



Syllabus

M. Phil. (Education)

(w.e.f 2014-15)

DEPARTMENT OF EDUCATION

Central University of Haryana
Mahendergarh

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DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF
HARYANA



University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by BhartiHari.

The arc at the bottom depicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knowledge, learning, enlightenment and promoting art and culture.

The arc at the right that depicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that depicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted “**Multidisciplinary Approach to Inclusive Education**” as motto.



DEPARTMENT OF EDUCATION

Department of Education is one of the oldest departments of studies of the University opened in the academic year 2010-11 by offering MA (Education) programme. The *Department of Education* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of Education offers PG programme (MA- *Education*) of two years duration which are divided into four semesters & based on choice based credit system (CBCS). During the Academic Year 2014-15, department is offering research programme of M.Phil. (Education) and PhD (Education).

Objectives of the Department

The department aims to provide value education, quality teaching and research to the aspirant learners. The Department strives to achieve following objectives-

- To acquaint the students with various issues, challenges and prospects in the field of education.
- To acquaint the students with different methods of teaching to make the teaching-learning process more effective.
- To explore emerging trends in research keeping in view the needs of the people at local, national and global level.
- To acquaint the students with different skills required for teaching, writing research papers, presenting papers in seminars and symposiums.
- To generate and strengthen the value of equity and equal opportunity, hardworking, commitment, cooperation, national integration, etc.
- To link the department with other disciplines by accepting multi-disciplinary approach.
- To associate with different agencies of education outside the University for the cause of quality research in education.

Course Scheme of M.Phil. (Education) programme has been given as follows:

COURSE WORK: M.PHIL PROGRAMME IN EDUCATION

Sr No	Course Work	Code	Credits
1	Theory and Methods of Research in Education		
	Paper I: Philosophical, Sociological & Psychological frame work & issues in Education	SHS EDN 02101C6	6
	Paper II: Research Frame Work and Process in Education	SHS EDN 02102C4	4
2	Specialization- Optional Select one from each group		
Group A	1. Value & Peace Education 2. ICT in Education 3. Educational Management, Planning & Leadership. 4. Education for learners with diverse need	SHS EDN 02101E5 SHS EDN 02102E5 SHS EDN 02103E5 SHS EDN 02104E5	5
Group B	1. Professional Development of Teachers 2. Science/Mathematics/Language/ Social Science Education 3. Issues in Curriculum and Instruction 4. Women Education	SHS EDN 02105E5 SHS EDN 02106E5 SHS EDN 02107E5 SHS EDN 02108E5	5
	Total		20

- Course Work – 20 Credits
- Dissertation
- Participation in Research Colloquium
- One Paper Publication in Referred Journal

Total: 40 Credits

**ORDINANCE RELATING TO THE AWARD OF DEGREE OF MASTER OF PHILOSOPHY/
DOCTOR OF PHILOSOPHY**

1. Definition

- 1.1 "Course" means a Semester Course.
- 1.2 "Credit"(c) is the weightage assigned to a course in terms of contact hours.
- 1.3 "Grade" means a letter grade assigned to a student on the basis of evaluation of a course on the ten point scale.
- 1.4 "Grade point" (g) means the numerical equivalent of a letter grade assigned to a student in a ten point scale.
- 1.5 "Semester Grade Point Average" (SGPA) means the grade point average of a student calculated in the following manner:

$$SGPA = \frac{(g1 \times c1) + (g2 \times c2) + \dots}{\text{Total number of credits of courses for which the student has registered in a semester}}$$

- 1.6 "Cumulative Grade Point Average" (CGPA) means a cumulative index grade point average of a student calculated in the following manner:

$$CGPA = \frac{(g1 \times c1) + (g2 \times c2) + \dots}{\text{Total number of credits of courses for which the student has registered upto and including the semester for which cumulative index is required.}}$$

- 1.7 "Final Grade Point Average" (FGPA) is the final index of a student at the time of the award of a degree.
- 1.8 "Final Grade" is the letter equivalent assigned to a student on the basis of his/her final grade point at the time of the award of the degree.
- 1.9 The final grade point average of students in the courses is worked out on the basis of the formula indicated below:

$$FGPA = \frac{\sum_{i=1}^n c_i \times g_i}{\sum_{i=1}^n c_i}$$

ci = Credit of the ith course
 gi = Grade point secured by the student in the ith course
 n = total number of courses for which the student has registered

2. Eligibility for Admission to the Programme of Study (M. Phil)

A candidate shall be eligible for admission to the programme of study leading to the Degree of Master of Philosophy (M.Phil), hereinafter called the programme, if he/she had taken Master's degree of the University with atleast 55% marks (50% for SC/ST or differently abled categories) and or a degree recognized by the University for this purpose as its equivalent.

Provided, however, that the cases of students who have passed examination outside the Indian Universities system and who may not have obtained a Master's degree may be considered for admission to the programme subject to the condition that each case shall be examined on its own merit by the Admissions Committee and in accordance with the recommendations of the Equivalence Committee.

3. Procedure for Admission

The procedure for admission to the programme shall be laid down from time to time by the Academic Council. The procedure shall include holding written test and interview, which shall carry weightage of 60% and 40% respectively. Candidates who have cleared NET/JRF/SLET/Teacher Fellowship or who have teaching/research experience of more than two years on regular basis shall be exempted from the written test. In such cases the interview shall carry 100%.

The interview shall also consider the following matters and make its recommendations: whether:

- (i) the research work can be suitably undertaken at the University; and
- (ii) the candidate possesses the competence for the proposed research.

4. Registration

Registration for courses is the sole responsibility of a student. No student shall be allowed to do a course without registration and no student shall be entitled to any credits in the course unless he/she has been formally registered for the course by the scheduled date to be announced by the University.

5. Courses of Study

The Department/Centre shall prescribe the course(s) and specify the methodology and instructional devices to be used. Every such course shall carry such credits as may be assigned to each by the Academic Council on the recommendation of the Department/Centre/Board of Research Studies (BRS) of the School/School Board.

Provided, however, that a student may with the permission of Department/Centre concerned, be allowed to add or substitute course(s) within the period of three weeks from the commencement of the semester.

Provided further that a student may, with the permission of Department/Centre concerned, be allowed to drop course(s) latest by the dates prescribed by the Academic Council for Monsoon and Winter Semesters.

No student shall be allowed to add, substitute and/or drop a course after these deadlines.

6. Duration of the Programme

The entire M.Phil, programme including M.Phil dissertation shall be completed ordinarily in 2 (two) consecutive semesters. No registration shall be permissible beyond the period of two semesters from the date of admission to the programme. The M.Phil course work shall be completed in the first semester.

Provided that a semester or a year may be declared zero semester or zero year in the case of a student if he/she could not continue with the academic programme during that period due to illness and hospitalization or due to accepting a foreign scholarship/fellowship subject to the fulfillment of requirements as laid down by the regulations. Such zero semester/year shall not be counted for calculation of the duration of the programme in case of such a student.

Provided further that in exceptional cases and for reasons to be recorded in writing the Academic Council may allow a student to submit his/her dissertation during the third consecutive semester from the date of admission.

7. Credit Requirements

No student admitted to the programme shall be eligible for the award of M.Phil degree unless he/she secures 40 credits in all out of which atleast 20 credits shall be for course work (including Research Techniques/Methodology) and 20 credits for the dissertation.

8. Appointment of Supervisor

The School Board on the recommendation of the Department/Centre and the BRS shall appoint a member of the faculty of the Department/Centre concerned as Supervisor and Joint (Supervisor/s) if the topic of research is inter or multidisciplinary, to guide and supervise the work of the student at the appropriate time.

Provided that in case a Supervisor under whose supervision a dissertation has been prepared in part or in full ceases to be a teacher of the University, he/she may, subject

to his/her availability and recommendations of the Department/Centre concerned, be continued by the BRS as Joint-Supervisor of the student.

9. Topic of Dissertation

The topic of dissertation shall be approved by the School Board on the recommendations of the Department/Centre concerned and the BRS on a proposal submitted by the student through his/her Supervisor.

10. Evaluation

10.1 Subject to confirmation by the School Board, the method of evaluation in the course(s) leading to the M.Phil degree shall be prescribed, and assessment conducted, by the Department/Centre concerned.

10.2 The dissertation shall be examined by two examiners, atleast one of whom shall be a person not on the staff of the University and/or on the Board of Studies of the Department/Centre concerned and/or the School Board, to be appointed by the Vice Chancellor from a panel of names approved by the Academic Council, the Board and the BRS of the School concerned:

Provided that in case of difference of opinion between the two examiners with regard to the evaluation of dissertation, the Dean of the School shall arrange to have placed before the School Board the evaluation reports of both the examiners for its consideration.

Provided further that after due consideration of the reports, the School Board may recommend the appointment of a third examiner (not connected with the University) in manner laid down above.

Provided further that if the recommendation of the third examiner is in the negative the student concerned shall not be awarded the degree of M.Phil.

10.3 The Courses and dissertation of the student shall be graded on a ten point scale, that is:

Grade	Grade Point
A+	9
A	8
A-	7
B+	6
B	5
B-	4

C+	3
C	2
C-	1
F	0

- Note : 1) There shall be no rounding off of SGPA/CGPA/FGPA
2) The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points.

- 10.4 The examiner while recommending the approval of the dissertation for the award of M.Phil degree shall also award grade for the dissertation according to the grading system in clause 10.3 above. The final grade for the dissertation shall be determined by taking the average of the grade awarded by two examiners.
- 10.5 A student in order to be eligible for the award of M.Phil degree of the University must have a minimum Cumulative Grade Point Average (CGPA) of 5.5 (inclusive of dissertation and course work).

Provided that a student may take course(s) carrying more credits than the number of credits prescribed by the Department/Centre in the course work of M.Phil programme, in which case in the calculation of CGPA only the prescribed number of courses in the descending order of the grades obtained by the student shall be included. For example, if the M.Phil programme has course work comprising two courses and the student credits four courses, his/her CGPA shall be calculated on the basis of the best two courses, when all the four courses are ranked according to the descending order of grades obtained by him/her.

11. No candidate shall be eligible to register for the programme if he/she is already registered for any full-time programme of study in this University or in any other University/Institution.

12. Removal of Name of an M.Phil Student from the Rolls of the University

- 12.1 The name of a student who fails in any course shall automatically stand removed from the rolls of the University.
- 12.2 The BRS may at its discretion strike off from the rolls of the University, the name of a student:
- a) who fails to secure SGPA/CGPA of less than 5.5 (4.50 in the case of students belonging to SC/ST or differently abled categories); or

- b) for lack of interest and motivation for research after completion of course work.

13. Registration to Ph.D.

A candidate shall be eligible for registration to the Ph.D. programme if he/she has completed the M.Phil programme and has secured:

- a) a minimum FGPA of 6.00 including grade of dissertation and courses (5.5 in case of SC/ST and differently abled students):

Provided that registration in the Ph.D programme of a student who has completed requirements of the M.Phil programme and result of whose dissertation is awaited may be considered provisional and made final only after the result is known and he/she has secured the required CGPA/FGPA.

OR

- b) Completion of M.Phil courses carrying a minimum of 20 credits with minimum CGPA of 6.5.

14. Topic of Ph.D. Thesis and Appointment of Supervisor

14.1 The BRS of the School shall satisfy itself:

- (i) that the research work can be suitably undertaken at the University; and
- (ii) that the candidate possesses the competence for the proposed research.

14.2 The School Board on the recommendation of Department/Centre shall, at appropriate time;

- (i) confirm the registration of student to the Ph.D. programme if his/her registration was provisional, and
- (ii) appoint a teacher of the Department/Centre as Supervisor to guide and supervise the work of student:

Provided that the School Board may on recommendation of the BRS and the Department/Centre concerned, appoint Joint Supervisors in any particular case.

Provided further that in case a Supervisor, under whose guidance a thesis has been prepared in part or in full, ceases to be a teacher of the University, he/she may subject to his/her availability and recommendation of the Department/Centre be continued by the School Board as Joint Supervisor of the student concerned.

- 15 No candidate shall be permitted to submit his/her thesis for the Ph.D. degree, unless he/she has pursued research at the University for not less than two years after his/her registration to Ph.D. programme, or confirmation of registration to Ph.D. programme, as the case may be.

Provided that a semester or a year may be declared zero semester or zero year in the case of a student if he/she could not continue with the academic programme during that period due to illness and hospitalization or due to accepting a foreign scholarship/fellowship subject to the fulfillment of requirements as laid down by the regulations. Such zero semester/year shall not be counted for calculation of duration of the programme in case of such a student.

16 Removal of Name of a Ph.D. Student from the Rolls of the University

(a) The name of the candidate shall stand automatically removed from the rolls of the University if he / she

- (i) Fails to secure the requisite CGPA in M.Phil, if he/she was provisionally admitted to Ph.D. programme pending the result of his/her M.Phil dissertation;
- (ii) Fails to submit his/her thesis within six years of the date of his/her initial admission to the M.Phil programme, or four years from the date of his/her registration to the Ph.D. programme, which is earlier.

Provided, however, that in respect of students who had discontinued after obtaining their M.Phil degree and who are re-admitted to the programme by the Department/Centre/School, the period for which such students had discontinued shall not be counted while calculating the period of six years as above.

(b) The BRS on the recommendations of the Department/Centre concerned may, however, subsequently accept the request of a candidate whose name has been removed from the rolls of the University under sub-clause 16(a)(ii) above, to get re-enrolled and become eligible for submission of his/her thesis, provided that he/she submits his/her thesis within one year from the date of his/her re-enrollment.

17. No candidate admitted to a course of research for the M.Phil degree or admitted to Ph.D. under this Ordinance shall, without the prior permission of the School Board and before completing the M.Phil programme or before completing the minimum period prescribed in clause 15 above:

- (a) undertake any employment:
Provided that those engaged in teaching and research in recognized institution located in places within 150 Kms. of the University campus may be exempted from the limitation of this sub-clause;
 - (b) join any other course of study; or
 - (c) appear in any examination other than those prescribed by the Department/Centre concerned.
- 18.** The BRS may cancel the admission of a candidate for a breach of the provisions of clauses 11 and 17 or on account of his/her unsatisfactory progress.
- 19.** A candidate shall submit his/her thesis for the Ph.D degree in the manner prescribed. Any original paper(s) pertaining to the area of specialization published by the candidate during the course of work leading to the Ph.D. degree and/or the dissertation submitted by him/her for the Master of Philosophy degree, may be submitted as subsidiary or supporting material in favour of his/her candidature for the award of the Ph.D. degree.
- 20.** The thesis submitted by the candidate for the award of the Ph.D. degree shall be examined by two examiners appointed by the Vice Chancellor on the recommendation of the BRS, the School Board and the Academic Council from amongst those who are not on the staff of the University and/or on the Board of Studies of Department/Centre and/or School Board.
- 21.** Each Examiner, after examining the thesis submitted by the candidate for the award of the Ph.D. degree, shall submit a report to the Dean of the School concerned containing a clear recommendation whether, in his/her opinion (a) the viva-voce examination of the candidate should be held; or (b) the thesis should be referred back to the candidate for revision; or (c) it should be rejected.
- The examiner shall not recommend that the viva-voce examination be held unless he/she is satisfied that the thesis constitutes a contribution to knowledge characterized either by reinterpretation of known facts or development of new techniques and that the methodology pursued by the candidate is sound and its literary presentation satisfactory.
- 22.** (a) If the Dean of the School is satisfied that the examiners have unanimously recommended that the viva-voce examination of the candidate be held, he/she shall accordingly arrange to hold it.
- (b) In case the Dean of the School notes that the examiners of the thesis have not recommended unanimously that the viva-voce examination of the candidate be held or he/she is satisfied that in the course of either report an adverse opinion of a substantive nature has been expressed materially affecting the validity of the same examiner's otherwise positive recommendation, then the Dean shall place the report of the examiners before the BRS for further action.

- (c) The BRS may, at its discretion and shall, if the recommendation of one examiner is positive and that of the other negative, recommend to the Vice Chancellor for the appointment of a third examiner, one not in the service of the University and/or on the Board of Studies of Department/Centre and/or the School Board to examine the thesis and act according to the recommendation of the third examiner;

Provided that recommendation is not to be considered negative if a revision is recommended and this revised thesis is accepted by the examiner;

Provided, further, that if the thesis after revision is not accepted by the examiner, the original and the revised version of the thesis shall be sent to the third examiner as per (c) above and the version approved by the third examiner shall be considered final.

Note :

- (1) No thesis shall earn a degree unless there are two positive recommendations.
- (2) Where one recommendation is positive and the other asks for revision, the BRS shall ordinarily get the revision carried out and revised thesis sent to the same examiner.

- 23.** The viva-voce examination of candidate shall be conducted by a Board of examiners consisting of one of the external examiners of the thesis and the Supervisor(s), provided, where neither of the examiners, who evaluated the thesis, is in a position to conduct the viva-voce examination, another examiner shall be appointed in his/her place.

Provided that where the Supervisor is unable to be present within a reasonable time to participate in the viva-voce examination, the BRS may recommend another member of the faculty in his/her place.

- 24.** The manner in which the viva-voce examinations to be conducted shall be as prescribed.

- 25.** (a) At the viva-voce examination, the viva-voce Board shall satisfy itself:

- (i) that the thesis submitted by the candidate is his/her own work, and
- (ii) that the grasp of the candidate of the field of his/her study is satisfactory.

- (b) The viva-voce Board may, on the basis of the unanimous opinion of its external members, and on the basis of the candidates' performance at the viva-voce examination, recommend:

- (i) that the candidate be awarded the Ph.D. degree, or
- (ii) that the thesis be referred back to the candidate for revision to resubmit himself/herself for viva voce within a period of six months and even after this the Viva Board is not satisfied, the thesis be rejected and the candidate be not awarded the Ph.D. degree.

- 26.** (a) In case the School Board is satisfied that the viva-voce Board recommends that the candidate be awarded the Ph.D. degree, it shall recommend to the Academic Council that the Ph.D. degree may be awarded to the candidate.
- (b) In case the viva-voce Board recommends that the thesis of the candidate be rejected, the School Board shall direct accordingly.
- (c) In case the recommendation of one member of the viva-voce Board is positive and of the other negative, the School Board shall refer the case to the BRS for its consideration and recommendation, and take a decision after considering such recommendation.
- 27.** A candidate whose thesis has been referred back by the Viva-Voce Board for revision shall be permitted to re-submit it for the award of the degree not later than one year of the intimation of the decision of the University to him/her:
- Provided that, in exceptional cases, the Academic Council may, on the recommendations of the School Board extend the period by another year.
- 28.** A thesis which has been re-submitted shall normally be examined by the original examiner(s) unless any one of them is, or both of them, are unable or unwilling to act as such, in which case another examiner(s) may be appointed.
- 29.** No candidate shall be permitted to re-submit his/her thesis for the award of the Ph.D. degree more than once if the thesis has been referred back for revision by the Viva-Voce Board.
- 30.** Notwithstanding what is contained in the Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the School Board as well as on the merits of each individual case consider, at its discretion and for the reasons to be recorded in writing, relaxation of any of the provisions except those prescribing CGPA requirements.

Core Course I

Philosophical, Sociological & Psychological frame work & issues in Education

Course Code: SHS EDN 02101C6

Objectives

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

- understand the nature of education as a discipline/an area of study.
- examine issues related to education as interdisciplinary knowledge.
- understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- 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.
- discuss the emerging dimensions of school and teacher education.

Course Content

Unit I- Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as a discipline/area of study.
- 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.
- School education: Contemporary challenges
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Procedure of linking :
 - Content knowledge with Pedagogy knowledge
 - School knowledge with life outside the school
 - School knowledge with community knowledge
 - Experiential knowledge with empirical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge and practical knowledge
 - Universal knowledge and contextual knowledge.
- Need for developing a vision of school education and teacher education:

Vision derived from synthesis of different schools of Philosophy and Psychology

- Integrative and elective view points
 - Open flexible rather than prescriptive
 - Liberal and humanistic nature of school and teacher education.
- Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey etc. with reference to curriculum text book, teaching- learning pedagogy, school environment, assessment & management, role of teacher, discipline etc.
 - Emerging dimensions of school education and teacher education;
 - linkage between education and other development sectors.
 - the complex process related to the role of educational transformation in national development.
 - Concepts of quality and excellence in education- it's relation to quality of life.

Unit II- Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Contribution of science and technology to education and challenges ahead.
- Axiological issues in education: role of peace and other values, aesthetics in education.
- Dynamic relationship of education with the political process.
- Issues related to planning, management and monitoring of school and teacher education.

Unit III- Changing Socio-cultural Context of Education

- Social purposeviness of education.
- 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.
- Constitutional provisions of education
- Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- Equality in educational opportunity-critical analysis of the ways in which Schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.
- Young children and social policy.
- Social context as a source for rejuvenating teaching and learning and classroom as a social context.
- Diversity of Learning and Curriculum sites.

- Policy of inclusion and multi-foundational approaches to learning disability.

Unit IV- Changing Political context of education : School Context

- Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards.
- Changing role of personnels in school management: teachers, headmasters, and administrators.
- Need for nurturing learner-friendly school environment.
- School as site of curricular engagement.
- Teacher's autonomy and academic freedom. (Discussion on these issues with the help of case studies and examples).
- School as sites for struggle and social change.

Unit V- Support Systems of Education

- Principles and guidelines in organizing the support systems
- Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005).
- Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.
- Support to curricular engagement in schools .
- Monitoring and evaluation of schools.
- Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

Recommended Books

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C.
- Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE(2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.

Core Course II
Research Frame Work and Process in Education
Course Code: SHS EDN 02102C4

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool, design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in education.

Contents

Unit I- Research in Education: Conceptual Issues

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
- Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education.
- Research paradigms in education: quantitative, qualitative, mixed and their characteristics.
- Planning the research study: sources of research problems, review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
- Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Formulation of Hypotheses
- Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

Unit II- Quantitative Methods of Research

Types of Research

- Survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and correlation research; necessary conditions for causation
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory

Experimental Research

- Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and
- Factorial design
- Quasi-experimental designs: nonequivalent comparison group design, and time-series design
- Internal and external validity of results in experimental research

Unit III. Qualitative Methods of Research

- Qualitative research: meaning, steps and characteristics
- Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random sampling techniques: simple random sampling, systematic sampling stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case
- Determining the sample size when using random sampling

Unit V- Methods of Data Collection

- Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion
- Secondary (existing) data: sources

Recommended Books

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Flick, Uwe (1996): *An Introduction to Qualitative Research* . London sage publication 19
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Keeves, John. P (ed)(1990) *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamo Press
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

Elective Course-I
Value & Peace Education
Course Code: SHS EDN 02101E5

COURSE OBJECTIVES: After studying the course, students will be able to

- enable students to understand the need and importance of Value-Education.
- enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS

UNIT I Socio-moral and cultural context

- Need and Importance of Value Education.
- Valuation of culture : Indian Culture and Human Values.

UNIT II Nature and Concept of Morality and Moral Education

- Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Language of moral education – its form and context characteristics of a morally educated persons.
- Justice and Care – the two dimensions perspectives in Morality: Dichotomy between reason and passion.
- Moral Judgment and Moral Action.

UNIT III Moral Development of the Child

- Concept of Development and Concept of Moral development.
- Psycho-analytic approach
- Learning theory approach, especially social learning theory approach.
- Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV Moral Learning to Moral Education

- Moral Learning outside the school – child rearing practices and moral Learning, Moral learning via Imitation. Nature of Society and moral learning. Media and moral learning.
- Moral Learning Inside the school: providing “form” and “Content to form education.
- Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

UNIT V Intervention Strategies for Moral Education and Assessment of Moral Maturity.

- Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community Intervention Model.
- Assessment of moral maturity via moral dilemma resolution
- Examples of some select moral dilemmas

Elective Course-II
ICT in Education
Course Code: SHS EDN 02102E5

Course objectives

After the study of the course, students will be able to:

- define the concept of ICT
- understand the role of Information Communication Technology in present and future
- understand computer network and use of internet in teaching and learning
- get awareness of computer usage and its importance in education
- define the scope and importance of educational technology in contemporary society
- explain emerging technologies exhibiting proper perspective and attitudes
- acquire theoretical bases of educational technology and to develop awareness about recent development in the area of Educational Technology

COURSE CONTENTS

Unit –I Concept of Educational Technology and ICT

- Meaning, Concept, Origin, Types, Need and Importance of Educational Technology
- Meaning, Concept, Origin, Need and Importance of ICT in Education

Unit-II Communication & Teaching

- Components of communication process
- Barriers of communication, Principles of Effective Communication, Different Communication Channels

Modalities of Teaching

- Teaching as different from: Indoctrination, Instruction, Conditioning and Training
- Organizing teaching and learning at different levels: Memory, Understanding and Reflective

Unit-III Programmed Instruction: Origin, Principles and characteristics

- Styles of Programming: - Linear , Branching, Mathematics, Computers Assisted Instruction (CAI), Development of Programmed Instructional Material
- **Orientation to ICT**
 - MS Windows
 - MS Word
 - MS Power Point
 - MS Excel

Unit –IV Models of Teaching

- **Models of Teaching: (Information Processing, Personal, Social and Behavioral Models)**

- a) Inquiry Training Model
- b) Ausubel's Model
- c) Non-directive Teaching Model
- d) Mastery Learning Model
- e) Role Planning
- **E-Learning:** Concept, Features, Advantages, Disadvantages, e-Resources, Importance of E- Learning in Teaching Education

UNIT-V Innovations in Teaching-Learning

- System Approach
- Personalized Instructional System
- Co-operative learning
- Language Laboratory

Recommended Books

- Davies, I.K.(1971) The Management of Learning, London: Mc Graw Hill 1971
- Dececco, J.P. (1988)“The Psychology of Learning and Instruction”, New Delhi, Prentice Hall.
- Kulkarni, S.S (1986) “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing company, .
- Kumar, K.L. (1996)“Educational Technology”, New Delhi: New Age International Publishers.
- Locatis, C.N. and Atkinson, F.D. (1984) “Media and Technology for Education and Training” London: Charles E. Publishing Co.
- Mavi, N.S. (1984) “Programmed Learning. An Empirical Approach”, Kurukshetra, Vishal Publishers.
- Pandey, K.P. (1980) “A First Course in Instructional Technology, Delhi: Amitash Parkashan.
- Pandey, S.K. (1997) “Teaching Communication, New Delhi: Commonwealth Publishers.
- Preival, F.I. and ellington, H. (1988) “A Handbook of Educational Technology”, New York, Kogan Page.
- Skinner, B.F. (1968) “The Technology of Teaching”, New York; Appleton Century Crofts, 1968..
- Adair, J. (1997) Effective communication: The most important Management tool of all. Noida Rupa & Co.
- Joyce, B and Weit, M (1972) Models of Teaching Englewood Cliffs, New Jersey: Prentice

Elective Course-III
Educational Management, Planning & Leadership
Course Code: SHS EDN 02103E5

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

- identify the need, scope and purpose of educational planning,
- understand principles and approaches of educational planning.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies educational planning,
- study educational planning system in India with reference to national, state, district and sub-district level structures.
- develop an insight into the perspectives of management theories in the light of practices in education,
- study educational management system in India with specific reference to national, state, district and village levels structures.
- recognize the importance of Educational Resources and their effective management for quality education,
- understand the issues and challenges in educational management and administration in India.
- identify the trends of research in educational management.
- acquaint the students with the relationship between the financial support of education and quality of education,
- develop familiarities with various sources of financing in India;
- develop in them the understanding of school accounting and developing skill in school budgeting;
- enable the students to locate human and material resources and utilize them to the maximum benefit for education
- understand issues related to planning and management of education,
- reflect on the conflict and stresses in school organization and techniques of managing these, discuss the linkages of various state, district and local level functionaries

COURSE CONTENTS

UNIT – I: Meaning and nature of Educational Administration and Management:

- Meaning and Scope
- Basic Principles
- Concepts, Administration V/s Management
- Administrative Hierarchy

Unit II-Performance and Resource Management in educational institutions

- Monitoring of school performance.
- Performance appraisal of teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.

- financial and administrative management of educational institutions.
- Nature and characteristics of resource in education.
- Need for resource management in education.
- Material resources.
- Human resource
- Financial resource
- Procurement, utilization and maintenance of resources
- Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

UNIT-III: Administrative processes with special references to Educational Organizations:

- Communication
- Decision making
- Organization Development and Compliance
- Management By Objectives (MBO)
- Organizational Change

UNIT-IV: Principles, Techniques and approaches of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning.
 - Social demand approach
 - Man-power approach
 - Return of Investment approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- Critical Analysis of educational planning in India.

UNIT V: Leadership in Educational Organizations:

- Meaning and Nature
- Theories of Leadership & Their Relevance in Education
- Styles of Leadership
- Leadership Traits & Skills

Recommended Books

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the European Commission.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
- Aggarwal, V.& Bhatnager, R.P.(1997), *Supervision, Planning and Financing*, Meerut : Surya Publication.
- Chandrasekaran, P. (1994), *Educational Planning and Management*, New Delhi: Sterling Publisher.
- Greene, J.F. (1975), *School Personnel Administration*, Chilton Book Company: Pennsylvania.
- Khan, N. Sharif & Khan, M. Saleem (1980), *Educational Administration*, New Delhi: Ashish Publication House.
- Kuldeep kaur, *Education in India (1985), Policies, Planning and Implementation*, Chandigarh: Arun and Rajiv Pvt. Ltd.
- Lulla B.P. & Murthy (1976), S.K. *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
- Manju, Bala (1990), *Leadership Behaviour and Educational Administration*, New Delhi: Deep & Deep Publications.
- Mathur, S.S. *Educational Administration and Management*, Ambala Cantt.: Indian9.
- Mukherji, S.N. (1970), *Administration and Educational Planning and Finance*, Baroda: Acharya Book Depot.
- Philip H. Coomba (1985), *The World Crisis in Education*, Oxford University Press.
- Tara Chand and Ravi Prakash. (1996), *Advanced Educational Administration*, New Delhi: Kanishka Publisher.
- Thakur D. & Thakur, D.N. (1996), *Educational Planning and Administration*, New Delhi: Deep & Deep Publications.
- Thomas I. Sergiovanni (1980), *Education Governance and Administration*, America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996), *Management Education*, New Delhi : Discovery Publishing House.

Elective Course-IV
Education for learners with diverse need
Course Code: SHS EDN 02104E5

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

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices,
- identify and utilize existing resources for promoting inclusive practice.
- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Introduction to Inclusive Education

- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- National and International initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs

Unit II-Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.

- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III- Children with Diverse Needs and Utilization of Resources

- Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners
- Concept and importance of human and material resources.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- Managerial skills for mobilizing appropriate resources.
- Identifying the required resources for children with varied special needs

Unit IV-Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content , laboratory skills and play material

Unit V-Teacher Preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

- Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.
- Supportive Services for inclusion and research

Recommended Books

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Elective Course-V
Professional Development of Teachers
Course Code: SHS EDN 02105E5

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

- gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country develop understanding of the process of in-service teacher education, methods and techniques for the identification of training needs.

Course Contents

Unit I Teachers and Teaching Profession

- Teachers changing roles and responsibilities.
- Concept of Profession; Teaching as a profession.
- Service conditions of school teachers
- Professional ethics for teachers.
- Social status of teachers; International Labour Organisation (ILO) version of the status of teachers.
- Teacher Appraisal and accountability.
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Unit II- Nature, Objectives, Structure and Models of Pre-service Teacher Education

- Pre-Service Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India-pre and post-independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs’.
- Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
- Components of pre-service teacher education : foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education, 2009.
- Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.
- Issues, concerns and problems of pre-service teacher education

Unit III- Curriculum transaction in Pre-service Teacher Education

- Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.
- Planning for teaching-learning; taxonomy formulating of instructional objectives, unit planning, lesson planning, and teacher’s diary.
- Internship: concept; planning and organization.
- Critical reflection as the central aim of teacher education

Unit IV- Continuing Professional Development of the In –Service Teachers

- Concept and importance.
- Modes of INSET: face to face, distance mode, eclectic mode.
- Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Organisation of training, appraisal of course materials.
- Issues, concerns and problems of Teachers’ Inservice education.
- Split Model followed in-service training of teacher under SSA
- Concept and importance of professional development
- Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes
- Teacher learning resource centre : functions.

- Provisions made by the States for professional development of the teachers.

Unit V-Assessment and Evaluation in Pre-Service and In-Service Teacher Education

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Assessment of higher order mental skills.
- Methods and techniques of evaluation- survey, case study, observation, interview etc.
- Tools of evaluation-observation, rating scales, testing (knowledge and skills) interview, focus group discussion.
- Follow up of in-service training.
- Impact of in-service training

Recommended Books

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.

- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.

Elective Course-VI
Science/Mathematics/Language/Social Science Education
Course Code: SHS EDN 02106E5

i). Science Education

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

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Contents

Unit I - Nature of Science

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- Science and technology, complementarities between science and technology; Science and Mathematics and their complementarities, role of mathematics in Science.
- Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science, their interrelationship and integration.

Unit II -Curriculum of Science Education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level;
- Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical
- Taxonomy for curriculum development in Science Education.
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Instructional materials including textbook: contextualization, criteria and concerns including all stakeholders in their development.
- Integrating co-curricular activities with science education.

Unit III- Approaches to Teaching-Learning of Science

- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- Constructivist paradigm and its implications for science learning:
- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development investigatory approach, guided discovery approach; inductive method, project based learning, planning different types of projects, cooperative collaborative learning, learner centered activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.
- Reflective enquiry.
- Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- Use of ICT in teaching-learning of science pedagogical analysis of science at secondary level.

Unit IV-Assessment in Science Education

- Continues and comprehensive evaluation in science
- Assessment of affective measures in science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Planning and assessment of portfolios in science learning.

- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Unit V- Contemporary Issues in Science Education

- Contribution of women in science
- Scientific and technological Literacy.
- Ethical aspects of science.
- Innovations and Creativity in Science.

ii). Mathematics Education

Objectives: On completion of this course student will be able to:

- appreciate the abstract nature of mathematics
- distinguish between science and mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills
- highlight the significance of mathematics laboratory
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

Course Content

Unit I- Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization ; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

Unit II- Objectives and Strategies of Teaching-learning mathematics

- Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics;
- Methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Polya method); competence based approach in teaching mathematics; teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion
- Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

Unit III- Curriculum of mathematics at different stages:

Preprimary, primary, upper primary, secondary & higher secondary.

Unit IV- Structure of Mathematics

Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction; role of examples, counter examples and non-examples in mathematics; conjectures; scope and limitations of Intuition in mathematics; Sets and Venn diagrams as a representative of mathematical properties and their relations

Unit V- Evaluation in Mathematics

Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics

Recommended Books

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics;Reading*. Massachusetts: Addison Wesley Publishing C
- Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.

iii) Language Education

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy.

Course Content

Unit I- Conceptual Issues Language Learning

- Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques
- Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written expression
Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Metalinguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

Unit II-Individualization of Language Learning

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction

Unit III- Pedagogy of Language

- First language
- Seconded language
- Third language

Unit IV- Teaching Learning of Languages

- at referent stage of school education-primary upper primary secondary, and higher secondary pedagogical study of languages.

Unit V- Contextual Problem in Language Learning

- Multilingual clam room- problem of curriculum text above development.

- three language for rule constitution provision regarding language
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- preservation of heritage language
- home language & school language-problem of tribal dialects

Recommended Books

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press: London.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. Cambridge University Press.
- Britton, James (1973). *Language and Learning*. Penguin Books, England.
- Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Houghton Mifflin Co, Boston.
- Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. Addison – Wesley, Pub Co., London.
- Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- Martinovic, Tic (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- Ornstein, Jacob (1971). *Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science: - Vol.1*, Massachusetts Institute of Technology, USA.
- Pavelenko. Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Walter de' Gruyter GmbH & Co. KG, Berlin.
- Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
- Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.

iv) Social Science Education

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

- develop an understanding about the meaning, nature, scope of social sciences and social science education
- find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- employ appropriate for transaction of social science curriculum.
- effectively use different media, materials and resources for teaching social sciences
- construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Course Content

Unit I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences: existing approaches of teaching-learning of social sciences;
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

Unit II –Social Science Curriculum

Approaches to organisation of social science curriculum; social science curriculum at various stages of school education

Unit III – Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey problem solving, role-play, appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning
- pedagogical analysis of social science

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science.

- Effective use of print media and audio-visual materials for social science;
- Integration of ICT in teaching-learning of social science. development of teaching-learning materials; workbook; activity book and self-instructional materials.

- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; assessment tools; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Evaluation of attitudes, values, and its disposition etc.

Recommended Books

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Digumarti Bhaskara Rao and Ranga Rao (2007), *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.*
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.*
- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.

Elective Course-VII
Issues in Curriculum and Instruction
Course Code: SHS EDN 02107E5

Course objectives: After completing the course, the students will be able to:

- define process of curriculum evaluation
- describe curricular content, curriculum implementation and process of curriculum evaluation
- understand issues, trends and researches in the area of curriculum, in India
- explain the process of organizing the curriculum
- describe the recommendations given by different commissions regarding curriculum development
- describe different models of curriculum

COURSE CONTENTS

UNIT – I Organization of Curriculum

- Organization by Subjects- Co-relation of different Subjects, Indian, Experiments on Basic Education.
- Organization by Unit-Subject Matter Units, Experiences Units.
- Core Curriculum
- Activity Curriculum
- Interdisciplinary Curriculum

UNIT – II Models of Curriculum

- Administrative
- Grass-root
- System Analysis
- Demonstration

UNIT – III Curriculum Evaluation

- Importance of Evaluation of Curriculum,
- Models of Curriculum Evaluation,
- Interpretation of Evaluation Results and Method,
- Curriculum Research in India.

UNIT – IV Suggestions and Recommendation in Curriculum Development as per the following commissions:

- University Education Commission, 1948
- Secondary Education Commission, 1952
- Education Commission, 1966
- National Policy of Education, 1986

UNIT V- Issues in Curriculum Development

- Centralized vs. decentralized curriculum
- Diversity among teachers in their competence.
- Problem of curriculum load
- Participation of functionary and beneficiaries in curriculum development

Recommended Books

- Andrey & Howard Nicholls (1978), *Developing Curriculum – A Practical Guide*, London: George Allen and Unwin.
- Bexday, G.Z.L. (1964), *Comparative Methods in Education*, New Delhi: Oxford and IBHPublishing Col.
- Cramer, I.F. & Brown. G.S. (1965), *Contemporary Education: A Comparative Study o National System*, New York : Harcourt Brace & Company.
- Denis Lawten, (1986), *School Curriculum Planning*, London : Hodder and Stoughton.
- Dent, H.C. (1981), *Educational System of England*, London : George Allen and Unwin.
- Edward, A. Krug (1960), *The Secondary School Curriculum*, London : Harper and RowPublishers.
- Hans, Nicholas (1961), *Comparative Education*, London : Routledge and Kegan Paul.
- Harold Alberty (1957), *Reorganizing the High School Curriculum*, New York : MacMillan Company.
- Harold, B. Alberty & Elsic, J. Alberty (1963), *The Curriculum*, New York : The MacMillan Company.
- Hugh Sockett (1976), *Designing the Curriculum*, London : Open Books.
- Ivor, K. Davies (1976), *Objectives in Curriculum Design*, London : McGraw Hill.
- John, D.McNeil (1977), *Curriculum*, Boston : Little Brown and Company.
- Joseph, L. (1961), *The Teacher in Curriculum Making*, New York : Harper and Brothers Publishers.
- Kandel, I.L. (1963), *Studies in Comparative Education*, New York : George Harrup.
- King, E.J. (1959), *Other Schools and Ours*, New York : Holt, Rinehart and Winston.

Elective Course-VIII
Women Education
Course Code: SHS EDN 02108E5

OBJECTIVES: After studying the course, students would be able to:

- explain the concepts of sex and gender. o demonstrate an understanding of psychological and sociological perspectives of sex and gender. Explain the social construction of gender with special reference to family. Describe women education and various laws protecting them.
- list the factors contributing to gender inequalities in schooling.
- describe the concept of women empowerment and various roles of women in sustainable development.

COURSE CONTENTS

UNIT-I Sex and Gender: Psychological and Sociological perspectives

- Radical Feminism- Gender, patriarchy, reproductive technology, and
- motherhood
- Socialist – Feminist;-class, gender and division
- Indian Women- Family, caste, class, culture, religion and social system.

Social construction of gender: Socialization

- Family
- Gender identity; the media, gender roles and stereotypes; class, caste,
- community and gender relations

Women Education and Law

- Women access to and participation in formal education
- Women and non-formal education
- Media and women
- National effort to protect women's rights

UNIT-II Gender inequalities in schooling

- Organization of schooling
- Gender bias in text books
- Curricular choices and Hidden curriculum (teacher attitude, classroom interaction and peer culture)

Gender and Schooling –Education for gender equity

- Case studies of interventions in school education
- Reflections from the field and strategies for change

Education and Empowerment of Women

- Concept and importance
- Women and sustainable development : Special role of women as protector of environment
- Waste management and women

- Women as workers

Unit: III Education for women's equality and empowerment:

- Problem of woman education with special reference to Haryana
 - Literacy percentage of women,
 - Inadequate nutrition and technology,
 - Existing prejudices against women,
- Governmental efforts for achieving quality life, equality of opportunities, and social justice in relation to women.
- Role of Education in women empowerment
- Role of NCERT in women empowerment
- Planning adult education programme in India for rural women
- Role of distance Education in the promotion of women education.
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Unit IV Women and Management

- **Essence of Management:** Theories and Principles, Process of Women entering Management: Studying the Models for Women including, Equity Model and Complimentary Contribution Model
- **Managerial Skills of Women:** Project Design and Management, monitoring and Evaluation, Financial Management, Human Resource Management

Unit V: Women and Development in India

- Five Year Plans and Women's Issues;
- Gender Responsive Planning and Gender Analysis Frameworks
- Gender Budgets.
- National Machinery for the Advancement of Women,
- Policies and Programmes for Women's Development.
- Micro credit and Women's Development in India: Rationale, alternative arrangements and efficacy.

Recommended Books

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Ministry of Education (1959). Report of National Committtee of Women's Education. NewDelhi: ME

- Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian PublishersDistributors
 - Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block),New Delhi: Vikas Publishing House
 - Batra, G.S. and Dangwal, R.C. (eds), Globalisation and Liberalisation: New Developments, Deep & Deep, New Delhi, 2004.
 - Boserup, E. Women's Role in Economic Development, St. Martin Press, New York, U.S.A.,1970.
 - Govt of India, Blue Print of Action Points and National Plan of Action for Women, 1976, Development of Social Welfare, New Delhi.
 - Govt of India, National Policy of Education, Deptt. Of Education, Ministry of Human Resource Development, 1986, New Delhi.
 - Govt of India, Shramshakti: Report of the National Commission on Self-Employed Women and Women in the Informal Sector, New Delhi, 1988.
 - Govt. of India, Five Year Plans (1st to 10th), Planning Commission, New Delhi.
 - Gupte, Shakuntla, Women Development in India, Anmol Pub, New Delhi, 2005.
 - Handbook of Policy and Related Documents on Women in India, National Institute of Public Co-operation and Child development, New Delhi, 1988.
 - Mathu, Anuradha (ed) Facets of Women's Development, Kalpaz Pub, Delhi, 2006.
 - National Perspective Plan for Women, 1988-2000, Department of Women and Child Development, Ministry of HRD, New Delhi, 1988.
 - Report on Gender and Poverty –Published by the World Bank, 1990.
 - Sahoo, R.K., Tripathy, S.N., Self Help Groups and Women's Empowerment, Anmol Publications, New Delhi, 2006.
 - South Asia Human Development Reports 2000 and 2004, Mahbub ul Haq Human Development Centre.
 - UNDP Human Development Reports, 1995-2005.
 - Adler, Nancy, J and Dafna, N, Izraell, (eds), Women in Management Worldwide, M. F. Sharpe Inc, New York, 1989.
 - Breaking through the Glass Ceiling: Women in Management, ILO, Geneva, update 2004.
 - Cooper, Cary, L and Davidson, Marilyn, Women in Management, Heinemann, 1984.
 - Henning, M, and Jar dim, A, The Managerial Women, Pan Books, London, 1977.
- Powell, Gary N, Women and Men in Management, Sage Publication



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