice (Utilitarian, Justice as Fairness and Entitlement Theories, Aristotle's Theory, Marxist Theory)
- c) Principles of Justice (Acquisition, Transfer and Rectification of Injustice)

MODULE IV: SOCIAL THINKERS AND PEACE EDUCATION (CREDIT 1)

Unit 7: Peace Education

- a) Concept and Philosophy of Peace Education, Aims, Need of Peace Education: Peace for self, others and environment
- b) Types of Peace Education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution, Imposed versus consensual peace)
- c) Education for peace: Knowledge, skills, values and attitudes

Unit 8: Indian Social Thinker

- a) Dr B.R. Ambedker :
 - 1. Views on Varna, Untouchability and Eradication of Caste
 - 2. Views on Education and Social Reconstruction
- b) Mahatma Gandhi :
 - 1. Views on Varna ,Untouchability Dharma, Truth and Non-Violence

2. Views on Education and Social Reform

- c) Shahu, Phule, Karve and Ambedkar's Thoughts on Women's Education
- d) Western perspectives to women education and equality.

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TOOL COURSE 1

INTRODUCTION TO RESEARCH METHODS

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop an understanding about the meaning of research and its application in the field of education.
- To enable students to prepare a research proposal.
- To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.

MODULE I: STRUCTURING EDUCATIONAL RESEARCH

CREDIT 2

Unit 1.Educational Research

- (a) Meaning and scope of educational research.
- (b) Meaning and steps of scientific method. Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony). Types of Scientific Method (Exploratory, Explanatory and Descriptive).
- (c) Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
- (d) Types of research: Fundamental, Applied and Action.
- (e) Approaches to educational research: Quantitative and Qualitative

Unit 2.Writing Research Proposal

- (a) Identification of a research topic: Sources and Need.
- (b) Review of related literature.
- (c) Rationale and need of the study.
- (d) Conceptual and operational definition of the terms.
- (e) Variables.
- (f) Research questions, aims, objectives and hypotheses.
- (g) Assumptions, if any.
- (h) Methodology, sample and tools.
- (i) Scope, limitations and delimitations.
- (j) Significance of the study.
- (k) Bibliography.
- (l) Time Frame.
- (m) Budget, if any.

(n) Chapterization.

Unit 3. Variables and Hypotheses

(a) Variables:

- Meaning of Concepts, Constructs and Variables
- Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

(b) Hypotheses

- Concept of Hypothesis
- Sources of Hypothesis
- Types of Hypothesis (Research, Directional, Non-directional, Null)
- Formulating Hypothesis
- Characteristics of a good hypothesis.

MODULE II : FOUNDATIONS TO SCIENTIFIC DATA COLLECTION (CREDIT 2)

Unit 4. Sampling

(a) Concepts of Universe and Sample

(b) Characteristics of a good Sample

(c) Techniques of Sampling. Probability Sampling (Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling, Matched Pair Sampling, Multistage Sampling, Multiphase Sampling) and Non- Probability Sampling (Convenience Sampling, Quota Sampling, Expert Sampling, Snowball Sampling)

(d) Types of Sampling in Internet-based Research

(e) Determining Sample Size

Unit 5. Tools and Techniques of Research

(a) Steps of preparing a research tool.

- Validity (Meaning, types, indices and factors affecting validity)
- Reliability (Meaning, types, indices and factors affecting reliability)
- Item Analysis (Discrimination Index, Difficulty Index)
- Standardisation of a tool.

(b) Tools of Research

- Rating Scale
- Attitude Scale
- Questionnaire
- Aptitude and Achievement Tests
- Inventory

(c) Techniques of Research

- Observation
- Interview (Structured, Unstructured, Focus Group and Internet-based)
- Projective

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TOOL COURSE 2

COMMUNICATION SKILLS AND EXPOSITORY WRITING

Total Credit= 1
1 Credit= 12 Hours

Course Objectives

The students will be able

- To develop an understanding into significance of communication skill for professional growth of student teacher.
- To appraise the role of core skills in communication amongst groups.
- To examine the difference between the different discussion formats.
- To apply the different discussion formats in classroom situation.
- To develop an understanding into pedagogy of communication.
- To study the communicative reader as an element of effective communication.
- To appreciate positive communication pedagogy.
- To compare persuasive and appreciative styles of communication.
- To critically evaluate the significance of different skills for effective communication.
- To develop competencies in different skills of communication.
- To examine the influence of climate on communication
- To discover the cause and effect of apprehensions in communication
- To study the impact of leadership skills on communication
- To explore the role of technology in communication

MODULE 1: SKILL OF COMMUNICATION

Unit 1: Understanding Communication Skills

a) Basics behind Communication skills

1. Concept of communication skills
2. Significance of communication skills as a tool for professional growth
3. Core Skills in group communication – Problem Solving, Role Playing Skills, Trust – building skills, Team- building Skills
4. Discussion formats in group communication- Round table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Procedure

Activities: Theoretical Background on Communication skills, Workshop on Core Communication Skills, Trust-building and team –building games, prepare a chart on effect of different formats on communication, visual representation of the different discussion formats

Tasks: Take one theme, for instance Right to Education, and examine it in different discussion formats.

b) Pedagogy of Communication

1. Building Positive Communication Pedagogy
2. Inter- personal Communication skills(Ethical Obligation, Resolving Conflicts)
3. Critical Communication Pedagogy
4. Principles of Persuasive and Argumentative Communication

Activities: Workshop on building positive communication scenario, Simulation on resolving conflicts in classroom situation, Debate on- Is Communication for teachers- Persuasive or Argumentative?

Theoretical input on critical communication pedagogy

Tasks: Observe communication process in your classroom and identify positive communication elements.

c) Influence on Communication

1. Supportive Climate and Communication- Problem Orientation, Spontaneity, Empathy, Equality, Provisionalism.
2. Leadership Skills and Communication- Motivational Approach, Power Approach, Trait Approach
3. Apprehension and Communication - Student Apprehension and Teacher Apprehension

Activities : Workshop on Developing supportive, Case study analysis on different leadership styles, Fish-bone organiser to understand apprehensions in communication

Tasks : Write an article on communication as an instrument to social justice.

Unit 2: Integrating Communication Skills

a) Skills for Effective Communication

1. Public Speaking Skills(Planning, Preparation and Presentation)
2. Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)
3. Communicative Reader And Storytelling Skills

Activities: Promoting a tangible and an abstract idea through public speaking

Task based strategies like drawing the attention of the audience to the product, and convincing them about its value. Students can start with tangible object and then move to excerpts, articles and original work.

The task has to be planned and structured in 3 stages.

Phase 1: Guidelines and Orientation have to be introduced

Phase 2: Students have to discuss the topics, designed the presentation

Phase 3: Presentation of the topic

Task: Take up a research article and have a communicative reading session in group of four to five members.

b) Expository Writing skills

1. Concept of Expository Writing
2. Types of Expository Writing
3. Structure and Process of expository writing

Activities: Workshop on Expository Writing

Task: Read and reflect upon any two articles on education and identify the structure and elements of expository writing.

c) Technology for Effective Communication

1. Effective email writing, enhancing editing skills using computer software.
2. Online discussion forum, videoconferencing, webinars, Learner Management System.
3. Creating e-portfolio, creating blogs for communication.

Activities: Workshops on e-portfolio, effective email writing, online discussion forums

Tasks: Create an e-portfolio through the academic year to communicate your ideas, achievements and research work.

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4. http://dspace.iimk.ac.in/bitstream/2259/674/1/Task_based_Oral_Communication_Teaching_Deepa.pdf
5. Public Speaking-
<http://www.pta.org/files/Advocacy%20Training/Public%20Speaking%20Module.pdf>
6. Expository Writing-
7. http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.html
8. Positive Communication Pedagogy-
9. http://ww2.odu.edu/~tsocha/ssca_memois/socha-positive-communication-pedagogy-NCA-08.pdf
10. Critical Communication Pedagogy

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12. Persuasive Communication
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15. https://www.academia.edu/5337087/The_effects_of_communication_medium_on_argumentation_and_the_development_of_critical_thinking
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TOOL COURSE 3

SELF DEVELOPMENT

Total Credit= 1
1 Credit= 12 Hours

Course Objectives

- To create awareness about the core life skills.
- To develop critical understanding about core life skills for personal and professional development.
- To practice strategies for self development through enhancing core life skills.
- To understand the concept of Service Learning as a pedagogy of access and success.
- To plan and implement a Service Learning Project for enhancing personal and professional development with an orientation to uplift the marginalized community.
- To reflect on the development of life skills through the implementation of the Service Learning Project.
- To create a plan of action for continuing personal, professional and societal development.

MODULE I: LIFE SKILLS

Unit 1: Life Skills for Personal and Professional Development:

a) Thinking Skills

- Decision Making Skills/Problem Solving skills
 - Evaluating future consequences of present actions for self and others- determining alternative solutions to problems.
 - Analysing the influence of values and of the attitudes about self and others on decision making and problem solving.
- Critical Thinking Skills
 - Identifying relevant information and sources of information.
 - Analyzing attitudes, values, social norms, beliefs and factors affecting them.

b) Interpersonal Skills

- Negotiation/Refusal Skills
 - Negotiation and Conflict Management
 - Assertiveness skills.
 - Refusal Skills.
- Empathy Building Skills
 - Listening, Understanding Others Needs and Circumstances, and Expressing That Understanding.
- Cooperation and Teamwork skills
 - Assessing one's own abilities and contributions to the group.
 - Expressing respect for others contribution and styles of functioning.
- Advocacy skills
 - Influencing and persuasion skills
 - Networking and motivation skills.

c) Coping and Self Management skills

- Skills for making a difference
 - Building Self Esteem/Confidence.
 - Creating Self awareness including awareness of rights, influences, values, attitudes, strengths and weaknesses.
 - Setting Goals.
 - Self evaluation and self monitoring.
- Skills for Managing feelings
 - Managing negative emotions.
 - Coping skills.
- Stress Management Skills
 - Time Management.
 - Relaxation Skills. (Meditation, Mindfulness).
 -

Methodology: Workshop mode is suggested with the use of experiential learning strategies. Kolb's experiential learning cycle may be used as a model for designing the learning experiences. Active learning strategies, viewing and critical discussions on films, role playing, games and visits could be used .

MODULE II: SELF DEVELOPMENT THROUGH SERVICE

a) Fundamentals of Service Learning

- Concept of Service Learning.(Meaning, definition, objectives)
- Relevance, benefits and outcomes of Service Learning.
- Conceptualizing Service Learning as a pedagogy for self development.

b) Implementation of Service Learning Project:

- Identifying community needs and choosing a service learning project.
- Implementation of the Service learning Project.

c) Reflections on Self Development through Service Learning:

- Maintaining a reflective journal on life skills development through Service Learning Project.
- Presentation of reflections.
- Outlining a Program of action for further development.

Methodology: Input on the basic concepts of Service Learning could be through guided discussion. Service Learning Pedagogy could be used to plan and implement a Service Learning Project with the objective of connecting the practice of developing the self through community service activities for the marginalized sections of the society, inclusion or gender. Ongoing reflections could serve as a mechanism to guide and monitor learning. Group discussions (face to face/online) and sharing of experiences could aid collaborative learning.

Evaluation: A creative presentation (oral/written/visual/ multimedia using videos/photographs) could be done to the group, tracing the path of personal, professional and community development through the Service Learning Project. Personal trajectories involving insights on the community issue undertaken, reasons for choosing the same, and the learning takeaways could be highlighted. An action plan for sustaining personal, professional and community development could be outlined.

Peer feedback in terms of observation and sharing of the personal and professional development and community development initiatives observed in peers, as well as learning from these could be shared.

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SEMESTER II
PERSPECTIVE COURSE 4
PHILOSOPHY OF EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To understand the basic concepts of education
- To develop a critical understanding of modern educational philosophies.
- To develop abilities to make comparisons between different philosophies and their educational implications .
- To understand the contemporary developments and issues in philosophy of education.
- To help the student to develop a philosophical outlook towards educational problems.
- Develop critical appraisal of contributions made to education by prominent educational thinkers

MODULE I: HISTORY AND PHILOSOPHY OF EDUCATION(INDIAN AND WESTERN PERSPECTIVES) (CREDIT 2)

Unit 1: Historical Overview

- a) Brief introduction to the historical contexts of philosophy of education
- b) Ancient Indian perspectives of Education: Vidya, Dnyan and Darshan.
- c) Ancient Greek Perspective on Education: Wisdom (Socrates and Plato, Plato's Republic and C.D. Reeves)

Unit 2: Western perspective

- a) Modern Western perspectives of Education: Information and Knowledge in institutional Contexts.
- b) Decolonizing Philosophy of Education: Asian, African and Latin American contexts

Unit 3: Philosophical Issues of Value Education

- The varieties of values: epistemic, moral, spiritual, aesthetic.
 - a. Epistemic:- Science Education(C.D. Hardie)
 - b. Moral Education (Gandhi)
 - c. Spiritual Education (Aurobindo)
 - d. Aesthetic Education (Tagore)
 - e. Humanities Education (Nussbaum)

MODULE II: CONTEMPORARY APPROACHES TO EDUCATION (CREDIT 2)

Unit 3: Schools and Approaches

- a) Humanism: Educational Implications of Humanism- Aims and Ideals, Curriculum, Methods, Teacher, Discipline, and Critical Evaluation
- b) Existentialism: The chief characteristics of Existentialism, Critique of system, the student as a free participant, self-creation
- (c) Marxism: Critique of the market model of education, dialectical materialism, collective goals of education
- (d) Postmodernism: Critique of humanism and institutions; in defense of localism and pluralism
- e) Multiculturalism, Culture and Pluralism as a Norm

Unit 4: Politics, Self and Society

(A) Towards inclusive and just education in a democracy

- a) Educating the citizen: Rousseau and Dewey
- b) Educating Women: Wollstonecraft, Savitribai Phule, Pandita Ramabai and Nel Noddings
- c) Educating Transgender

(B) Towards social transformative education

- a) Self-development and education: J Krishnamurti
- b) Secular Education
- c) Education and Social Change (Jyotiba Phule, Paulo Freire and bell hooks)
- d) Globalization and its impact on Education

Suggested Activities

1. Visit to a school based on different Ideology:- observation of activities and preparation of a reflective diary and interaction in a group.

2. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

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PERSPECTIVE COURSE 5

CURRICULUM STUDIES

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

To develop an understanding of

- Meaning, nature, principles, determinants and strategies of curriculum
- Foundations of curriculum
- Approaches to and inquiry in curriculum studies
- Models of curriculum development
- Selection and organization of learning experiences
- Issues in curriculum development
- Research areas in curriculum studies

MODULE I : CONCEPT AND FOUNDATIONS OF CURRICULUM STUDIES (CREDIT I)

Unit I: Meaning, Nature, Principles, Determinants and Strategies of Curriculum

- a) Meaning, Concept and Determinants of Curriculum
- b) Curriculum as a Body of Organized Knowledge, Inert and Live Curriculum
- c) Components of Curriculum: Objectives, Content, Transaction Mode and Evaluation

Unit 2: Foundations of Curriculum

- a) Curriculum Theory and Educational Practice
- b) Philosophical and Ideological Basis of Curriculum
- c) Cultural, Political and Economic Foundations of Curriculum

MODULE II: APPROACHES TO AND INQUIRY IN CURRICULUM STUDIES (CREDIT I)

Unit 3: Approaches to Curriculum Studies

- a) Subject Centered, Core Curriculum, Learner Centered, Community Centered Curriculum
- b) Characteristics, Purpose, Role of the Teacher, Psychological Basis of Humanistic Curriculum
- c) Characteristics, Purpose, Role of the Teacher in Social Reconstructionist Curriculum

Unit 4: Inquiry in Curriculum Studies

- a) Relevance, Flexibility, Quality, Contextuality and Plurality
- b) Post-Structuralism, Narrative Inquiry, Multicultural Education, Cultural Studies, and Critical Theory to Study Educational Experiences in and out of School Contexts.
- c) Curriculum Frameworks of School Education and Teacher Education

MODULE III: MODELS OF CURRICULUM DEVELOPMENT AND LEARNING EXPERIENCES (CREDIT I)

Unit 5: Models of Curriculum Development

- a) Tylers-1949, Hilda Taba 1962, Nicholls and Nicholls-1972 and Willes and Bondi-1989 Model
- b) Need Assessment Model and Futuristic Model
- c) Vocational/Training Model

(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation).

Unit 6: Selection and Organisation of learning experiences

- a) Principles and Criteria for Selecting, Developing and Organizing Learning Experiences
- b) Designing Integrated and Interdisciplinary Learning Experiences.
- c) Integration of Learning Experience Related to Work Experience, Sensitivity to Gender Parity, Peace Oriented Values, Health and Needs of Children with Disabilities, India's Arts, Crafts and Heritage, Infusion of Environment related knowledge and Local History and Geography

MODULE IV: ISSUES AND RESEARCH IN CURRICULUM DEVELOPMENT (CREDIT I)

Unit 7: Issues in Curriculum Development

- a) Centralized Vs. Decentralized Curriculum
- b) Diversity in Teachers' Competence and Problem of Curriculum Load
- c) Participation of Functionary and Beneficiaries in Curriculum Development

Unit 8: Research Areas in Curriculum Studies

- a) **Critical Studies in Curriculum and Pedagogy:** Exploration of educational phenomena in and out of schools, social justice issues, environmental justice, globalization, disability, gender, sexuality, cultural and linguistic difference.

- b) Learning Schools and Innovations: Instruction in formal and informal settings, building academic literature, the learning sciences, evaluation and assessment, and learning and instruction within subject areas through formal evaluation and comparison studies to design-oriented research, mixed methods, and qualitative research.
- c) Teaching and Teacher Education: Study of teaching and teacher learning across the curriculum. Varying teachers' perspectives, influence of their beliefs, their support, understand, and assessment of student learning, their own learning, and design their curriculum, role of teachers, the intersection of the formal and hidden curricula, and the socio-political context of teaching by using various research methodologies

Sessional Work (Any One)

1. Analyze how curriculum is culturally, politically, and economically situated.
2. Compare global and international dimensions of curriculum studies involving multicultural education
3. An essay on your reflections on curriculum studies involving critical theory or post structuralism
4. Critical analysis of a curriculum with respect to any one--gender sensitivity, language across the curriculum, integration of formal and hidden curricula

Essential Readings

1. Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
2. NCTE (2009) *National Curriculum Framework for Teacher Education*.
3. NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
4. NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
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2. Aggarwal, J.C (1990). *Curriculum Reform in India- World Overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.
4. Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
5. Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
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11. Reddy, B. (2007): *Principles of Curriculum Planning and Development*.
12. Taba Hilda (1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.

Audio-Video CDs

1. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
2. CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.

PERSPECTIVE COURSE 6

HISTORY POLITICS AND ECONOMICS OF EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives:

- To develop understanding of the historical perspective of education in pre and Post independent India.

- To critically analyze the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the political perspective of education.
- To develop understanding of the economics of education
- To develop understanding of the Perspectives on Political economy of education

MODULE I : HISTORICAL PERSPECTIVES OF EDUCATION (CREDITS: 2)

Unit 1: Education in Pre-independent India

- a) Ancient India: Vedic, Buddhist, Jain
- b) Medieval India: Sultanate and Mughal period.
- c) Colonial Period: Oriental Vs Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

Unit 2: Progress of Education in Independent India

- a) Analysis of Commissions and its contributions to education: Secondary Education Commission (1953) Education Commission (1964-66), National Commission on Teachers (1999)
- b) Analysis of Policies: NPE (1986), Program Of Action (POA) (1992)
- c) Critical review of NCF 2005

Unit 3: Education for an equitable society in a Global era

- a) Education for the marginalized group, Girls education and Inclusive education.
- b) Right to Education, Implication of GATT, WTO for Education.
- c) Education for all: Dakar Framework for action, Autonomy of Higher Education

MODULE II: POLITICAL PERSPECTIVE AND ECONOMICS OF EDUCATION (CREDITS: 2)

Unit 4: Political Perspectives of Education

- a) Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical
- b) Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice.
- c) Political reforms and Education, Education for political development and Political socialization

Unit 5: Economics of Education

- a) Concept, Need and Principles of Economics of Education
- b) Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis, Unit cost and Capital cost; Social and Individual cost; Recurring and Non-recurring cost, Opportunity cost.

- c) Theories of economics and its influence on Education: Human capital theory, Signaling theory.
- d)

Unit 6: Perspectives on Political economy of education

- a) Policy making and Educational Planning
- b) Economic analysis of educational intervention , Public Private Partnership (with reference to World bank themes)
- c) Impact Evaluation of Educational Projects: SarvaShikshanAbhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi BalikaVidyalayas Scheme

Sessional Work

1. Trace the historical hallmarks of Indian Education till date with its salient features.
2. Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education
3. Develop a Cost benefit analysis chart and report with reference to any educational institute.
4. Carry out an impact evaluation of any one educational projects of the government (survey or case study)

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1. Agarwal J.C; Agrawal S.P, (1992), Educational Planning in India, Volume 1, Concept publishing Company, New Delhi.
2. Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, Delhi
3. Agarwal .J.C(2007), History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt ltd, New Delhi.
4. Amala,P.A, Anupama,P and Rao, D.bB;(2004), History of Education, Discovery Publishing House, New Delhi.
5. Babalola, J B.(2003), Fundamentals of Economics of Education, University of Ibadan
6. Bhatnagar S (2004) Kothari Commission Recommendations and evaluation with atext on NPE, International Publishing House, Meerut.
7. Booth, T.&Ainscow, M (1998), From them to Us: An International study of Inclusion in Education. London: Routledge.
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9. Devi, S (2005), A History of Modern Education, Omsons publications, New Delhi
10. Gramlich, E.M (1990), A guide to Benefit –Codt Analysis, Prospect Heights, IL: Waveland Press.

11. Hardwick,P; Khan B. and Langmead J(1994), An Introduction to Modern Economics, 4th edition, New York.
12. Kohli,V.K. Indian Education and its Problems, Vivek publishers
13. Mondal A, Mete,J (2013) Right to Education, APH publishing corporation, New Delhi.
14. Pandey V.C, (2005), Democracy and Education, Isha books, New Delhi
15. Plantilla J.R (2008), Educational Policies and Human Rights Awareness, Publisher Rajkumar for Academic Excellence, Delhi
16. Pruthi, R.K (2005), Education in Medieval India, Sonali Publications, New Delhi.
17. Sharma B, History of Indian Education, Vohra Publishers and distributors, New Delhi.
18. Singh S.S,(2007), Development of Education in emerging India and its current problems, DhapatRai Publications Company.
19. Sinha N,(2001), Governmental strategies towards Education of the disabled, NIPCD and Planning Commission, New Delhi.
20. Sudarsana ,T (2008) Comparative secondary education (Google eBook) , Reddy Mittal Publications, (Study conducted at CuddapahDistrict of Andhra Pradesh, India)

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- <http://www.norrag.org/en/publications/norrag-news/online-version/value-for-money-in-international-education-a-new-world-of-results-impacts-and-outcomes/detail/cost-effectiveness-analysis-in-education.html>
- <http://oyc.yale.edu/political-science/plsc-114/lecture-15>
- <http://plato.stanford.edu/entries/locke-political/>
- <http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j-fundamentals-of-public-policy-fall-2004/lecture-notes/4whatispubpolicy.pdf>
- <http://www.uk.sagepub.com/northouseintro2e/study/chapter/handbook/handbook1.1.pdf> (theoreis of leadership)
- <http://www.jstor.org/discover/10.2307/20023808?uid=3738256&uid=2&uid=4&sid=2110659398662>
- [http://publications.iiep.unesco.org/Cost-benefit-analysis-educational-planning-\(second-edition\)](http://publications.iiep.unesco.org/Cost-benefit-analysis-educational-planning-(second-edition))
- <http://www.britannica.com/EBchecked/topic/467721/political-science/247913/Theory-of-rational-choice>
- <http://www.worldbank.org/en/topic/education/brief/economics-of-education>
- Medieval India education system <http://www.vkmaheshwari.com/WP/?p=512>

TEACHER EDUCATION COURSE 1

PRE-SERVICE TEACHER EDUCATION AND PERSPECTIVES

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Objectives of the Course

The learners will be able to

- Understand the concept of pre-service teacher education
- Understand the teacher education curriculum
- Get acquainted with knowledge base, reflective teaching and models of teacher education
- Understand managing practicum in teacher education

MODULE I: PRE-SERVICE TEACHER EDUCATION

(CREDITS 2)

Unit 1: Concept of Pre-Service Teacher Education

- a) Meaning, Nature and Scope of Pre-Service Teacher Education
- b) Need, Objectives and Structure of Pre-Service Teacher Education at Elementary, Secondary and Higher Secondary Levels
- c) Understanding Student-Teacher as the Adult Learner (Concept of Andragogy)

Unit 2: Teacher Education Curriculum

- a) The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- b) Organization of components of Pre-Service Teacher Education
- c) Transactional Approaches (for foundation courses and skills & competencies): Expository, Collaborative, Peer-teaching, Modeling, Practice and Feedback

MODULE II: PERSPECTIVES ON TEACHER EDUCATION

(CREDITS 2)

Unit 3: Knowledge base, Reflective Teaching and Models of Teacher Education

- a) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke, and Habermas
- b) Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- c) Models of Teacher Education – Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit 4: Managing Practicum in Teacher Education

- a) Principles and Organization of Internship for Integration of Theory and Practice
- b) Organization, Observation, Supervision and Assessment of Practicum

- c) Mentoring, Coaching and Feedback in Teacher Education

Sessional Work (Any One) 40 Marks

1. Compare the pre-service teacher education curriculum of any one university with your own in terms of their components, weightages, organisation, transaction and assessment.
2. Plan, conduct and evaluate a seminar or a panel discussion or a workshop on any area related to teacher education.
3. An essay on your reflections on any one activity undergone during your pre-service teacher education programme.
4. Analyze Berliner's stages of development of teacher expertise

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3. Dillon Justin and Maguire Meg (1997) Becoming A Teacher: Issues in Secondary Teaching Buckingham, Open University Press.
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5. Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation.
6. Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization. Ltd.
7. McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The Challenge of Professional Practice Boston Allyn and Bacon.
8. Misra, K.S. (1993) Teachers and Their Education Ambala Cantt., The Associated Publishers.
9. Mohanty Jagannath (2000) Teacher Education in India
10. Murray, Frank B. (Ed.) (1996) Teacher Educators' Handbook: Building A Base for Preparation of Teachers, San Francisco, Jossey-Bass Publishers.
11. National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
12. NCTE Website www.ncte.org
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 17. Singh, R.P. (Ed.) (2002) Teacher Education in Turmoil: Quest for a Solution, New Delhi, Sterling Publishers Privatization. Ltd.
 18. Singh, R.P. (2006) Training Teachers: Problems and Issues New Delhi, Gyan Publishing House.
 19. Singh, U.K. and Sudarshan, K.N. (1996) Teacher Education New Delhi, Discovery Publishing House.
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SEMESTER III

CORE COURSE WITHIN SPECIALIZATION

1. ISSUES AND CONCERNS IN ELEMENTARY EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

1. To acquaint the student with perspectives of elementary education.
2. To enable the students to develop understanding about the role of UEE
4. To enable the students to understand the curriculum and evaluation process of elementary education.
5. To enable the students to understand the role of various commissions, policies and strategies of elementary education.

MODULE1: PERSPECTIVES OF ELEMENTARY EDUCATION (CREDIT 2)

Unit. 1: Elementary Education

- a) Elementary Education; - Concept, Meaning, Objectives, Need and significance.
- b) Child Developmental Issues: - Influence of Home, School and Community.
- c) New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach, Virtual class room, & smart board.

Unit 2: Universalization of Elementary Education (UEE)

- a) Concept, Meaning, Objectives and Role of UEE
- b) Measures towards realization of UEE
- c) Critical Appraisal of Current status of UEE

Unit 3: Curriculum and Evaluation

- a) Elementary School Curriculum- Principles, Objectives, Planning.
- b) Evaluation: Principles and tools- Term Evaluation (TE), Continuous Comprehensive Evaluation (CCE), Recommendation of National Curriculum Framework for elementary education in reforming Evaluation practices.
- c) New Trends in evaluation of Elementary Education Grading system: Assessment as a continuum, Use of multiple sources for comprehensive assesses, Ways of Assessment- observation, records, maintaining profile .Competency based assessment.

MODULE 2: COMMISSION, STRATEGIES AND GOVERNANCE (CREDIT 2)

Unit 4: Commissions, Policies & Challenges

- a) Commissions and Policies: Constitutional Provisions for education and Directive Principles related to elementary education and their implications, Kothari Commission, National Policy of Education (1986), Yaspal Committee, National Curriculum Framework (2005), State Policy 2010, Right to Education (RTE)
- b) Agencies: Role and functions of SCERT , DIET
- c) Challenges in Elementary Education:
 - 1. Education for all- Education for socially & economically backward strata of the society.
 - 2. Specific problems regarding finance, organizing, administration, student enrollment and quality instruction.

Unit 5. Strategies in Improving Elementary Education Programmes

- a) Strategie- Role of Panchayatraj and community in educational planning and management, PEP (1986) – Goals, Strategies and impact.SSA -Goal with special reference to specific programmes and interventions at National and State level
- b) Child Rights and elementary Education: CRC – 1989, Basic child right, Present status of child rights in India- education, Health & Nutrition, Child Labour, & Gender Discrimination
- c) Professionalizing Elementary teacher Education: In service Elementary Teacher training programme -Need, significance role of CRC,BRC, DIET, Pre-service Elementary teacher training programme-Objectives and Types, Critical appraisal of teacher education programme in the state

Unit 6: Leadership and Governance

- a) School climate- concept need and significance
- b) Organizational strategy for enhancement of Quality in teacher education.
- c) Quality Education- Concept, Indicators, quality improvement, setting up standard for performance, supporting inputs to improve achievement, adopting flexible strategies for acquisition use of inputs & monitoring performance, organizing strategies for enhancement of quality in school education.

SUGGESTED ACTIVITIES

- Critical Study of existing teacher education curriculum of a state.
- Preparing a training plan (design) for the in service training of specific target group on a specified theme.
- Demonstrating a training technique with peers.
- Constructing a tool for evaluation of specific skills
- Evaluation of any one of the in service teacher training programmes organized by any one of the resource institutions
- Critical review of any one of the commission /policies.

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2. NCTE, New Delhi 22 Policy perspectives in Teacher education – Critique & documentation
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CORE COURSE WITHIN SPECIALIZATION

2. SYSTEM AND STRUCTURE OF ELEMENTARY EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Objectives:

- Enable the learners to understand the different perspectives and context of elementary education
- Enable the learners to understand the different policies and programmes of elementary education
- Learners will be able to understand Universal Elementary Education (UEE) its objective and challenges
- Learners will understand the system and structure of elementary school education in India
- Enable the learners to understand the curriculum across different types of school in India
- To develop the skills and knowledge require for resource management in schools at elementary level

MODULE I: Different Perspectives and Context in Elementary Education (CREDIT 2)

Unit 1: Perspectives and Context Elementary Education in India

- a) Nature and focus of Elementary Education after independence.
- b) Constitutional provision for education and Directive Principles related to elementary education and their implications.
- c) Socio-Cultural, Economic Political and Statutory environment of Elementary Education in India

Unit 2: Policies and Programmes of Elementary Education

- a) Agency of Policy Making- N.C.E.R.T, S.C.E.R.T
- b) Elementary education as highlighted in National Policy on Education-1986, National Plan of Action-1992
- c) National Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Unit 3: Universal Elementary Education (UEE) its Objective and Challenges.

- a) Concept, objectives, meaning and justification of UEE.
- b) Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- c) Access and enrolment of different types of learners-issues and challenges. Enrolment and dropout : meaning and assessment and related issues and dropout,

MODULE II : System and Structure of Elementary School Education in India (CREDIT 2)

Unit 4: System and Structure of Different School Boards at Elementary level

- a) Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and **Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools**
- b) Organizational Structure of school in India, Types of School Education (Aided- unaided, Private, International)
- c) Issues related to School Education at Elementary level

Unit 5 : Curriculum Planning and Development in Schools at Elementary Level

- a) National Curriculum Framework 2005 by NCERT
- b) Curriculum Design and Evaluation at different boards of School Education at Elementary level (SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)
- c) General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.

Unit 6 : Resource Management in Schools At Elementary Level

- a) Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes
- b) Panchayatraj and community involvement in educational planning and management related issues
- c) Participation of NGOs in achieving goals of Elementary Education.

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- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal

CORE COURSE WITHIN SPECIALIZATION

3. CURRICULUM DESIGN AND DEVELOPMENT AT THE ELEMENTARY LEVEL

Total Credits= 4
1 Credit= 12 Hours
Total Hours = 48 hours

Objectives of the Course

The learners will be able to

- Understand the concept principles and strategies of curriculum development
- Understand the foundations of curriculum planning
- Get acquainted with the models and process of curriculum design.
- Reflect on various trends and theories of curriculum development,
- Appreciate the need for curriculum evaluation
- Develop competencies to design and evaluate curriculum.

MODULE I: CONCEPT, FOUNDATIONS AND THEORIES OF CURRICULUM DEVELOPMENT AND PLANNING (CREDIT 2)

Unit 1: Concept Principles and Strategies of Curriculum Development

- a) Concept (Meaning and Characteristics), Need and Guiding Principles of Curriculum Development.
- b) Stages in the Process of Curriculum development.
- c) Strategies of Curriculum development.

Unit 2: Foundations of Curriculum Planning

- a) Philosophical (National, democratic), Sociological (Socio Cultural Reconstruction) and Psychological (Learner's Needs and Interests) Bases
- b) International Norms as Bench Marks
- c) National Level Statutory Bodies for Curriculum Planning

Unit 3: Theories and Curriculum Development

- a) Curriculum and Constructivism
- b) Curriculum and Critical Theory
- c) Curriculum and Poststructuralist Theory

MODULE II : CURRICULUM DESIGN, TRENDS AN EVALUATION (CREDIT 2)

Unit 4: Models and Factors of Curriculum Design

- a) Academic/ Discipline Based, Competency Based, Social Functions/Activities Based and Individual Needs and Interests Models
- b) Goals, Objectives and Specifications of Curriculum

- c) Criteria for Selection of Content (Selection, Scope, Balance, Sequence, and Continuity) and Selection and Organization of Learning Activities.

Unit 5: Current Trends in Curriculum Development

- a) Autonomy and Curriculum Development.
- b) Institutionalization of Curriculum Development.
- c) Curriculum for Inclusion, International and Multicultural Education and E –learning

Unit 6: Models of and Conducting Curriculum Evaluation

- a) Tyler’s, Stakes’ Model, Scriven’s, Krikpatrick’s and CIPP (Context, Input, Process, Product) Models
- b) Factors Influencing the Effectiveness of Curriculum Transaction and Implementation- Student, Teachers and Instructional Environment
- c) Purpose and Planning for Evaluating the Curriculum and Curriculum Materials, Conducting Programme Evaluation and Utilizing Evaluation Results for Curriculum Improvement.

Sessional Work (Any One)

1. Define curriculum and arrive at comprehensive definition of curriculum (giving Justifications for supporting the definition and stating the theoretical basis of the definition)
2. Explain the need for establishing international norms as bench marks in curriculum development.
3. Justify the need for curriculum for inclusion, multicultural education and e-learning
4. Differentiate between curriculum evaluation and programme evaluation

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18. Tyler, Ralph W. (1974) *Basic Principles of Curriculum and Instruction*. Chicago, the University of Chicago Press.

Some Useful Links:

- <http://www.paisley.ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp>
- <http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/obj-based-proc-model.htm>
- <http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm>.
- <http://www.infed.org/biblio/b-curric.htm>

CORE COURSE WITHIN SPECIALIZATION

4. ISSUES AND CONCERNS IN SECONDARY EDUCATION

Total Credit= 4
 1 Credit= 12 Hours
 Total Hours = 48 hours (4*12)
 (60 Marks)

Course Objectives

1. To acquaint the student with perspectives of secondary and higher secondary education.
2. To enable the students to understand the problems and challenges about secondary and higher secondary education.
3. To enable the students to understand the management, curriculum and evaluation process of secondary and higher secondary education.

MODULE 1: PERSPECTIVES IN SECONDARY EDUCATION

(CREDIT 2)

Unit 1: Secondary and Higher Secondary Education

- a) Concept, Meaning, Objectives, Need and significance.
- b) Status of secondary and higher secondary education
- c) Exposure to integrated and subject specific stream, guidelines and counseling strategies to meet changing physiological and sociological requirements.

Unit 2: Problems and Challenges

- a) Universalization of secondary education- nature, issues and challenges
- b) Alternative schooling- Problems and strategies
- c) Education for the deprived- Problems, challenges and strategies- problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems.

Unit 3: Pre Service and In Service Teacher Education

- a) Pre service and in service Teacher Education- Concept, objective and scope.
- b) Issues and concerns of problems of pre- service and in-service teacher educators at secondary and senior secondary level
- c) Issues of quality in secondary and senior secondary education management system of secondary education, department of education, directorate, inspectorate and private agencies.

MODULE 2: STRATEGIES, MANAGEMENT, EVALUATION

(CREDIT 2)

Unit IV: Strategies in Higher Secondary Education

- a) Recommendations of various commissions and committees concerning teacher education system, impact of NPE 1986 and its POA on teacher education systeme commendations of various commissions and committee
- b) The centrally sponsored scheme for reconstructing and strengthening teacher education institution at the secondary and senior secondary level- role and function of IASE's and CTE.
- c) Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT's

Unit V: Management Informal System (MIS) & Assessment & Evaluation

- a) Management: Course mapping at senior secondary level, structure of MIS school mapping at secondary level.
- b) Evaluation: CCE, formative and summative evaluation; non- referenced and criterion reference evaluation, evaluation of school experience/internship programmes.
- c) Assessment: assessment of teaching proficiency; criterion, tools and techniques, organization and regulations of internal assessment in PSTE: Preparation of guidelines and schemes for internal assessment.

Unit VI: Principles of School Curriculum Development in Higher secondary Education

- a) Concepts, components and determinants of curriculum, principles of curriculum construction, criteria for selection and organization of content and learning activities, designing integrated and inter disciplinary learning experiences.
- b) Curriculum transaction and synthesis- behavioristic, cognitive, constructivist evaluation of curriculum.
- c) Relevance of NCF 2005 and autonomy in developing curriculum with regard to local issues and challenges.

SUGGESTED ACTIVITIES

- Preparing a report on the existing status of teachers, method of recruitment and salary structure.
- Visits to different types of secondary and senior secondary schools and preparation of school profiles
- Conduct interview with students, teachers parents of different schools and prepare a report on problems of secondary and senior secondary schools
- Observation of in service teacher education programmes at secondary and senior secondary level and prepare a report.
- Visit to Alternative education centres at secondary level and preparation of a report
- Survey of educational needs of disadvantages and disabled.

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2. NCTE (1998): Policy Perspectives in Teacher Education.
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CORE COURSE WITHIN SPECIALIZATION

5. A SYSTEM AND STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Objectives:

- Enable the learners to understand the different perspectives and context of secondary and higher secondary education
- Enable the learners to understand the different policies and programmes of secondary and higher secondary education
- Learners will be able to understand problems and challenges of secondary and higher secondary education Learners will understand the system and structure of secondary and higher secondary education in India
- Enable the learners to understand the curriculum across different types of school in India
- To develop the skills and knowledge require for resource management in schools at secondary and higher secondary level

MODULE I: Different Perspectives and context in Secondary and Higher Secondary Education (CREDIT 2)

Unit 1: Perspectives and context of Secondary and Higher Secondary Education in India

- a) Nature, Scope, function and systems of secondary and higher secondary education
- b) Status of Secondary and Higher Secondary-process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines

- c) Socio-Cultural, Economic Political and Statutory environment of secondary and higher secondary education in India

Unit 2: Policies and Programmes of Secondary and Higher Secondary Education

- a) Agency of Policy Making- N.C.E.R.T, S.C.E.R.T
- b) Policies and schemes related to Secondary and Higher Secondary Education- National Policy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008)
- d) National Programmes: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) -"National Mission for Secondary Education", Inclusive Education for Disabled at Secondary Stage, The Adolescence Education Programme (AEP)

Unit 3: Problems and Challenges of Secondary and Higher Secondary Education

- a) Problems and challenges related to Universalization of Secondary Education and Alternative Schooling at Secondary Stage
- b) Problems, challenges , strategies in relation to access enrolment, dropout, achievement equality of Educational opportunities, education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem
- c) Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies

MODULE II System and Structure of Secondary and Higher Secondary School Education in India (CREDIT 2)

Unit 4: System and Structure of Different School Boards at Secondary and Higher Secondary Level

- a) Central Board of Secondary Education (CBSE),Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and **Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools**
- b) Organizational Structure of school in India, Types of School Education (Aided- unaided, Private, International)
- c) Issues related to School Education at Secondary and Higher Secondary Education level

Unit 5 : Curriculum Planning and Development in Schools at Secondary and Higher Secondary Level

- a) National Curriculum Framework 2005 by NCERT
- b) Curriculum Design and Evaluation at different boards of School Education at Secondary and Higher Secondary level (SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)
- c) General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts.

Unit 6 : Resource Management in Schools At Secondary and Higher Secondary Level Level

- a) Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of Secondary and Higher Secondary level programmes
- b) Panchayatraj and community involvement in educational planning and management related issues
- c) Participation of NGOs in achieving goals of Secondary and Higher Secondary Education.

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CORE COURSE WITHIN SPECIALIZATION

6. CURRICULUM DESIGN AND DEVELOPMENT AT THE SECONDARY LEVEL

Total Credits= 4
1 Credit= 12 Hours
Total Hours = 48 hours

Objectives of the Course

The learners will be able to

- Understand the concept principles and strategies of curriculum development
- Understand the foundations of curriculum planning
- Get acquainted with the models and process of curriculum design.
- Reflect on various trends and theories of curriculum development,
- Appreciate the need for curriculum evaluation
- Develop competencies to design and evaluate curriculum.

MODULE I: CONCEPT, FOUNDATIONS AND THEORIES OF CURRICULUM DEVELOPMENT AND PLANNING (CREDIT 2)

Unit 1: Concept Principles and Strategies of Curriculum Development

- d) Concept (Meaning and Characteristics), Need and Guiding Principles of Curriculum Development.
- e) Stages in the Process of Curriculum development.
- f) Strategies of Curriculum development.

Unit 2: Foundations of Curriculum Planning

- d) Philosophical (National, democratic), Sociological (Socio Cultural Reconstruction) and Psychological (Learner's Needs and Interests) Bases
- e) International Norms as Bench Marks
- f) National Level Statutory Bodies (UGC, NCTE)

Unit 3: Theories and Curriculum Development

- d) Curriculum and Constructivism
- e) Curriculum and Critical Theory
- f) Curriculum and Poststructuralist Theory

MODULE II : CURRICULUM DESIGN, TRENDS AN EVALUATION (CREDIT 2)

Unit 4: Models and Factors of Curriculum Design

- d) Academic/ Discipline Based, Competency Based, Social Functions/Activities Based and Individual Needs and Interests Models
- e) Goals, Objectives and Specifications of Curriculum
- f) Criteria for Selection of Content (Selection, Scope, Balance, Sequence, and Continuity) and Selection and Organization of Learning Activities.

(CREDIT 1)

Unit 5: Current Trends in Curriculum Development

- d) Autonomy and Curriculum Development.
- e) Institutionalization of Curriculum Development.
- f) Curriculum for Inclusion, International and Multicultural Education and E –learning

Unit 6: Models of and Conducting Curriculum Evaluation

- d) Tyler’s, Stakes’ Model, Scriven’s, Krikpatrick’s and CIPP (Context, Input, Process, Product) Models
- e) Factors Influencing the Effectiveness of Curriculum Transaction and Implementation- Student, Teachers and Instructional Environment
- f) Purpose and Planning for Evaluating the Curriculum and Curriculum Materials, Conducting Programme Evaluation and Utilizing Evaluation Results for Curriculum Improvement.

Sessional Work (Any One)

5. Define curriculum and arrive at comprehensive definition of curriculum (giving Justifications for supporting the definition and stating the theoretical basis of the definition)
6. Explain the need for establishing international norms as bench marks in curriculum development.
7. Justify the need for curriculum for inclusion, multicultural education and e-learning
8. Differentiate between curriculum evaluation and programme evaluation

REFERENCES:

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28. Mamidi, Malla Reddy and S. Ravishankar (eds.), *Curriculum Development and Educational Technology*, New Delhi: Sterling Publishing Pvt. Ltd.
29. National Council of Educational Research and Training (1999). *Special Issue on Curriculum Development*. [Special issue]. Journal of Indian Education. 25(3).
30. NCTE (2009) *National Curriculum Framework for Teacher Education*. New Delhi: NCTE.\
31. Oliva, Peter F. (1988) *Developing the Curriculum* (2nd edition). Scotland Foresman and Company.
32. Pratt, David (1980) *Curriculum Design and Development*, New York, Harcourt Brace Jovanovich Inc.
33. Reddy, R. (2007) *Principles of Curriculum Planning and Development*, Delhi, Arise
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35. Taba, Hilda (1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace Jovanovich.
36. Tyler, Ralph W. (1974) *Basic Principles of Curriculum and Instruction*. Chicago, the University of Chicago Press.

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- <http://www.paisley.ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp>
- <http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/obj-based-proc-model.htm>
- <http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm>
- <http://www.infed.org/biblio/b-currlic.htm>

TOOL COURSE 4

ADVANCED RESEARCH METHODS

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop an understanding about the designs of educational research
- To enable students to understand data analysis
- To enable students to write research report

MODULE I : DESIGNS IN EDUCATIONAL RESEARCH

CREDIT 2

Unit 6. Research Methodology

(a) Descriptive Research:

- Causal-Comparative
- Correlational
- Survey
- Ethnography
- Developmental study
- Case Study

(b) Historical Research: Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, Searching for historical sources, Summarizing and evaluating historical sources and Presenting pertinent facts within an interpretive framework.) Types of historical sources, External and internal criticism of historical sources.

(c) Experimental Research:

- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design.
- Single-subject Design.
- Internal and External Experimental Validity.
- Controlling extraneous and intervening variables.

MODULE II : DATA ANALYSIS AND REPORTING

CREDIT 1

Unit 7. Data Analysis

- (a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)
(b) Quantitative Data Analysis

- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)
 - Testing of Hypothesis
 - Type I and Type II Errors, Levels of Significance
 - Power of a statistical test and effect size
 - Parametric Techniques
 - Non- Parametric Techniques
 - Conditions to be satisfied for using parametric techniques
 - Inferential data analysis
 - Use of Excel in Data Analysis
 - Concepts, use and interpretation of following statistical techniques: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis).
- (c) Qualitative Data Analysis
- Data Reduction and Classification
 - Analytical Induction
 - Constant Comparison

Unit 8. Research Reporting

- (a) Format, Style and Mechanics of Report Writing with Reference to (i) Dissertation and Thesis and (ii) Research Paper.
- (b) References and Bibliography
- (c) Evaluation of Research Report.

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TEACHER EDUCATION COURSE 2

CONTINUING PROFESSIONAL DEVELOPMENT AND RESEARCH IN TEACHER EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- Understand the concept, methods and agencies of in-service teacher education
- Plan, organize and evaluate in-service teacher education
- Become aware of policies, issues and research in teacher education
- Understand need for professional development of teachers

MODULE I: IN-SERVICE TEACHER EDUCATION

(CREDITS 2)

Unit 5: Concept, Methods and Agencies of In-Service Teacher Education

- a) Concept, Need, Purpose and Areas of In-Service Teacher Education
- b) Meaning, Objectives, Organization and Modes of Methods of In-Service Teacher Education
- c) Agencies and Institutions of In-Service Teacher Education at District, State and National Levels (DPEP, SSA, RMSA, SCERT, NCERT, NCTE and UGC)

Unit 6: Planning, Organizing and Evaluating In-Service Teacher Education

- a) Preliminary Consideration in Planning in-service Programme (Purpose, Duration, Resources and Budget)
- b) Designing an In-Service Teacher Education Programme using ADDIE model
- c) Problems and Challenges of In-Service Teacher Education

**MODULE II: POLICIES, ISSUES, RESEARCH AND PROFESSIONAL DEVELOPMENT IN
TEACHER EDUCATION (CREDITS 2)**

Unit 7: Policies, Issues and Research in Teacher Education

- a) National and State Policies on Teacher Education at Elementary, Secondary and Higher Secondary Levels
- b) Issues in Preparation of Teachers for Different Board Affiliations, Inclusive Education, and Alternative Modes of Education
- c) Research in Teacher Education from the view points of N.L. Gage, Walter Doyle and Lee Schulman

Unit 8: Professional Development of Teachers

- a) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
- b) Personal and Contextual Factors affecting Teacher Development
- c) ICT Integration, and Quality Enhancement for Professionalization of Teacher Education

Sessional Work (Any One)40 Marks

1. Interview of a practicing teacher educator for the need for and nature of in-service education received.
2. Trace the development of formulation of a policy on any one current practice in teacher education
3. Review of two recent research studies in teacher education with reference to design, findings and policy implications.
4. Develop a format for appraisal of teacher educators.

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TOOL COURSE 5

ACADEMIC WRITING

CREDIT 2

Course Objectives

- To develop an understanding of the concept of academic writing.
- To develop understanding of the essential requirements of academic writing.
- To critically analyze the written texts in the respective discipline to identify the characteristics of the discourse community,
- To identify the types of intertextuality from other written texts for developing own text.
- To develop different forms, styles of academic writing including revising, generating, editing independently and collaboratively.
- To understand the academic sources in terms of referring, paraphrasing and acknowledging.

- To edit own's academic writing.

MODULE 1: FUNDAMENTALS OF ACADEMIC WRITING

Unit 1: Concept of Academic Writing:

a) Basics of Academic Writing

- Definitions and characteristics of Academic Writing
- Key terms of Academic Writing: Discourse Community, intertextuality, Academic Frame, facts and opinion
- Significance of Academic writing in education.

b) Types of Academic Writing Documents Used in Education

- Print writing: Book writing, chapter writing, Journal articles, conference or seminar papers, Dissertation, essay, Research paper, and Research report, Literature review, peer review report, Autobiography, Biography.
- Online academic writing: Collaborative writing (On discussion forums), hypertext

c) Guiding principles of good academic writing

Clear purpose, Audience engagement, Clear point of view, Single focus, Logical organization, link with the earlier claims of the discourse community, intertextability, strong support to make independent claims, clear and complete explanation, effective use of research, observations, appropriate writing style, correct Referencing as per set norms.

ASSIGNMENT

Identify the Discourse community, its characteristics. Analyze the community's earlier claims and beliefs. Write a paragraph justifying your claim built on the analysis.

Unit 2: Essentials of Academic Writing

a) Format

- General Form of Formatting of Academic Writing
Font, spacing, margin, paragraph, page numbering highlighting, foot notes.
- IMRAD Method of disposition: Acronym of sections in the research based academic writing -- :Introduction, Method, result, Analysis, discussion.

b) Different Styles of Academic Writing: Features and Significance

- Formal research reporting style, very objective (Quantitative research report)
- Semi- formal: research report style with some scope of subjective pre-assumptions. (Qualitative research report)
- Informal: Reflective writing with freedom to use I to address self. (Theme based

article)

c) Guiding principles for appropriate writing style:

- Language: Simple, lucid, suitability and readability for the discourse community, short sentences, avoiding word jargons.
- Grammatical Suitability: maximum use of passive voice, Minimizing split infinitive: (for example, instead of to quickly run better to write to run quickly style of writing, avoiding abbreviations, Avoiding prepositions at the end of the sentence.
- Logicality: Sequence, flow, Links between paragraphs
- Referencing style: Footnotes, Cross reference, captioning, references with superscript numbering

Tasks

Write and present a seminar paper on the theme of self development using IMRAD method of disposition.

MODULE 2: ACADEMIC WRITING: THESIS AND DESSERTATION WRITING

Unit 3: Process of Academic Writing and Other Research Reports

- a) Articles in journals, chapters in book and other publications
 - Process of general Academic writing : Choosing topic, Brain storming on earlier claims, differing and supporting view points, identifying own claims,
 - Planning (an Outline),
 - Write, Revise, edit, proof reading.
- b) Dissertation, thesis writing
 - Process of Research reports: chapterization.
 - Features and Essentials of each chapter writing.
- c) Elements of chapter writing
 - Paraphrasing: Essentials of summarizing In each chapter
 - Referencing for each chapter
 - Essentials of forming tables and figures.

Tasks

Select a topic of the gender concern. Prepare a questionnaire. Administer the tool on a selected sample to get the data, analyze the data and write a report on the research work using the process of general academic writing.

Unit 4: Essential Additions in The Academic Writing

- a) **Significance, Structure and guidelines**
 - TITLE, Acknowledgement of the contributions, Certification
 - Indexing
 - Appendix
 - Bibliography (APA style)
- b) **Publication of the academic writing (Significance, guidelines)**
 - Online publication
 - Print publication
 - Impact factor

c) Authenticity of Academic Writing:

- Guide's role
- Reliability of resources
- ethical considerations for Online and offline academic writing.
- Presenting the writing (Reporting):
 - Open Viva Voce
 - Closed Room Viva Voce
 - Guiding principles of defending own claims

Tasks

- Conduct a research project on any one aspect of self-development using service learning approach.
- Write a report by way of chapterization
- Present it to your Guide.

REFERENCES

References for MODULE 1:

Sub-unit 1 & 2

<http://www.vsm.sk/Curriculum/academicssupport/academicwritingguide.pdf>

http://en.wikipedia.org/wiki/Academic_writing

Sub-unit 3:

http://twp.duke.edu/uploads/media_items/academic-style-guide.original.pdf

References from the above source:

Passive and active voice handout: [http://twp.duke.edu/uploads/media_items/passive-](http://twp.duke.edu/uploads/media_items/passive-active.original.pdf)

[active.original.pdf](http://twp.duke.edu/uploads/media_items/first-person.original.pdf) Using first person effectively: [http://twp.duke.edu/uploads/media_items/first-](http://twp.duke.edu/uploads/media_items/first-person.original.pdf)

[person.original.pdf](http://library.duke.edu/research/citing/index.html) Citations reference from Duke Libraries website:

<http://library.duke.edu/research/citing/index.html> Proofreading for common grammatical mistakes:

[http://bcs.bedfordstmartins.com/smhandbook6e/Player/MainFrame.aspx?task=handbook&taskid=](http://bcs.bedfordstmartins.com/smhandbook6e/Player/MainFrame.aspx?task=handbook&taskid=3)

[=3](http://twp.duke.edu/writing-studio/resources/academic-writing/revising) Numerous strategies for revising: [http://twp.duke.edu/writing-studio/resources/academic-](http://twp.duke.edu/writing-studio/resources/academic-writing/revising)

[writing/revising](http://twp.duke.edu/writing-studio/resources/academic-writing/revising) Reading aloud: [http://twp.duke.edu/uploads/media_items/reading-](http://twp.duke.edu/uploads/media_items/reading-aloud.original.pdf)

[aloud.original.pdf](http://twp.duke.edu/uploads/media_items/reading-aloud.original.pdf)

Module 2 Unit 3:

<http://academicwriting.wikidot.com/the-six-steps-of-the-writing-process>

www.mu.ac.in/myweb.../Research%20Methodology-Paper.../Chapter-2.d..

<http://www.psych.uncc.edu/pagoolka/seminar/Ch5WritingResearch.pdf>

E- Books:

Swales J.M, "Writing for graduate students: Essential tasks and Skills" , University of Michigan press, 839 Greene Street Ann Arbor MI 48104-3209

<http://owl.massey.ac.nz/academic-writing/academic-writing-e-book.php>

<http://www.parlorpress.com/pdf/irvin--what-is-academic-writing.pdf>

SEMESTER IV

SPECIALIZATION CLUSTERS

Specialization Clusters

(Candidates can select any three from the specialization clusters listed below)

- A. Comparative Education
- B. Educational Technology
- C. Environmental Education
- D. Guidance and Counseling
- E. Inclusive Education
- F. Management of Education
- G. Quality in Education
- H. Women's Education

SPECIALIZATION A: COMPARATIVE EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- Understand the concept of comparative education
- Understand the methods and approaches in comparative education
- Get acquainted with the contemporary educational system of five countries in terms of their national context, organization, administration, planning, finance and policies.
- Reflect on current trends and problems in comparative education
- Understand differences and similarities in education in commonwealth and transitional societies

MODULE I: CONCEPT OF COMPARATIVE EDUCATION

(CREDITS 2)

Unit 1: Concept of Comparative Education

- a) Meaning, Need, Importance and Scope of Comparative Education
- b) Aims and Use of Comparative Education in Theory Building and Policy Making
- c) Role of Area Studies and National Case Studies in Comparative Education
- d) Issues and Concerns in Conducting Comparative and International Research

Unit 2: Methods and Approaches for Research in Comparative Education

- a) Descriptive and statistical methods
- b) Interpretive and explanatory methods- (i) Historical approach, (ii) Sociological approach, (iii) Philosophical approach
- c) Scientific methods- (i) Inductive method, (ii) Hypothetico-Inductive Method, (iii) Hypothetico-Deductive method and the Problem Approach in Comparative Education

**MODULE II: COMPARATIVE STUDY OF EDUCATION SYSTEMS TRENDS
AND PROBLEMS (CREDITS 2)**

Unit 3: Comparative Study of Education Systems

The contemporary Education Systems of the following countries to be studied in a comparative perspective in relation to India in terms of their

- a) National context- Historical background of education, Geography of the country, and the political system
- b) Organization of the Educational System with reference to-Pre-primary, Primary, Secondary, Tertiary and Professional Education Including Teacher Education and Inclusive education
- c) Administration, Planning and Finance- Role of the Government, private agencies and industries in education and their policies

- 1. United States of America
- 2. United Kingdom
- 3. Finland
- 4. Japan
- 5. China

Unit 4. Current Trends and Problems

- a) Current trends in education – national and global trends
- b) Problems in education –social, political and economic
- c) Education in Transitional Societies (Brazil, Russia, India, China, South Africa)

Sessional Work

Identify and discuss similarities and differences in the educational system in **any one** of the Commonwealth countries.

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SPECIALIZATION B: EDUCATIONAL TECHNOLOGY

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To understand the concept and development of educational technology and instructional design
- To enable planning and producing instructional media
- To enable selecting and integrating instructional technology
- To understand how to manage a virtual course and able to integrate technology into their existing curricula or in designing new curricula

MODULE I: FOUNDATIONS OF EDUCATIONAL, INSTRUCTIONAL AND LEARNING TECHNOLOGY (CREDIT 2)

Unit 1: Concept and Development of Educational Technology and Instructional Design

- a) Definitions, Concepts and differences of ET, ICT, e-learning and Distance education.

- b) Models and Principles of Instructional Design: Dick and Carrie, ADDIE Model, Bloom's learning Taxonomy David Merrill's Theory of Integration.
- c) Instructional Design, Practices and Difference between ID, Instructional System Design (ISD) and Educational Technology (ET)
- d) E-learning Development Process: Preparation of Instructional Media for E-Learning and Blended Learning
- e) Open Educational Resources –Definition and its significance.

Unit 2: Planning and Producing Instructional Media

- a) Development and Production of Instructional Media
- b) E-Learning Development process: The five e-learning Cycle Models, Advantages and Disadvantages.
- c) Exploring Issues and Trends in Instructional Technology for Improved Student Learning

MODULE II: ROLE OF TEACHER AS LEADER IN TECHNOLOGY (CREDIT 2)

Unit 3: Selecting and Integrating Instructional Technology

- a) The Pedagogy of Technology Integration
- b) Learning Theories-Social Learning Theories –Behaviorism-Bandura and Gagne, Cognitivism – Jerome Bruner and Constructivism- Lev Vygotsky and Spiro and Colleagues.
- c) Instructional Design, and Technology, Designing Learning Experiences using OERs
- d) Instructional Strategies for Online Courses: Definition and Types of Instructional Strategies, Ten Instructional Strategies--Learning Contracts, Small Group Work Discussion, Projects, Lecture, Collaborative Learning, Self-Directed Learning, Case Study, Mentorship, Forum

Unit 4: Managing a Virtual Course

- a) Creating and Providing Instruction Strategies for Managing Online Course
- b) Simplifying Tasks for Learners, Tools of Technology and its Usage-- Learning Activity Management System (LAMS), Blend Kit-- Blended Online Course
- c) International Standards of Technology for Education (ISTE), Licensing and Copyright on Using and Sharing Resources
- d) Creative Commons and OERs in E-Learning
- e) Managing Collaborative Learning Activities, Using Digital and Social Media in Education, Chats, Forums and Discussions

- f) Five Elements that Promote Group Work in Online Courses: i) social presence ii) presence of a leader iii) purpose and clear instructions iv) Skill Development for Working in a Team v) Seamless Technology

REFERENCES

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2. EdTech Notes from <http://cemca.org.in/resources/edtech-notes#.VV1DsPowquw>
 - Pedagogical Podcasting for Learning by Palitha Edirisingha
 - Using Social Media in Higher Education by Frank Rennie
 - OER Quality tips by Paul Kawachi
3. CEMCA resources at <http://cemca.org.in/resources/books#.VV1EPvowquw>
4. **CEMCA Web Resources**
 - [Video Channel](#)
 - [Audio Podcasts](#)
 - [Presentations](#)
 - [Photobank](#)
 - [Web Surveys](#)
5. [Open Resources for English Language Teaching \(ORELT\) Portal](http://orelt.col.org/)
6. <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>
7. <http://www.col.org/resources/otherResources/Pages/edTech.aspx>
8. <http://www.iste.org/standards/ISTE-standards/standards-for-teachers>
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10. American Society for Training and Development <http://www.astd.org/>

SPECIALIZATION C: ENVIRONMENTAL EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

To develop an understanding of

- Foundations in environment in terms of the concept and principles of environment
- Concept of environmental education
- Environmental management
- Environmental health and ethics
- Environmental impact assessment and audit

MODULE I: FOUNDATIONS IN ENVIRONMENT AND ENVIRONMENTAL EDUCATION (CREDITS 2)

Unit 1: Basics of Environment

- a) Meaning of Environment, Biosphere: Lithosphere, Hydrosphere and Atmosphere and its Interdependence.
- b) Community ecology: (Territorialism, dominance hierarchies, Commensalisms, Mutualism, Symbiosis, Parasitism, and Competition.
- c) Ecosystem: Components (Biological and Physical), Types of Ecosystem and Functions of Ecosystem, Energy Flow in the Ecosystem

Unit 2: Man and Environment

- a) Ecological balance; Meaning, Causes of Imbalance, Approaches towards Eco-balance
- b) Population Growth and Environment.
- c) Resource Exploitation and use of Technology: Impact on Land, Water and Climate.

Unit 3: Environmental Education

- a) Meaning, Goals, Objectives and Principles of Environmental Education.
- b) National Educational Policy and Environmental Education (1992),
- c) Environmental Education and Course Content: Lower Primary, Upper Primary, Secondary, Higher Secondary and University Education

MODULE II: SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL MANAGEMENT (CREDITS 2)

Unit 4: Sustainable Development

- a) Sustainable Development: Meaning, Principles and Need.
- b) Sustainable Practices (Reduce, recycle, reuse, redistribute, revalue and restructure)
- c) Conservation of Medicinal Herbs, Crop Genetic Resources, Animal Genetic Resources and Useful Micro-organism
- d) Education for Sustainable Development

Unit 5: Forest and Water Shed Management

- a) Role of the Forest in Environmental Equilibrium
- b) Guiding Principles of Forest Policy and Interdependence between Tribals and Forest
- c) Meaning, Characteristics and Process of Water Shed Management

Unit 6: Role of Teacher and School

- a) Role of the Teacher in Environmental Education
- b) Approaches to Teaching: Interdisciplinary, Multidisciplinary and Problem Solving Approaches to Teaching of Environmental Education
- c) Environmental Education Club

Sessional Work

1. Critically analyze and compare the various approaches towards the concern for the vanishing wilderness.
2. Prepare a plan of action for teaching environmental education at the higher secondary level using the problem solving approach.

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2. Murray B (1996) the Philosophy of Social Ecology: Essays on Dialectical Naturalism New Delhi, Rawat Publications.
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SPECIALIZATION D: GUIDANCE AND COUNSELLING

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop an understanding of the Nature and Scope of guidance.
- To develop an understanding of various theories related to guidance and its application.
- To develop an understanding of the role of guidance for the population with special needs.
- To develop an understanding of the relationship between work and mental health.
- To develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling.
- To develop an understanding of various theories of counselling.
- To develop an understanding of the implications of Intervention Strategies
- To develop an understanding of counselling in 'focus' areas of life skill.

MODULE 1: NATURE AND SCOPE OF GUIDANCE

(CREDIT 1)

Unit 1: Concept and Areas in Guidance

- a) Nature, Principles and Scope of Guidance
- b) Personal, Educational, Vocational and A-Vocational Guidance: Its Educational Implications in the Global context.

- c) Essential Guidance Services (Orientation service, Educational and Occupational Information service, Counselling service, Placement service Follow up service)
- d) Ethical basis in the use of Psychological Tests and Techniques

Unit 2: Guidance for Special Population

- a) Exceptional learners: slow learners, children with mental retardation and gifted.
- b) Socially and Economically Disadvantaged group.
- c) Guidance for the Wellbeing of Senior Citizens

MODULE II: CAREER GUIDANCE, WORK AND MENTAL HEALTH (CREDIT 1)

Unit 3: Career Guidance and Theories

- a) Factors affecting vocational choice, Approaches to career guidance
- b) Super's Theory of Career Development and Social Cognitive Career Theory (SCCT)-Lent, Brown and Hackett
- c) Holland's Model of Interest and its Application in Selection of Career

Unit 4: Work and Mental Health

- a) Meaning, Definition and Orientation and Coherence of Work
- b) Concept of and Factors Affecting Mental Health
- c) Role of Guidance Personnel in Promoting Positive Mental Health at Work Place.

MODULE III: NATURE AND SCOPE OF COUNSELLING (CREDIT 1)

Unit 5: Concept of Counselling

- a) Nature, Principles, Functions and Types (Reactive and Proactive)
- b) Stages of Counselling , and Counselling Skills
- c) Ethical Considerations In Counselling.

Unit 6: Theories of Counselling

- a) Cognitive Behaviour theory: Albert Ellis and Aaron Beck
- b) Eclectic counselling theory by F.C.Thorne
- c) Trait factor theory by Williamsons
- d) Theory of multicultural counselling and Therapy(MCT) by Sue et al

MODULE 4: INTERVENTION STRATEGIES AND COUNSELLING IN FOCUS AREAS (CREDIT 1)

Unit 7 : Intervention Strategies

- a) Rational Emotive Behaviour Therapy
- b) Grief and Crisis Intervention Strategies
- c) Coping strategy for Disaster Affected Victims

Unit 8 : Counselling in Focus Areas of Life Skills

- a) Health and Social Events

- b) Sexual violence and Suicide Prevention
- c) HIV/AIDS prevention

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SPECIALIZATION E: INCLUSIVE EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop in students an understanding of the concept and philosophy of inclusive education in different context.
- To develop in students an understanding of the nature and types of diverse learners.
- To enable students to analyse the trends and issues in inclusive education.
- To acquaint students about various legislative frameworks and programmes facilitating inclusive education.
- To enable students to understand various approaches to evaluation and identification of need of diverse learners.
- To enable students to understand planning and management of inclusive classroom.
- To enable students to use assistive /adaptive technology in inclusive classrooms.
- To enable students to understand the need of support system for inclusive practices.

MODULE I : UNDERSTANDING INCLUSION AND DIVERSE LEARNERS (CREDIT 1)

Unit 1 : Introduction to Inclusion

- (a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
- (b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalised group and Learners with Disabilities)
- (c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- (d) Readiness of School and Models of Inclusion

Unit 2 : An Overview of Diverse Learners

- (a) Concept of Impairment, Disability and Handicap
- (b) Classification of Disabilities based on ICF Model
- (c) Prevalence, Types, Characteristics and Educational Needs of Diverse learners
Intellectual, Physical and Multiple Disabilities
- (d) Causes and prevention of disabilities

MODULE II : LEGAL PROVISIONS, TRENDS AND ISSUES IN INCLUSIVE EDUCATION (CREDIT 1)

Unit 3 : Legislative Frameworks and Programmes

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- b) Rehabilitation Council of India Act (1992)
- c) Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- d) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit 4 : Trends and Issues in Inclusive Education in India

- a) Researches in Inclusive Education in India
- b) Current Status and Issues of inclusive education in India
- c) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- d) Ethical Issues in Inclusive Education

MODULE III : IDENTIFICATION OF DIVERSE LEARNERS, PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION (CREDIT 1)

Unit 5 : Approaches to Evaluation and Identification of Diverse Learners

- a) Introduction to Evaluation for identifying diverse learners
- b) Identification of Diverse Learners for Inclusion
- c) Educational Evaluation Methods, Techniques and Tools
- d) Interpretation of Evaluation Reports and their Educational Implications

Unit 6 : Planning and Management of Inclusive Education

- a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

- b) Curriculum and Curricular Adaptations for Diverse Learners
- c) Classroom Evaluation Practices
- d) Management of Inclusive Education Classrooms

MODULE IV : ASSISTIVE TECHNOLOGY AND COLLABORATIVE PRACTICES FOR INCLUSIVE EDUCATION (CREDIT 1)

Unit 7 : Assistive /Adaptive Technology

- a) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- b) Therapeutic Interventions: Need and Scope
- c) Use of Information Communication Technology (ICT) in inclusive classroom

Unit 8 : Collaborative Practices in Inclusive Set Ups

- a) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School
- b) Management, Community
- c) Skills and Competencies of Inclusive School Teachers for Collaborative Practices
 - a. Professional Development
 - b. Professional Ethics

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SPECIALIZATION F: MANAGEMENT OF EDUCATION

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop an understanding of concept of and need for management of education.
- To develop an understanding of leadership in the context of education.
- To develop an understanding of resource management in education.
- To develop an understanding of performance, information systems management and planned change in education.

MODULE I : MANAGEMENT OF EDUCATION AND LEADERSHIP CREDIT 1

Unit 1 Management of Education

- (a) Concept, Scope, Need and Objectives of Management of Education. Similarities and Difference between Management and Administration. Functions of Management.
- (b) Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Ethics
- (c) Efficiency, Effectiveness and Performance of a Manager
- (d) Globalization and Privatization : Impact on Management of Education in Private and Self-financed Educational Institutions.

Unit 2 Leadership in Education

- (a) Concept of Leadership: Characteristics, Leader and Manager, Effective and Successful Leader
- (b) Approaches to Leadership: Trait, Transformational, Transactional, Psycho-dynamic, Charismatic, Social.
- (c) Golman's Leadership Styles : The pacesetter leader, The authoritative leader, The affiliative leader, The coaching leader, The coercive leader and The democratic leader.
- (d) Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Path Goal Theory, Cognitive Resource Theory.

MODULE II: HUMAN RESOURCE MANAGEMENT IN EDUCATION CREDIT 1

Unit 3 Human Resource Management in Organizations

- (a) Human Resource Management: Meaning, Nature, Objectives, Scope, Job analysis.
- (b) Staff Development : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development

- (c) Organisational Development: Components of OD process, Diagnosis using Six-box Organisational Model by Marvin Weisbord. Organisation Development and Institutional Effectiveness.
- (d) Organisational Theory from Pre-Historical to Post-Modernism (1900s onwards) with special emphasis on Fayol (1990), Boulding (1966), Weick (1969), Foucault (1972).

Unit 4 Managing People

- (a) Conflict Management : Meaning of Conflict and Conflict Management, Types of Conflict (Interpersonal conflict, Intrapersonal conflict, Intragroup conflict, Intergroup conflict and Conflict between an individual and a group), Causes of Conflict, Strategies of Conflict Management.
- (b) Anger Management: Sources of Anger, Strategies for handling Anger
- (c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time.
- (d) Maintaining Relationships with Boss.

MODULE III : MANAGING FOR HIGH PERFORMANCE

CREDIT 1

Unit 5 Performance Management

- (a) Performance Management: Principles, Process and Concerns
- (b) Application of Performance Management: Individual Performance and its Relationship with Organizational Development, Concept of Pay for Performance in Education
- (c) Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques
- (d) Performance Based Assessment System (PBAS) with reference to Academic Performance Indicators (API) by UGC

Unit 6 Management of Information Systems

CREDIT 1

- (a) Concept of Integrated Information Management System, Types of Information Systems, Five Sub-Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System.
- (b) Knowledge Management: Concept, Knowledge Management Process Model
- (c) Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances

MODULE IV : MANAGING CHANGE AND EVENTS IN THE ORGANIZATION

CREDIT 1)

Unit 7 Change Management

- (a) Change: Meaning, Nature, Goals and Focus of Planned change, Need for Planned Change in Education in the context of Impact of Theories of Chaos and Complexity on Education. Strategies For Introducing Planned Change
- (b) Stages of Change (Initiation, Implementation and Continuation). Three-Step-Model of Change (Unfreezing, Moving, Refreezing). Problem Solving Approach to change
- (c) The Japanese Models of Change: Just-in-Time, Poka yoke, Consensus-Consultation-Involvement, Kaizen, Flexibility and Teamwork

Unit 8 Finance Management In Education

- (a) Financial Planning : Objectives and Need for Financial Planning
- (b) Revenue Generation Strategies in Education.
- (c) Concept of Budget and Budgeting, Types of Budgets on the basis of Time, Process of Budgeting, Strategies of Budgeting: Zero Base Budgeting (ZBB), Planning, Programming and Budgeting System (PPBS)
- (d) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis

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SPECIALIZATION G: PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Total Credit= 4

1 Credit= 12 Hours

Total Hours = 48 hours (4*12)

(60 Marks)

Course Objectives

- To develop an understanding of concept of pedagogy and andragogy of education.
- To understand approaches and techniques in pedagogy and andragogy in education
- To understand assessment in pedagogy and andragogy in education

MODULE I : PEDAGOGY OF EDUCATION

(CREDITS 2)

Unit 1: Concept of Pedagogy of Education

- a) Pedagogy: Meaning, Importance
- b) Pedagogical analysis: Concept and stages
- c) Critical Pedagogy: Meaning, Need and its implications in Teacher education

Unit 2: Approaches and Techniques in Pedagogy in Education

- a) Reflective enquiry, Metacognitive strategies (giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner)
- b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)
- c) ICT in teaching-learning: Development and Use of Blogs, U tubes, Ted Talks.

Unit 3: Assessment in Pedagogy in Education

- a) Feedback Devices: Meaning, Types, Criteria; Guidance as a feedback device
- b) Assessment of portfolios, Reflective Journal, Field engagement using rubrics, Competency based evaluation
- c) Assessment of teacher prepared ICT resources, Use of ICT for evaluation.

MODULE II: ANDRAGOGY OF EDUCATION

(CREDITS 2)

Unit 4: Concept of Andragogy of Education

- a) Meaning, Principles of andragogy, Competencies of self-directed learning
- b) Theory of Andragogy (Malcolm Knowles)
- c) Learner Autonomy: The Dynamic model of Learner autonomy.

Unit 5: Approaches and Techniques in Andragogy of Education

- a) Learner Controlled Method: Critical analysis of Group Discussion, workshop, Self-study, Web learning, Collaborative technique.
- b) Learner Engagement Forms at elementary level: Observing, Exploring, Discovering, Analysing, Critical thinking, Reflection, Contextualization, Collaboration
- c) Experiential Learning: Field interactions and reflection, Teacher experiences as the basis of training at elementary level

Unit 6: Assessment in Andragogy of Education

- a) Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of classroom events, Construction and interpretation of interaction matrix)
- b) Criteria for teacher evaluation: Product, Process and Presage criteria.
- c) Rubrics for Self and Peer evaluation: Meaning, steps of construction

Sessional Work: Any one

1. Write a report based on the assessment of any two B.Ed student teachers lessons using either Flanders' Interaction analysis or Galloway's system of interaction analysis
2. Prepare rubrics for self-assessment and Peer-assessment with reference to M.Ed curriculum
3. Prepare and execute a teaching plan on any B.Ed subject based on Understanding level model or Reflective thinking model.
4. Develop and implement either a blog/ U tube/ Ted talks based on the B.Ed curriculum/ School curriculum

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- <http://serc.carleton.edu/introgeo/assessment/strategies.html>

SPECIALIZATION H: QUALITY IN EDUCATION

Total Credit= 4
 1 Credit= 12 Hours
 Total Hours = 48 hours (4*12)
 (60 Marks)

Course Objectives

- To enable to comprehend the meaning and concepts related to Quality In Education
- To orient quality gurus and their contribution in field of quality
- To understand importance of Total Quality Management and competency required for it
- To understand concept of Leadership and importance of Team Building for Quality Institutions
- To develop understanding of Educational Quality Management Systems and strategies for improving quality
- To acquaint with Quality Measurements mechanisms

- To understand the Role of Indian, International Agencies and Higher Education Institutions in Quality Maintenance and Sustenance

MODULE I: CONCEPTUAL FRAMEWORK OF QUALITY

(CREDIT 2)

Unit 1: Quality in Education

- Concept and Evolution of Quality, Dimensions and Characteristics of Quality
- Meaning of Quality in Education : Indian and International perspective
- Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, Philip Crosby, C.K Pralhad, Subir Chowdhari

Unit 2: Quality Management in Education

- Concept of Total Quality Management (TQM)
- Human Resource Management strategies for TQM: Commitment-confidence-competence triangle, Can do-Will do matrix
- Cost of Quality in TQM: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis

Unit 3: Leadership and Team Building for Quality Institutions

- Leadership: Meaning, Characteristics, Leader and Manager, Effective and Successful Leader, Transformational leader, Transactional leader, Blake and Mouton's Managerial Grid, Fiedler's Contingency Model,
- Strategic Planning : Identifying the Mission, Creating a Vision, Generating Quality Culture, Establishing Goals and Objectives
- Team Building : Nature and types of teams, effective and ineffective teams, Qualities In Team Members, Team building process, Role of Team Members and leader for Effective Teamwork

MODULE II: ROAD-MAP TO QUALITY

(CREDIT 2)

Unit 4 : Educational Quality Management Systems

- Meaning of Quality Management Systems and its stages, Educational Quality Management Systems: International Organization for Standardization (ISO)
- Rewards And Recognition: EQFI's India Education Awards, Malcom Baldrige Award in Education
- Strategies for Improving Quality: Kaizen approach, Quality Audit, Quality Circles

Unit 5 : Quality Measuring and Improving Mechanisms

- Tools : Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram
- Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA)
- The Japanese Models of Change: Just-in-Time, Poka yoke, Ringi system (Consensus-Consultation-Involvement)

Unit 6: Role of agencies in Quality Maintenance and Sustenance

- a) Higher Education:
 - International Level: Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)
 - National level: National Assessment Accreditation Council (NAAC)
 - **Institutional level: Internal Quality Assurance Cells (IQACs)**
- b) Secondary Education
 - Quality Council of India (QCI): Quality School Governance: National & International Linkage: Scottish Qualification Authority (SQA)
 - National Accreditation Board of Education Training (NABET)
 - School Quality Assessment and Accreditation (SQAA) for CBSE boards

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SPECIALIZATION I: WOMEN STUDIES

Total Credit= 4
1 Credit= 12 Hours
Total Hours = 48 hours (4*12)
(60 Marks)

Course Objectives

- To develop awareness regarding the concept and need for women's studies as an academic discipline
- To understand the implications of gender perspectives on women
- To deliberate on various Perspectives on Development and Developmental initiatives adopted nationally and internationally
- To acquire and apply knowledge about Feminism, Women Entrepreneurs and Challenges

MODULE I : BASIC CONCEPTS IN WOMEN STUDIES , GENDER PERSPECTIVES, FEMINISM & IMPLICATIONS (CREDIT 2)

Unit I: Basic concepts in Women Studies

- a) Concept and Need for Women's Studies
- b) Scope of Women's studies-Women's Studies as an Academic Discipline
- c) Women's Movement to Academic/ Curriculum Development in Women Studies.(Historical Perspective)

Unit 2: Gender Perspectives and its Implications

- a) Gender Concepts: patriarchy, sex and gender - social construction of sex and gender; gender roles gender stereotyping, gender discrimination, gender sensitivity; gender perspective, gender analysis, gender auditing, gender budgeting, gender equity, gender equality, gender .
- b) Gender as an Axis of Stratification (including Transgender) and its Relation to other Axes of Stratification (Caste, Class, Community and Ethnicity)
- c) Implications of Gender perspectives on women Development and women Education.

Unit 3: Feminism

- a) Feminism- Concept, Challenges .
- b) Overview of Feminist Thought and Theory
 - i. Liberal Feminism- Equality, Rationality, Freedom, (Mary Wool stone Craft, Harriet Taylor, J.S Mill, Betty Frieden)
 - ii. Marxist Feminism- Production, Reproduction, Class, Alienation, Marriage and Family (Marx & Engels, Margaret Benston, Dalla Costa Salma James, Zaretsky)
 - iii. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood (Shulamith firestone, Kate Millet, Mary Daly, Adrienne Rich)
 - iv. Socialist Feminism- Class and Gender, Division of Labor, Unified and Dual System, Exploitation (Alison Jaggar, Juliet Mitchell, Irish Young, and Sheila Rowbotham)
 - v. Brief overview of Indian Feminism w.r.t to Family, Caste, Class, Culture, religion Social System
- c) Relevance of Feminism in the global context.

MODULE II: WOMEN AND DEVELOPMENT , WOMEN ENTREPRENEURSHIP AND CHALLENGES (CREDIT 2)

Unit 4: Women and Development .

- a) Perspectives on Development – Women in Development-WID, Women and Development WAD, Gender and Development- GAD approach and its impact on Women.
- b) Women’s Development and International Interventions i) International Women’s Decade ii) Millennium Development Goals
- c) Rights of Indian Women- political, family and property rights.

Unit 5: Women and Education

- a) Various Committees and commissions on women’s education

- b) Initiatives of Adult and non-formal education for women- National literacy Mission, National Adult and continuing Education, Functional Literacy programmes for women.
- c) Education for Disadvantaged Women: Socio Economic Deprived, Physical- Mental Challenged Women and Right to Education (RTE) Act 2011.

Unit 6: Women Entrepreneurship , Challenges at Work and Laws

- a) Concept and Significance of Entrepreneurship.
- b) Entrepreneurial Traits, Factors Contributing to Women Entrepreneurship, Strategies of Women Entrepreneurship Development , Entrepreneurship in Education.
- c) Challenges at Work :
 - i) Personal, Social, Economic, Political And Educational Problems of Women Workers: Wage Differentials, Role Conflict, Harassment At Workplace, Gender Bias In Recruitment etc.
 - ii) The impact of Globalization and Structural Adjustment Policies (SAP) on Women with Special Reference to India, in the Field of Education.
 - iii) Laws Against Violence and Sexual Crimes: Domestic Violence, Eve-Teasing, Rape, Indecent Representation of Women, Abduction and Kidnapping, Immoral Trafficking.
- d) For Working Women : Labor Laws Relating to Women, Minimum Wages Act Equal Wages and Equal Remuneration, Maternity Benefit and Child Care, ESI, The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013 and The Visakha Judgment.

Sessional Work

- Report Writing – Gender perspectives /Women’s Movement-Historical perspective
- Role Model case studies of Women entrepreneurs
- Exchange of ideas among faculty and students in group discussions and group initiatives on the topic –Women and development / Women and Education/ Feminism.
- Survey- To find out problems and challenges of women at work and its practical solutions.

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