

# महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय वर्धा, महाराष्ट्र



2020

शिक्षाशास्त्र में पी-एच.डी. कार्यक्रम हेतु पाठ्यचर्या

Curriculum for Ph.D. Programme in Education

अकादमिक सत्र 2020-21 से

Academic Session 2020-21 Onwards

शिक्षा विभाग, शिक्षा विद्यापीठ

म.गां.अं.हिं.वि. वर्धा



महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा, महाराष्ट्र

**महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय**  
**Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya**

**शिक्षाशास्त्र में पी-एच.डी. कार्यक्रम हेतु पाठ्यचर्या**

**Curriculum for Doctor of Philosophy (Ph.D.) in Education**

**अकादमिक सत्र 2020-21 से**

**Academic Session 2020-21 Onwards**

**Outcome Based Curriculum Framework**



**शिक्षा विद्यापीठ**

**(School of Education)**

**महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा**

**(संसद द्वारा पारित अधिनियम 1997, क्रमांक 3 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)**

**पोस्ट - हिंदी विश्वविद्यालय, गांधी हिल्स, वर्धा, महाराष्ट्र - 442001**

**[www.hindivishwa.org](http://www.hindivishwa.org)**

Ph.D. पाठ्यक्रम संरचना - शिक्षा विभाग (म.गां.अं.हि.वि., वर्धा) के अध्ययन मंडल (BoS) की 11वीं बैठक (दिनांक 09.11.2020) एवं शिक्षा विद्यापीठ (म.गां.अं.हि.वि., वर्धा) के स्कूल बोर्ड की 10वीं बैठक (दिनांक: 10.11.2020) में अनुमोदित

## Ph.D. (Education) Programme

Course Structure		
S.No	Component	Credits
1.	Course Work	<b>20 Credits</b> <b>(16 + 4 Credits Optional as Interdisciplinary Subject)</b>
2.	Thesis writing	80 Credits
3.	Viva Voce	20 Credits
4.	Research Associateship  + Teaching Associateship	10 Credits

Ph.D. Coursework Semester -I		
Code	Course	Credits
Edu.101	Fundamentals of Research Methodology	02 Credits
Edu.102	Research and Publication Ethics (RPE)	02 Credits
Edu.103	<b>Research in Education</b> (Discipline Specific Research Methodology)	04 Credits
Edu.104	Computer Applications	04 Credits
Edu.105	Education and Development (Subject Specific Paper)	04 Credits
Edu.106	<b>Optional - Interdisciplinary</b>	04 Credits
<b>Total Credits</b>		<b>20 Credits</b>

Ph.D. पाठ्यक्रम संरचना - शिक्षा विभाग (म.गां.अं.हि.वि., वर्धा) के अध्ययन मंडल (BoS) की 11वीं बैठक (दिनांक 09.11.2020) एवं शिक्षा विद्यापीठ (म.गां.अं.हि.वि., वर्धा) के स्कूल बोर्ड की 10वीं बैठक (दिनांक: 10.11.2020) में अनुमोदित

## पी-एच.डी. (शिक्षाशास्त्र) कार्यक्रम

कोर्स संरचना		
क्र.सं.	अवयव	क्रेडिट्स
1.	कोर्स वर्क	<b>20 Credits</b> <b>(16 + 4 Credits Optional as Interdisciplinary Subject)</b>
2.	शोध प्रबंध लेखन	80
3.	मौखिकी	20
4.	शोध एसोशिएटशिप ( Research Associateship) + शिक्षण एसोशिएटशिप (Teaching Associateship)	10

पी-एच.डी. (शिक्षाशास्त्र) कोर्स वर्क (सेमेस्टर -I)		
कोड	कोर्स	क्रेडिट्स
Edu.101	शोध पद्धति के मूल सिद्धांत	02
Edu.102	शोध और प्रकाशन नैतिकता (RPE)	02
Edu.103	शिक्षा में शोध	04
Edu.104	कम्प्यूटर अनुप्रयोग	04
Edu.105	शिक्षा और विकास	04
Edu.106	ऐच्छिक (कोई एक अंतरानुशासनिक विषय)	04
	<b>कुल</b>	<b>20</b>

### शोध एवं शिक्षण एसोशिएटशिप (Associateship)

क्र.सं.	कोर्स	क्रेडिट्स	अंक
1.	शोध एसोशिएटशिप ( Research Associateship)	05	125
2.	शिक्षण एसोशिएटशिप (Teaching Associateship)	05	125
	<b>कुल</b>	<b>10</b>	<b>250</b>

नोट: प्रथम सेमेस्टर के उपरांत शोध एवं शिक्षण एसोशिएटशिप (Associateship) का आयोजन किया जा सकता है |

## Ph.D. Coursework

### Semester –I

#### **EDU. 101: Fundamentals of Research Methodology**

**Credit: 02 (Teaching Hours: 30 hrs.)**

#### **Learning Objectives:**

- To enable scholars develop basic understanding of research and its fundamental concepts.
- To provide insight into the philosophy of research including insight to understand the importance of research in creation of knowledge.
- To enable research scholars appreciate the importance of philosophical, sociological and psychological bases and sources of knowledge as well core concepts of research processes.

#### **Unit 1: Research Methodology**

Methodology; Research; Research Methodologies; Research Questions and Research Objectives; Types of Research; Purposes of Research; Relationship between Methodology and Method, Paradigm of Research

**Unit 2: Foundations of Research:** Meaning, Objectives, Concept of theory, empiricism, deductive and inductive theory; Characteristics of scientific method – Understanding the language of research – Concept, Construct, Definition, Variable; Research Process

#### **Unit 3: Epistemology and Research**

Philosophy of Research; Epistemology as a branch of Philosophy; Theories of knowledge; Sources of knowledge: philosophical, sociological and psychological; different forms of knowledge and validation of knowledge

#### **Unit 4: Philosophy of Science, Mathematics, Social Science and Language**

What is Science; Science, Non-science and Pseudo Science; Aims and Claims of Science; Limitations of Science; Description, Causality, Prediction and Explanation; Realism and Instrumentalism.

Epistemological bases of Science, Mathematics, Social Science and Language

Studies and Analysis of the Works of Thomas Kuhn, Karl Popper, Imre Lakatos, Feyerabend, Ernst, Bruno Latour, etc.

#### **References**

1. Introduction to Research in Education  
([http://wps.ablongman.com/ab\\_mcmillan\\_edresearch\\_4/16/4150/1062448.cw/index.html](http://wps.ablongman.com/ab_mcmillan_edresearch_4/16/4150/1062448.cw/index.html)).
2. Chalmers, A. F. (1999). What is This Thing Called Science?. Queensland: University of Queensland Press.
3. Kuhn, T. (1996). The Structure of Scientific Revolutions(4th ed.). Chicago: University of Chicago Press.
4. Popper, K. (1983). The Logic of Scientific Discovery. London: Hutchinson
5. Feyerabend, P. ( ). Against Method. Science in Free Society.
6. Pruzan, P. Perspectives on Research (Unpublished).

## **EDU. 102: Research and Publication Ethics**

**(As per UGC Guidelines)**

### **Course Title:**

- **Research and Publication Ethics (RPE)** – Course for awareness about the publication ethics and publication misconducts.

### **Course Level:**

- **2 Credit course (30 hrs.)**

### **Eligibility:**

- M.Phil., Ph.D. students and interested faculty members (it will be made available to post graduate students at later date)

### **Faculty:**

- Interdisciplinary Studies

### **Qualifications of faculty members of the course:**

- Ph.D. in relevant subject areas having more than 10 years' of teaching experience.

### **About the course**

**Course Code: CPE-RPE**

### **Overview**

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

### **Evaluation**

- Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

## Course structure

- The course comprises of six modules listed in the table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
<b>Practice</b>		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	<b>Total</b>	<b>30</b>

## Syllabus in detail

### THEORY

- RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)**
  - Introduction to philosophy; definition, nature and scope, concept, branches
  - Ethics: definition, moral philosophy, nature of moral judgment and reactions
- RPE 02: SCIENTIFIC CONDUCT (5 hrs.)**
  - Ethics with respect to science and research
  - Intellectual honesty and research integrity
  - Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
  - Redundant publications: duplicate and overlapping publications, salami slicing
  - Selective reporting and misrepresentation of data
- RPE 03: PUBLICATION ETHICS (7 hrs.)**
  - Publication ethics: definition, introduction and importance
  - Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
  - Conflicts of interest
  - Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
  - Violation of publication ethics, authorship and contributorship
  - Identification of publication misconduct, complaints and appeals
  - Predatory publishers and journals

### PRACTICE

- RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)**
  - Open access publications and initiatives
  - SHEPRA / RoMEO online resource to check publisher copyright & self-archiving policies
  - Software tool to identify predatory publications developed by SPPU
  - Journal finder / journal suggestion tool viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Ph.D. पाठ्यक्रम संरचना - शिक्षा विभाग (म.गां.अं.हि.वि., वर्धा) के अध्ययन मंडल (BoS) की 11वीं बैठक (दिनांक 09.11.2020) एवं शिक्षा विद्यापीठ (म.गां.अं.हि.वि., वर्धा) के स्कूल बोर्ड की 10वीं बैठक (दिनांक: 10.11.2020) में अनुमोदित

- **RPE 05: PUBLICATION MISCONDUCT (4hrs.)**

- A. Group Discussions (2 hrs.)**

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

- B. Software tools (2 hrs.)**

Use of plagiarism software like Turnitin, Urkund and other open source software tools

- **RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)**

- A. Databases (4 hrs.)**

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

- B. Research Metrics (3 hrs.)**

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

## References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1–10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7. [http://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](http://www.insaindia.res.in/pdf/Ethics_Book.pdf)



## **Edu.103: Research in Education**

**Credits: 4 (Teaching Hours: 60 hrs.)**

### **Learning Objectives**

On completion of the course the researcher will be able to:

- Elaborate the importance and need of research in education.
- Use of different tools and techniques in collection of qualitative and quantitative data.
- Analyse and interpret qualitative and quantitative data
- Use appropriate parametric and non-parametric tests in case a research situation warrants it as well as employ statistical software like SPSS and R in analyzing the research data.

### **Course Content**

#### **Unit 1: Introduction to Educational Research (Teaching Hours: 10)**

Quality concerns in educational research, relevance and contextuality in educational research, Creation of new knowledge, organization and practices of knowledge; Theory building; Approaches of Educational Research; Educational Research Designs. Variables and its types, Hypothesis and its Testing

#### **Unit 2: Approaches and Techniques of Qualitative Research (Teaching Hours: 15)**

Historical Research, Case study, Ethnography, Grounded theory, Phenomenology, Narrative Enquiry; Techniques of data collection: Interview, Observation, Questionnaire, Field diary, Narratives, Discourse analysis, focus group discussion; Designing Mixed method research, Sampling in Qualitative research

#### **Unit 3: Approaches and Techniques of Quantitative Research (Teaching Hours: 15)**

The Experimental Designs: Pre-Experimental, Quasi Experimental and True Experimental Designs. Randomized Sample, Treatment X Subject, Treatment X Level and Factorial Designs; Sampling Techniques; Meaning, characteristics and need for the sampling and its limitations; Probability and Non- Probability Sampling; Sampling size and sampling errors;

#### **Unit 4: Qualitative and Quantitative Data Analysis (Teaching Hours: 20)**

Organizing, classifying and analyzing qualitative data; Issues of validity and reliability in qualitative research, triangulation of data; Techniques of analysis: content analysis, general analysis, logical analysis, critical analysis, comparative analysis.

Organizing, classifying and analyzing quantitative data; Parametric Tests of Hypotheses of Difference: Data exploration for checking underlying assumptions of normality of distribution. Types of hypotheses for a two independent samples case: null and directional, two-tailed and one-tailed test. Critical value, p-value and confidence interval approaches. One way Analysis of variance and Covariance; Factorial or multiple classifications ANOVA; 2-way ANCOVA- Test of homogeneity and interpretation of output. Regression and Non-Parametric Analysis: Non parametric tests: Mann Whitney Test, Kruskal Wallis Test, Wilcoxon matched pairs and Chi square test. Use of software like SPSS/ 'R' in quantitative data analysis.

### **References**

- Clive Opie (2004). Doing Educational Research- A Guide for First time Researchers. New Delhi: Vistar Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- 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: Merrill, 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.

### **Edu.104: Computer Applications**

This paper will be dealt by LILA as per University Norms.

## **Edu.105: Education and Development**

**Credits- 04 (Teaching Hours: 60 hrs.)**

### **Learning Objectives**

- To enable scholars understand the concept of 'Development' and appreciate the importance of Education in individual, family, social and national development and mobility, as well as for humanity in general.
- To develop an understanding and equip scholars with contemporary educational concerns and redressal mechanisms in national and international perspectives.
- To provide scholars an insight into 'Bhartiya' and Gandhian Philosophy of Development.
- To give insight to understand the importance of research for sustainable development.

### **Course Content**

#### **UNIT 1: Concept of Development (Teaching Hours: 15)**

- Human Development; National Development; UNDP's (United Nations Development Programme's) Perspective of Human Development; Sustainable Development; Four Pillars of Education.
- Theories of Modernization and Growth; Dependency and World System Theory; Critical Perspectives of Development;
- Recent Trends in Development Theories: Post Development Theory; Human Development Theory; Education, Social Justice and Development

#### **UNIT 2: Contemporary Educational concerns and Redressal mechanisms in National and International perspectives (Teaching Hours: 15)**

- Privatization of Education
- Inclusion and exclusion- Equity and equality, Inclusive pedagogy and its challenges for revamping Teacher Education
- Gender issues in Education- Gender justice and legal education
- Policy formulation and implementation- gaps

#### **UNIT 3: Gandhian Philosophy of Development (Teaching Hours: 15)**

- Gandhian Development Theory: Concept; Main Features; All Round Development; Gandhian Philosophy of Economic Development; The Gandhian Principle of Self-sufficiency; The Gandhian Theory of Balanced Growth; The Gandhian Doctrine of Trusteeship; The Gandhian Model of Sustainable Development; Gandhian Sarvodaya Plan; Gandhian Concept of Austerity and Abstinence.
- Gandhian Rural Development Model
- Critical Appraisal of Gandhian Development Theory
- Gandhian Perspective of Education, Values and Social Development

#### **UNIT 4: Research for Sustainable Development (Teaching Hours: 15)**

- Exploring the research areas pertaining to vocational education, accelerating rural literacy, adult education, conventional and open schooling system, interdisciplinary and multidisciplinary approaches
- Theory and practice of Ethics, Yoga, Life skills, Happiness Curriculum, Peace, Human rights and value-based learning
- Millennium Development Goals
- Population and Environmental education

---

Ph.D. पाठ्यक्रम संरचना - शिक्षा विभाग (म.गां.अं.हि.वि., वर्धा) के अध्ययन मंडल (BoS) की 11वीं बैठक (दिनांक 09.11.2020) एवं शिक्षा विद्यापीठ (म.गां.अं.हि.वि., वर्धा) के स्कूल बोर्ड की 10वीं बैठक (दिनांक: 10.11.2020) में अनुमोदित

## References

- गांधी, मो. क. (1949). *हिन्द स्वराज्य*. (अमृतलाल ठाकोरदास नाणावटी, अनु.). अहमदाबाद: नवजीवन प्रकाशन मंदिर
- गांधी, मो. क. (2011). *सर्वोदय*. नई दिल्ली: सस्ता साहित्य मण्डल प्रकाशन
- गांधी, मो. क. (1960). *मेरे सपनों का भारत*. (आर.के.प्रभु, संपा.). अहमदाबाद: नवजीवन प्रकाशन मंदिर
- धर्मपाल. (2005). *रमणीय वृक्ष - 18वीं शताब्दी में भारतीय शिक्षा*. (रजनीकान्त जोशी & कृष्णपाल सिंह भदौरिया, अनु.). अहमदाबाद: पुनरुत्थान ट्रस्ट
- देउस्कर, सखाराम, गणेश. (2014). *देश की बात*. (बाबूराव विष्णू पराडकर, अनु.). नई दिल्ली: नेशनल बुक ट्रस्ट
- शर्मा, चन्द्र, भूषण. (2017). *शिक्षा, समाज और राजनीति*. नई दिल्ली: कौटिल्य पब्लिकेशन्स
- ठाकुर, गोपाल, कृष्ण & राय, मनोज, कुमार. (संपा.). (2020). *राष्ट्रीय शिक्षा नीति 2020 - एक सिंहावलोकन*, वर्धा: महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय
- Dharampal. (1995). *The Beautiful Tree* (2<sup>nd</sup> ed.). Coimbatore: Keerthi Publishing House
- Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
- Bhagwati, Jagdish (1973). *Education, Class Structure and Income Equality*. World Development 1 (5) (May): 21-36.
- MHRD, Gov. of India (2020), National policy on education. New Delhi: MHRD.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
- Jones, P., Selby, D., Sterling, S. (2010) Sustainability Education: Perspectives and Practice Across Higher Education. Renouf Publishing.
- Sims, G. D. (2007) Sustainability Education: where does it belong? Minnesota State University.
- Lang, J. (2007) How to Succeed with Education for Sustainability. Curriculum Corporation
- M.K. Gandhi - *From Yerrvda Mandir: Ashram Observances*, translated by Valji G. Desai, Navajivan Publishing House, Ahmedabad, reprint, 1980.
- B.N. Ghosh, *Gandhian Political Economy: Principles, Practice and Policy*, Ashgate Publishing Ltd., Aldershot, Hampshire, UK, 2007.
- Bhikhu Parekh, *Gandhi's Political Philosophy: A Critical Examination*, Ajanta Publications, Delhi, 1st Indian edition, 1995. • MHRD, Gov. of India (2020), National policy on education, New Delhi.
- **BESIDES, SELECTED READINGS (RESEARCH PAPAERS & ARTICLES, etc.), APART FROM THE ABOVE LIST, WILL BE PROVIDED TO THE RESEARCH SCHOLARS IN ORDER TO DEVELOP WHOLESOME PERSPECTIVE OF 'EDUCATION AND DEVELOPMENT'.**

## **Edu.106: Interdisciplinary Course**

(As per Clause 8.1 of the Revised PhD Ordinance of MGAHV, Approved on 27 April 2020  
by 32nd Academic Council Meeting)

**This may be offered by other Departments as well as by Education Department**

### **Research Associateship**

<b>Sr.No.</b>	<b>Activities</b>	<b>Credits</b>
1	Conducting a case study & Writing a report.	1 Credit
2	Community Interaction- Visit to a nearby village or a slum, conduct a survey and submit a report.	
3	Reviews of Published work in the area of researcher or recent developments in the field of education etc., under the supervision of a mentor and prepare a report.	1 Credit
4	Presentation of a paper in a seminar outside the university & publish the same / any other research paper in an accredited national journal.	1 Credit
5	Critical Analysis of available tools in the selected area of research scholar along with their validation process and submit a report.	
6	School Visit and preparation of a comprehensive report on all school activities.	
7	The researcher should work on the interpretation of selected hypothetical data set and interpret the same using different computer programmes available and submit a report about the process.	1 Credit
8	Acquaintance with the principles of developing teaching learning materials and prepare a written and e-learning course material on any topic of the scholars' choice and submit.	1 Credit
9	Review of Literature and prepare annotated bibliography for the research topic of the scholar.	
10	Write a note on the availability of the technological gadgets in the department and how they can be effectively integrated in Teaching Learning Process and submitted report on a selected topic of the scholars' choice.	05 Credits
	<b>Total</b>	

## Teaching Associateship

(Engagement around 8 Hour/ Week)

Activity	Credits	Hours
<b>(A) Compulsory</b>		
1. Teaching of a Paper at B.Ed. / M.Ed. level	1 credit	1 period/week
2. ICT Enabled Teaching		1 period/week
3. Tutorial B.Ed. / M.Ed. level	1 credit	1 period/week
4. Workshop/Seminar/Other Activity		
5. Assistance in School Internship Program	1 credit	1 period/week
• Internship workshop		1 period/week
• Lesson Planning/ Reflective Journals		2 period/week
• Mentoring at school		1 period/week
<b>(B) Optional</b>		
• Assistance in at least two committees	1+1 credit	2 period/week
Course Co Ordinance Committee		
Co Curricular Committee		
Library Committee		
Examination Committee		
Attendance Committee		
TimeTable Committee		
Laboratory & Resource Centre committee		
<b>Total</b>	<b>05 credits</b>	