PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM - 636 011

DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR TWO YEAR

MASTER OF EDUCATION (M.Ed.,) PROGRAMME

Under Choice Based Credit System

(Effect from the Academic Year 2015-2016 onwards)

Introduction

The National Policy on Education (1986) has clearly stated the need for restructuring the system of teacher education which will pave way for Quality improvement in teacher education. Keeping this in mind, the Department of Education, Periyar University has designed two year **Master Degree Programme in Education (M.Ed.,)** in the field of teacher education which aims at preparing teacher educators and other education professionals, including curriculum developers, educational policy analysts, educational planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to the award of M.Ed., degree.

It is planned to offer the programme under the **Choice Based Credit System**, so that the students are free to choose courses of their interest and earn credits in accordance with their aptitude. The M.Ed., curriculum consists of 10 Core Courses, 10 Specialized Courses and also 4 Supportive Courses. The students have the freedom to choose any one supportive course from a number of supportive courses which are offered by other departments. The candidate has to select a dissertation of their choice and submit the report at the end of the fourth semester. Further, the students have to do the practicum during the Inter- Session Breaks (ISB) of each semester. The supportive courses for the other department students will be offered by the Department of Education during the even semester's i.e. second and fourth semester.

Objectives of the Curriculum

The curriculum enables the students to:

- Create awareness on various aspects and issues of education.
- Develop national and international perspective about educational theory and practice among different educational system.
- Develop knowledge and understanding about the advanced levels of   philosophical, sociological and psychological bases of education.
- Understand the trends in teacher education and to develop knowledge and understanding of educational management and administration.

- Develop knowledge and understanding of some specialized areas of elementary / secondary and higher secondary education and develop critical thinking pertaining to issues related to education.
- Orient the students on the modern trends of educational technology and their application in educational system.
- Enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
- Develop competencies to conduct research in emerging areas of teacher education.
- Develop knowledge and understanding of the process of educational research.

Eligibility

Candidates seeking admission to M.Ed., programme should have obtained at least 50% marks or an equivalent grade in the following programmes.

    i.   B.Ed.,

    ii.   B.A., B.Ed., / B.Sc., B.Ed.,

    iii.   B.El.Ed.,

    iv.   D.El.Ed., with an undergraduate degree with 50% marks in each.

5 % relaxation in marks to be given for the students belongs to Scheduled Caste/Scheduled Tribe. Admission will be made on the basis of marks obtained in the qualifying examination and entrance examination.

Duration of the Programme

The duration of M.Ed., Programme is of two year with four semesters. There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The minimum required attendance for the students shall be 80% for theory courses and practicum, and 90% for field immersion attachment/internship.

Medium of Instruction

The medium of instruction is English.

Courses of Study

A. Core Courses

B. Specialization Courses

C. Supportive Course

D. Field Immersion / Attachment / Internship

F. Research Leading to Dissertation

SEMESTER - I

Core Courses

1. Education as a Field of Study
2. Philosophical Foundations of Education
3. Sociological Foundations of Education
4. Psychological Foundations of Education

Field Immersion / Attachment / Internship

1. Communication and Expository Writing
2. Self-Development: Yoga and Life Skills

SEMESTER - II

Core Courses

1. Teacher Education - I
2. Curriculum Development
3. Educational Research – I
4. Development of Education System in India

Field Immersion / Attachment / Internship

1. Dissertation – a) Preparation of a Research Proposal

b) Research Colloquium

2. Internship in a Teacher Education Institution

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SEMESTER - III

Core Courses

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1. Teacher Education - II
2. Educational Research-II

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Specialization Courses (Select any one from each group)

Group - A

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1. Educational Measurement and Evaluation
2. Guidance and Counseling
3. Inclusive Education

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Group - B

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1. Elementary and Secondary Education
2. Information and Communication Technology in Education
3. Educational Administration and Management

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Field Immersion / Attachment / Internship

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1. Internship (Related to Specialization)
2. Dissertation
    a) Research Tool Standardization
    b) Research Colloquium
3. Academic Writing

Specialization Courses (Select any one from each group)

Group - A

1. Higher Education
2. Instructional Technology

Group - B

1. Comparative Education
2. Advanced Pedagogy of Teaching

Dissertation and Viva-voce

The dissertation shall be a core course with 8 credits. It is mandatory for all the students and each student is required to select a relevant problem for dissertation, preferably from the area of specialization under the guidance of a faculty member – Research Colloquium and Viva-voce Examination are compulsory. A total of 3 copies of the dissertation have to be submitted at the end of the fourth semester as specified by the Controller of Examinations. The dissertation carries 200 marks which includes 100 marks for internal and 100 marks for external examination. The members of the Viva-voce Examination are the Head of the Department as convener / chairman, internal supervisor and one more senior faculty member from the department.

Supportive Courses for other Department Students

1. Teaching Techniques
2. Pre-Marital Education
3. Value Education
4. Women Education

Credit System

Choice Based Credit System (CBCS) has been adopted for M.Ed., programme. The students have to complete 90 credits for successful completion of the M.Ed., programme.

CREDITS AND MARKS DISTRIBUTION

Semester – I

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
Core Courses								
01	Education as a Field of Study	15MEDC01	4	2	4	25	75	100
02	Philosophical Foundations of Education	15MEDC02	4	2	4	25	75	100
03	Sociological Foundations of Education	15MEDC03	4	2	4	25	75	100
04	Psychological Foundations of Education	15MEDC04	4	2	4	25	75	100
ISB*- I: Practicum								
01	Communication and Expository Writing	15MEDP01	-	-	2	50	-	50
02	Self- Development: Yoga and Life Skills	15MEDP02	-	-	2	50	-	50
	Total		16	8	20	200	300	500

*Inter- Session Break

Semester - II

Course No	Name of the course	Course Code	Theory	Internal Practical	Credits	IA	EA	Total
			Instructional Hours (per week)		**Credits**	**Marks**		
Core courses								
01	Teacher Education	15MEDC05	4	2	4	25	75	100
02	Curriculum Development	15MEDC06	4	2	4	25	75	100
03	Educational Research-I	15MEDC07	4	2	4	25	75	100
04	Education System in India	15MEDC08	4	2	4	25	75	100
05	Supportive Course		4	-	4	25	75	100
ISB*- II: Practicum								
Dissertation								
01	a) Preparation of a Research Proposal	15MEDP03	-	-	2	50	-	50
	b) Research Colloquium	15MEDP04	-	-	2	50	-	50
02	**Internship in a TEI	15MEDI01	-	-	4	100	-	100
	Total		20	8	28	325	375	700

*Inter-Session Break

**Students have to undergo four week internship in a Teacher Education Institution.

Semester – III

Course No	Name of the course	Course Code	Theory	Internal Practical	Credits	IA	EA	Total
			Instructional Hours (per week)		**Credits**	**Marks**		
Core Courses								
01	Perspective Issues and Research in Teacher Education	15MEDC09	4	2	4	25	75	100
02	Educational Research-II	15MEDC10	4	2	4	25	75	100
Specialization Courses **(Students have to choose any one specialization from Group - A and Group - B)**								
Group – A								

Course No	Name of the Course	Course Code	Theory	Internal Practical	Credits	IA	EA	Total
01	Educational Measurement and Evaluation	15MEDS01	4	2	4	25	75	100
	Guidance and Counselling	15MEDS02						
	Inclusive Education	15MEDS03						
Group – B								
02	Elementary and Secondary Education	15MEDS04	4	2	4	25	75	100
	Information and Communication Technology in Education	15MEDS05						
	Educational Administration and Management	15MEDS06						
ISB*- III: Practicum								
01	Internship** (Related to specialization)	15MEDI02	-	-	4	100	-	100
Dissertation								
02	a) Research Tool Standardization	15MEDP05	-	-	2	50	-	50
	b) Research Colloquium	15MEDP06	-	-	2	50	-	50
03	Academic Writing	15MEDP07	-	-	2	50	-	50
	Total		16	8	26	350	300	650

*Inter-Session Break

**The students have to undergo four week internship related to their specialization.

Semester – IV

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
Specialization Courses **(Students have to choose any one specialization from Group - A and Group - B)**								
Group – A								
01	Higher Education	15MEDS07	4	2	4	25	75	100

	Instructional Technology	15MEDS08						
**Group – B**							
02	Comparative Education	15MEDS09	4	2	4	25	75	100
	Pedagogy of Teaching	15MEDS10						
**Practicum**							
01	Dissertation and Viva – voce	15MEDD01	-	-	8	100	100	200
	Total		8	4	16	200	200	400

Grand Total: 2250 Marks

Supportive Courses for Other Department Students

Course No	Name of the course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
01	Teaching Techniques	15EDU01	3	1	4	25	75	100
02	Pre-Marital Education	15EDU02	3	1	4	25	75	100
03	Value Education	15EDU03	3	1	4	25	75	100
04	Women's Education	15EDU04	3	1	4	25	75	100

Internal Assessment

The following procedure shall be adapted to award internal marks of **25**.

i)   Assignment Preparation   -   **5** Marks

ii) Seminar Presentation -   **5** Marks

iii) Internal Test   -   **10** Marks

iv) ECA   -   **5** Marks

Credits

First Semester	-	**20**
Second Semester	-	**28**
Third Semester	-	**26**
Fourth Semester	-	**16**
Total	**-**	**90**

Scheme of Examination

Each written examination shall be of 3 hours duration for the maximum marks of 75. Question papers will be set by the external examiners from other universities.

Question Paper Pattern

Part -A

Answer the following Multiple choice questions   (10 x1 = 10)

Part - B

Answer the following questions (Internal Choice)   (5 x5 = 25)

Part – C

Answer the following questions (Internal Choice)   (5 x8= 40)

Evaluation

Single internal evaluation for the written examination. The dissertation will be evaluated by both internal and external examiners.

Passing Minimum

A candidate shall be declared to have passed the M.Ed., Programme if he/she obtains a minimum of 50% in each written examination and 50% in the dissertation. If a candidate obtains less than 50% in the dissertation, he/she shall resubmit the dissertation. A candidate shall be declared to have passed the M.Ed., programme in the second class if he/she secures between **5.0**

and 5.9 points in the Cumulative Grade Point Average Scale (CGPA) on the aggregate of four semesters. A candidate shall be declared as placed in first class if he/she secures **6.0 and above** in the CGPA scale on the aggregate of four semesters. This will also be applicable to the results of candidates availing more than one chance. If a candidate failed in a semester examination shall be permitted to appear for subsequent semester examination. The M.Ed., Programme has to be completed within 4 years.

Mark Statement

The Mark Statement will contain the following:

      a) The title of the course taken
      b) The credit associated with the course
      c) The total credits earned by the students
      d) The grade obtained in each course
      e) Grade point average
      f) The grade obtained by the students

On successful completion of the M.Ed., programme a candidate will be declared to have passed in the following categories based on the Cumulative Grade Point Average (CGPA) of all the courses expressed in grades.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0 -10.0	O	Outstanding
80-89	8.0 -8.9	D+	Excellent
75-79	7.5 -7.9	D	Distinction
70-74	7.0 -7.4	A+	Very Good
60-69	6.0 -6.9	A	Good
50-59	5.0 -5.9	B	Average
00-49	0.0	U	Reappear
ABSENT	0.0	AAA	ABSENT

For the Entire Programme

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O$^+$	First Class with Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D^{++}	First Class with Distinction
8.0 and above but below 8.5	D$^+$	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A^{++}	First Class
6.5 and above but below 7.0	A$^+$	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B$^+$	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

Note:

06PHR01 Human Rights Education is a common compulsory course for all the P.G. Students including M.Ed. Students. There is no credit for this course.

CORE COURSE – I

EDUCATION AS A FIELD OF STUDY

COURSE CODE: 15MEDC01

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Understand the nature of education as a discipline of study
- Examine issues related to education as interdisciplinary knowledge
- Understand the socio- cultural context of education
- To know the political context of education
- Reflect on the multiple contexts on which the school and teacher education institutions are working
- Discuss the emerging dimensions of school and teacher education.

Unit: I Theoretical Perspectives of Education as a Discipline

Education as a discipline: Meaning, concepts, principles, types, theories, assumptions; Contexts related to issues: School, curriculum, syllabus, textbooks, assessment, and teaching-learning process and their linkage to pedagogy and practices; Education structure: primary, secondary and higher secondary-Content knowledge linking pedagogical knowledge – School knowledge with life outside the school.

Unit: II Education as Interdisciplinary Knowledge

Interdisciplinary nature of education: relationships with other disciplines subjects such as philosophy, psychology, sociology, management, economics and anthropology-Contribution of science and technology to education and challenges ahead-Dynamic relationship of education with political process.

Unit: III Socio-cultural Context of Education

Social purpose of education- Understanding contemporary Indian society with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights, rights of the child- Constitutional provisions of education- Equality in educational opportunity.

Unit: IV Political Context of Education

Multiple school contexts-Schools affiliated to different boards -Changing role of personals in school management: teachers, headmasters and administrators-Need for nurturing learners-friendly school environment - School as site of curricular engagement -Teacher's autonomy and academic freedom-School as an agent for social change.

Unit: V Support System of Education

Principles and guidelines in organizing the support systems-Role and involvements: Ministry, other government agencies and academic institutes- Issues related to control and autonomy-Participation of different stakeholders in school education: role of media and its use of technology, NGOs, civil society, teacher organization-family and community-Monitoring and evaluation of schools -Development of learning resources.

Internal Practical

- Critically analyze the equitable education in Tamil nadu.
- Prepare profile of an institution of national importance.

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- Aggarwal, J C (2006). *Theory and Principles of Education.* New Delhi: Vikas Publishing House Pvt Ltd.
- Arulsamy, S & Subbhuraam, C V (2011). *Philosophical and Sociological Perspectives on Education.* New Delhi: Neelkamal Publications Pvt Ltd.
- Ayodhya, P & Dash, B N (2012). *Foundations of Education*. New Delhi: Neelkamal Publications Pvt.Ltd.
- Brembeck, C. S (1986). *Social foundations of education: a cross-cultural approach* New York: John Wiley and Sons

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➢ Foster, P. J (1985). *Education and social change*. London: Routledge and Kegan Paul

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PHILOSOPHICAL FOUNDATIONS OF EDUCATION

COURSE CODE: 15MEDC02

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

❖ Make them to understand the significance of philosophy
❖ Enable them to know about the influence of Indian philosophies
❖ Acquaint them with the knowledge of western philosophies
❖ Develop interest for getting involved in the contemporary philosophical thoughts
❖   Acquaint them on the educational thoughts of modern-Indian thinkers.

Unit: I Introduction to Philosophy

Meaning, definitions and significance of philosophy – Brief historical review of the philosophy – scope of philosophy – Major divisions of philosophy: metaphysics, epistemology, and axiology – Interrelationship between philosophy and education – Philosophical attitude and philosophical methods.

Unit: II Indian Philosophies and Education

Historical developments of philosophical thoughts – Vedic Philosophy - Concept of philosophy in Upanishads, Jainism and Buddhism

Unit: III Western Philosophies and Education

Naturalism – Idealism – Pragmatism – Realism – Extentialism – Humanism – Eclectism-Fundamentalism and their implications of education.

Unit: IV Contemporary Philosophical Thoughts and Education

Bhavad Gita, bible and quran and their implications on Indian and Global education system –Aims of education and philosophical values of education.

Unit: V Educational thoughts of Indian Thinkers

Gandhi, Vivekananda, S.Radhakrishnan, Rabindranath Tagore, Aurobindo, J. Krishnamoorthy, Abulkalam Azad and A. P. J. Abdul Kalam.

Internal Practical

- Analyze the educational philosophy of any one Indian philosopher.
- Comparative analysis of any two philosophies with reference to curriculum.

References

- Amaldass, A. (2001). *Introduction to Philosophy.* Chennai: Satya Nilayam Publications.
- Arulsamy, S. (2011). *Philosophical and sociological perspectives on Education.* Hyderabad: Neelkamal Publications Private Limited.
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- John, S. Brubacher. (2006). *Modern philosophies of Education.* Delhi: Surjeet publications.
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- Vashishtha, U. C.,Hemant Khandai & AnshuMathur. (2013). *Educational Philosophy.* New Delhi: APH Publishing Corporation.

CORE COURSE – III

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE CODE: 15MEDC03

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- ❖ Understand the interrelationship between sociology and education among the learners
- ❖ Enable the learners to know the sociological concepts in education
- ❖ Make them to understand how education is instrumental in bringing changes in the Indian society
- ❖ Orient the learners on education in relation to various social forces and political ideologies
- ❖ Sensitize the learners about the current status of education in India in a global context

Unit: I Introduction to Educational Sociology

Meaning, nature, scope and approaches of sociology - Basic concepts of sociology and education - Meaning and nature of educational sociology and sociology of education- Relationship between sociology and education - Status and development of sociology of education in the world and in India -Interrelationship between education and social variables: family, school, peer group, culture, religion, caste, gender, and class- sociological functions of Education.

Unit: II Education and Society

Education as a process of socialization: Enculturation and acculturation - Education as a social sub system: its characteristics - Interrelationship between Education and other Social sub-systems: Family, community, economy, political system and religion - Social organizations, social groups and social stratification: Characteristics and influencing factors - Social mobility

and education- Social equity and equality of educational opportunities with special reference to India - Education for socially and economically disadvantaged sections of the society.

Unit: III Education and Social Change

Meaning, nature and factors determining social change - Constraints of social change in India: Caste, ethnicity, class, language, religion and regionalism -Views on process of social change: Structural functionalism and conflict theories - Education as an instrument of social change - Role of education in a changing society with specific reference to Indian society - Education and modernization.

Unit: IV Education in relation to Social Forces and Political Ideologies

Education as an investment in human resource development - Constitutional provisions for education - Education and democracy - Nationalism and education - Education for National integration and international understanding - Concept of secularism in India and World - Building secularism through education - Education and peace - Politicization of education - Social issues prevailing in the world with special reference to India: its causes, its impact on society and remedies through education.

Unit: V Education in the Globalized World

Nature of Indian Education System: Merits and demerits - Meaning and nature of liberalization, privatization and globalization-Impact of liberalization, privatization and globalization on Indian education system - Public-Private Partnership in Education - Challenges confronting the Indian Education system at different levels in Global context - Restructuring Indian education at different levels due to privatization and globalization- Researches in sociology of education in India.

Internal Practical

- Analyze the educational thoughts of any one Indian Social-reformer.
- Analyze any one social issue in India and bring out the solution.

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CORE COURSE – IV

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE CODE: 15MEDC04

Credits: 4   **Marks: 100**

Objectives:

The course will be enable the students to:

- Understand the concept of educational psychology.
- Develop an insight into various theories of learning to improve teaching – learning process
- Make them to understand the significance of intelligence and creativity for learning.
- Know about dynamics of personality development
- Understand the concept of adjustment and mental health

UNIT: I Fundamentals of Educational Psychology

Definition - Nature of psychology - Concept - Scope and importance of educational psychology – Branches of psychology - Human developmental stages: Piaget and Ericson - Influence of major glands and nervous system on human development and behaviour – Educational psychology as a science – Relevance of educational psychology to the teacher.

UNIT: II Learning Process

Motivation and learning – Maslow's theory of motivation - Theories of behavioural perspectives on learning: Thorndike, Pavlov, Skinner and Hull – Cognitive views of learning: Tolman, Gestalt and Ausubel - Gagne's conditions of learning - Transfer of learning.

UNIT: III Intelligence and Creativity

Intelligence: Meaning and concept - Theories of intelligence: Spearman, Thorndike, Guilford, and Cattell - Multiple intelligence– Emotional Intelligence - Social Intelligence - Measurement of intelligence: Intelligent Quotient, Emotional Quotient, Social Quotient - Types of intelligence tests - Creativity: Nature and characteristics – Fostering creativity among the learners – Cognition and Meta cognition: Meaning, concept and significance.

UNIT: IV Personality Development

Dynamics of personality – Biological, sociological and cultural determinants of personality - Theories of personality: Allport, Eysenck and Freud - Assessment of personality: Questionnaire, inventories and projective techniques – Personality disorders.

UNIT V: Adjustment and Mental Health

Meaning and concept of adjustment – Adjustment problems - Frustration, conflicts and anxiety: Meaning and management - Stress and coping strategies - Defense mechanisms - Common forms of neuroses, psychosis and somatic disorders - Mental health – Meaning and concept- Identification of mental health problems - Factors influencing mental health - Mental hygiene- Principles of mental hygiene – School and classroom practices for enhancing adjustment and mental health.

Internal Practical

1. Prepare a case study report of a student with adjustment problems.
2. Examine the personality characteristics of any successful individual.

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CORE COURSE – V

TEACHER EDUCATION
COURSE CODE: 15MEDC05

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

❖ Gain insight about the nature, objectives, growth and development of teacher education.

❖ Make them to know about the structure of teacher education.

❖ Understand the role and contribution of various regulating bodies for improving quality of teacher education.

❖ Develop necessary skills to improve teacher effectiveness.

❖ Make them aware of the role, responsibilities and professional ethics of teachers and teacher educators.

Unit: I Introduction to Teacher Education

Meaning, Concept and scope and importance of teacher education, objectives of teacher education- Development of teacher education in India-Recommendations of the Education Commissions on teacher education.

Unit: II Structure of Teacher Education

Teacher Education - Structure - Teacher Education at elementary, secondary and tertiary level; Pre-service Teacher Education: Aims and objectives, organizational structure and administration; In-service Teacher Education: Needs, aims and objectives, organizational structure and administration.

Unit: III Organization and Agencies on Teacher Education

Agencies, institutions for teacher education: UGC, NCERT, NCTE, CTE, CASE, IASE, SCERT and DIET.

Unit: IV Teacher Effectiveness

Meaning and Definition, Criteria and Measurement of teachers effectiveness; Cognitive flexibility - attitude towards profession - teaching strategies - Strategies for analyzing teacher behavior.

Unit: V Teacher Professionalism

Meaning, strategies of professional growth; Teachers Professional Ethics & Values - Code of conduct for Teachers; Teacher Competencies: Accountability, Assessing accountability; Emerging role and responsibilities of Teachers - Effective teaching and Successful teachers; Teaching awards.

Internal Practical

- List out the Professional ethics of Teachers.
- Critically analyze the Pros and Cons of two year B.Ed., / M.Ed., Programme.

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- Dash, B.N. (2007). *A New approach to Teacher Education in the Emerging Indian Society*. New Delhi: Neelkamal Publications.
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CORE COURSE – VI

CURRICULUM DEVELOPMENT

COURSE CODE: 15MEDC06

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- ❖ Understand the concept of curriculum
- ❖ Know about the history of curriculum development
- ❖ Understand the various approaches and models of curriculum
- ❖ Develop skills in curriculum designing
- ❖ Know necessity of curriculum evaluation and change

Unit: I Introduction to Curriculum

Curriculum: Meaning, concept and scope - Components of curriculum: Objectives, content, learning experiences and evaluation system - curriculum, syllabus and textbooks: Selection and organization of subject matter – Philosophical, sociological and psychological bases of curriculum.

Unit: II History of Curriculum Development

Curriculum development: Meaning and concept - Procedure for curriculum development - System analysis for curriculum development - Suggestions and recommendations in curriculum development as per Kothari Commission, National Policy on Education and National Curriculum Framework - Curriculum and its relationship with vision of teacher education**.**

Unit: III Approaches and Models of Curriculum

Students centered, teacher centered, subject centered, activity centered, community centered, integrated and interdisciplinary approach in curriculum- Relevance, flexibility and quality in curriculum. Models of curriculum: Tylers and Hilda Taba - Criteria for selecting a model – Integration of values and health needs of children - Infusion of environment related knowledge.

Unit: IV Curriculum Designing

Concept and principles of curriculum designing- Curriculum construction and steps involved - Designing curriculum at different levels of education - Organization of curriculum by subjects - Co-relation of different subjects - Support materials and their productions – Methodology of curriculum transaction at different stages of education.

Unit: V Curriculum Evaluation and Change

Concept, nature and types of curriculum evaluation – Importance of curriculum evaluation - Assessment and evaluation curriculum materials at different stages - Curriculum improvement - Need for curriculum change - Strategies for curriculum change - Researching in curriculum areas.

Internal Practical

- Review of a school text book.
- A comparative study of two syllabi equitable education and CBSE.

References

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*, New Delhi: Book Enclave.

- Belting. P.E & Belting, N .M. (2007). *The Modern High School Curriculum*. New Delhi: Cosmo Publications.

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CORE COURSE- VII

EDUCATIONAL RESEARCH- I

COURSE CODE: 15MEDC07

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- ❖ Introduce the basic concepts of Educational Research.
- ❖ Make them to understand the methods in educational research.
- ❖ Know the significance of literature scanning.
- ❖ Orient them on various research designs.
- ❖ Make them to understand the importance of statistics in educational research.

Unit: I Introduction to Educational Research

Research- Concept, definition, characteristics, scope, need and importance – Educational Research: Objectives, steps, nature and purpose – Emerging areas in educational research – Recent trends in educational research.

Unit: II Methods of Educational Research

Approaches: Qualitative, Quantitative and Mixed – Methods: Historical, Descriptive, Experimental, Ethnographical, Case study, Socio-metric and content analysis.

Unit: III Literature Scanning

Review of Related Literature: Objectives, need, significance and process –difference between related literature and research studies–resources for Literature scanning: ERIC, INFLIBNET, and SHODHGANGA –Format of citations.

Unit: IV Research Design

Research design: Meaning, concept, need and importance– Types: survey Design, experimental: pre and post experimental design, quasi-experimental design and factorial design variables: Dependant, independent and intervening – Population and sample– Types of sampling

– probability and non probability – sampling error – Characteristics of good sampling – hypothesis: meaning, definition, need and importance– types –sources and formulation of hypothesis– hypothesis testing.

Unit: V Introduction to Statistics

Meaning, Concept, Need and Importance of Statistics - Characteristics of Statistics; Data: Types of Data - Data Processing - Problems in Processing - Organization and analysis of qualitative data - Organization, presentation and analysis of quantitative data - Graphical representation of Data: Frequency Distribution – Data types: Nominal, Ordinal, Interval and Ratio; Types of Analysis – Measures of Central Tendency – Measures of Dispersion - Normal Probability Curve and its Applications.

Internal Practical

- Review research article from any reported journal and prepare a report.
- Formulate 10 Research Problems in Education.

References

- Allen Rubib and Earl Babbie. (2010). *Essentials research methods for social work.* , United States: Brooks Cole Cengage Learning.
- Best, John. (2003). *Research in Education (VI th Ed)*. New Delhi, India: Prentice Hall of India Publication.
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CORE COURSE – VIII

EDUCATION SYSTEM IN INDIA

COURSE CODE:15MEDC08

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Develop the understanding of nature and characteristics of Vedic, Jaina and Buddhist system of education in ancient India
- Orient the students about the emergence of Islamic system of education in India during the medieval times
- Enable the students to understand the status of education in India during British rule and the impact of English system of education on Indian society
- Create necessary knowledge about different commissions, committees, policies and programmes on education after independence
- Sensitize the students on the current problems and issues in Indian education system at different levels.

Unit: I Education in Ancient India

Vedic, Jaina and Buddhist system of education: Characteristics, aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship - Ancient centres of learning - Status of women's education in ancient India.

Unit: II Education in Medieval India

Advent of the Islam - Education system under the Delhi sultanate and Mughals - Islamic system of education: Aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship - Medieval centres of learning and types of educational institutions - Status of women's education in medieval period.

Unit: III Education in British India

The English invasion to India -Missionary's activities - Charter Act of 1813 - Bengal Renaissance - Indian educational reformers - Macaulay's Minutes (1835) - Bentinck's resolution

(1835) – Wood's Dispatch (1854) - Hunter commission (1882) - Lord Curzon's educational reforms- National education movement- Gokahle's bill on primary education (1910-1912) - Calcutta university commission (1917) - Hartog committee (1929) - Government of India Act (1935) -Basic education (1937) - Sargent report (1944) - Impact of English system of education on Indian society.

Unit: IV Education in Independent India

Constitutional provisions for education - Education commissions and committees: University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66),Eswarbhai Patel committee (1978),New Educational Policy (1986), Yashpal committee reports on Learning without burden (1993) and National knowledge commission (2005), Muthukumaran committee on Equitable education in Tamil Nadu (2006) Renovation and rejuvenation of higher education (2008) and J.S.Verma commission on teacher education (2012) - Educational policies and programmes: National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009),RTE Act (2009), Operation Blackboard (1987), District Primary Education Programme (1994), Sarva Shiksha Abhiyan (2001), Rashtriya Madhyamik Shiksha Abhiyan (2009) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (2013).

Unit: V Problems and Issues in Indian Education System

Universalisation of elementary education - Medium of instruction - Vocationalisation of education - Education for girls - Education for weaker sections- Equality of educational opportunities -Alternative schooling - Education for human values –Privatisation of education - Quality control in higher education – inclusive education.

Internal Practical

- Prepare a report on Impact of British Period Education on Indian society.
- Comparative analysis of education system in Ancient and Modern period.

References

- Aggarwal, J. C. (2010). *Landmarks in the history of modern Indian education* (7th ed.). New Delhi, India: Vikas Publishing House.
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CORE COURSE- IX

PERSPECTIVE ISSUES AND RESEARCH IN TEACHER EDUCATION

COURSE CODE: 15MEDC09

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Make them to aware of innovations in teacher education
- Acquaint them on the practice teaching
- Acquaint them on with the problems and issues in teacher education
- Know about the emerging areas of research in teacher education
- Acquaint the students with recent trends in teacher education.

Unit: I Innovations in Teacher Education

Innovations in curriculum development – Innovation in evaluation process – Approaches to teaching competency based teacher education – Integrated approach – Student centered - Teacher Centered - System Approach of Teacher Education- Barriers of innovations in Teacher Education.

Unit: II Practices in Teaching

Concept, principle and objectives of practice teaching - Teacher preparation programme at primary, secondary and collegiate Levels – Evaluation of practice teaching system, preparation of professional personnel- Internship.

Unit: III Problems and Issues in Teacher Education

Selection of teacher trainees and relation issues–Assessing teacher effectiveness, Demand and supply of qualified teachers. Identification of teachers behaviour – Briding gaps between school and training college - Content competency of teachers – Para teacher.

Unit: IV Research in Teacher Education

Need of research in teacher education – Action research for quality improvement. Areas of research: Teaching effectiveness, Criteria of admission, modification of teacher behavior and school effectiveness, preparing teacher for special schools and inclusive schools.

Unit: V Recent Trends in Teacher Education

Competency based teacher education – Instructional technology - Pedagogy of education – Development of teaching competence – NCF (2009), Verma Committee report (2012) – NCTE new regulations (2014)-Responsibilities of the teachers- Teaching as a professional renewal of teachers: In-service programme, orientation programme, refresher course, seminars, workshops – Intergrating Technology in Teacher Education.

Internal practical

- List out the merits and demerits of NCTE new regulations on teacher education (2014).
- Visit any school and assess the teacher effectiveness.

References

- Bansal, A. (2004). *Teacher education: Principle, theory & practice.* Jaipur: Sublime Publications.
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➤ Venkataiach, N. (2011). *Teacher education*. New Delhi: A.P.H. Publishing Corp.

CORE COURSE - X

EDUCATIONAL RESEARCH- II
COURSE CODE:15MEDC10

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Make them to understand the process of tool construction
- Make them familiar with various descriptive statistical techniques
- Enhance competencies in analyzing the data using inferential statistics
- Orient them on hypothesis
- Sensitize them on techniques of writing a research report.

Unit: I Tool Construction

Tool: Concept, meaning, need and importance. Type of tools – Scaling techniques - Standardization of a tool – Validity, reliability and item analysis

Unit: II Hypotheses

Meaning and concept of hypothesis – Types of hypothesis - Tests of Hypothesis - Type I and Type II errors – Normal probability curve – One-tailed and two-tailed tests-Level of Significance

Unit: III Inferential Analysis

Tests of significance-'t'-test, ANOVA: One way and two way- Chi-square test- Uses of computer in data analysis: Excel and SPSS

Unit: II Descriptive Analysis

Descriptive analysis: Mean, median, mode and SD - Relative positions: Percentile and Quartile- Correlation: Rank and Co-efficient of correlation- Simple Regression analysis

Unit: V Report Writing

Meaning and principles – Different steps and styles in writing a report – Layout of the research report – References.

Internal Practical:

1. Analyze the sample data using MS-Excel.
2. Prepare references in APA format for the books, journals, encyclopedia etc.

References

- Andy Field. (2005). *Discovering Statistics Using SPSS*. Second Edition. New Delhi : Sage Publications.
- Best, John.W. (2003). *Research in Education*. New Delhi : Prentice Hall of India Publication Pvt Ltd.
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SPECIALIZATION COURSE- I

EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE CODE:15MEDSO1

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Understand the concept of measurement and evaluation and their relationship
- Acquire depth knowledge about models of evaluation
- Aware on different evaluation processes and techniques
- Know how to construct various types of tools in the process of evaluation
- Develop necessary skills to apply the evaluation techniques in online.

Unit: I Measurement and Evaluation

Meaning, nature, need and functions of measurement and evaluation - Difference between measurement and evaluation – Assessment – Testing - Appraisal and examination - Tools and techniques - Types of Evaluation: Criterion referenced and norm referenced – Objective and competency based – Formative and summative- Scholastic and co-scholastic- Impact of evaluation.

Unit: II Models in Evaluation

Models in Evaluation: 3D model, Individual and judgement model, CIPP, Kirkpatrick's and Outcome Based Evaluation (OBE) – Approaches of evaluation – Evaluation and strategic planning.

Unit: III Tools of Measurement and Evaluation

Technique: observation - Interview - Check list – Schedules - Rating scale – Questionnaire - Attitude scale - Interest inventories - Socio-metric techniques - Anecdotal

records – Cumulative records - Question bank- Measurement scales: Nominal - Ordinal – Interval – Ratio.

Unit: IV Test Construction

General principles of test - Construction and standardization - Construction of blueprint - Planning of tests - Content-analysis - Writing of test items - Planning key and scheme of evaluation - Achievement and diagnostic tests – Construction and functions –Differences; Achievement test: objective types, short answer and essay type - Tryout and item analysis - Difficulty value and discrimination power - Characteristics of a good measuring instrument - Objectivity – Validity – Reliability – Practicability – Usability.

Unit: V Trends in Evaluation

Cumulative Grade Point Average (CGPA), Choice Based Credit System (CBCS), Continuous and comprehensive evaluation- Online Testing and evaluation: Need and importance –Online testing: Different methods – designing - Research needs in evaluation.

Internal Practical

- Prepare a blue print for achievement test in any subject.
- Construct Multiple Choice Question in your subject and do item wise analysis.

References

- Aggarwal. (1997). *Essentials of Examination System, Evaluation, Tests & Measurement*. Vikas Publishing House Pvt Ltd.
- Alastair Irons. (2008). *Enhancing Learning Through Formative Assessment & Feedback*. London: Routledge Taylor & Francis Group.
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➢ Panigrahi, S.C, & Patel, R.C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: A.P.H. Publishing Corporation.

➢ Pritam Singh. (2009) *Dictionary of Curriculum & Evaluation*. New Delhi. Atlantic Publishers & Distributors (P) Ltd

➢ Robert L. Linn & Norman E. Gronlund. (2003). *Measurement & Assessment in Teaching*. Eighth Edition. Pearson Education.

➢ Srivastann, D.S, & Saritha Kumari. (2005). *Education: Assessment, Evaluation and Remedial.* New Delhi: Isha Books.

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➢ Tom Kubiszyn & Gary Borich. (2003). *Educational Testing & Measurement-Classroom Applications & Practice.* Singapore: Seventh Edition. John Wiley & Sons.

SPECIALIZATION COURSE-II

GUIDANCE AND COUNSELLING

COURSE CODE: 15MEDS02

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Develop understanding the concept of guidance
- Get acquainted with process and techniques of counselling
- Develop an insight into guidance and counselling tools
- Know and aware about the guidance programmes
- Understand the guidance and counselling of exceptional children.

Unit: I Guidance

Concept of guidance - Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization - Types of guidance- Major guidance areas: Personal, Educational, Career, Social, Health, Marital and Family.

Unit: II Counselling

Need, characteristics, principles of counselling - Types- Directive, non-Directive and eclectic approaches in counselling - Counselling therapies: Client Centered Therapy (Carl Rogers), Behavior therapy (B.F. Skinner) and Psychoanalytic Therapy (Sigmund Freud)- Qualities of counsellor - Relationship between guidance and counselling - Place of counselling in the total guidance programme.

Unit: III Guidance and Conselling Tools

Tools: Intelligence tests, achievement tests, aptitude tests, personality inventories, interest Inventories and attitude Scales - Non testing devices: Cumulative record card, sociometric techniques, case study, anecdotal record, autobiography, home visits, interview and observation - Presenting, analyzing, interpreting and reporting the data.

Unit: IV Guidance Programme

Guidance at various levels of education - School Guidance: a collaborative effort of school and community - Organisation of guidance programmes in schools- Types of guidance services: Orientation, information, individual inventory, counseling, placement, follow-up - Resources required for organizing guidance services - Role of principals and teachers in guidance programmes- Importance of guidance in educational institutions.

Unit: V Guidance and Counselling of Exceptional Students

Exceptional children: Meaning and Nature - Identification - Guidance and counselling of students with bahavioural problems and underachievement - violence, bullying, drug abuse, truancy and dropout- nature of stress and its causes- consequences of stress - types of coping skills - Guidance for gifted, creative, physically and intellectually challenged students – Delinquency: Causes, identification and guidance - Promoting psychological well-being and peace through school based programmes.

Internal Practical

- Develop format for any non testing device prepare a counselling schedule for school students.
- Prepare an interview schedule for a Counselling.

References

- Agrawal, J.C. (2000). *Educational Vocational Guidance and Counselling*, New Delhi: Daba House.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counseling*, Vol. I: A Theoretical Perspective, New Delhi: Vikas Publishing house Pvt. Ltd.
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- Robert L. Gibson and Marianne H. Mitchell (2014). *Introduction to Counselling and Guidance, (7th Ed.)*, New Delhi: PHI Learning Pvt. Ltd.
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- Tamara E. Davis (2005). *Exploring School Counselling Professional Practices and Perspectives*, New York: Hoonghton Mifflin Company.

SPECIALIZATION COURSE- III

INCLUSIVE EDUCATION

COURSE CODE: 15MEDS03

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- To know the concept of inclusive education
- Understand the meaning of special education mainstream and inclusive education
- Understand the global and national commitments towards the education of children with diverse needs
- Orient them on curriculum and evaluation for inclusive learners
- Enhance competency in dealing children with diverse needs.

Unit: I Introduction to Inclusive Education

Definition, meaning of inclusive education, integrated education and inclusive education-Facts and myths of inclusive education with reference to Indian context –Need for inclusive education-Recommendations of education commissions and Committees on restructuring policies and practices- National initiatives for inclusive education –Government schemes and provisions of policy perspectives supporting inclusive education for children with diverse needs-Advantages of inclusive education for the individual and society.

Unit: II Preparation for Inclusive Education

Concept, meaning of diverse needs - Educational approaches and measures for meeting the diverse needs- Concept of remedial education, special education, integrated education and inclusive education- 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, intellectual, developmental disabilities-Social and emotional problems-Scholastic backwardness, under-achievement, slow learners, children with special health problems, environmental difficulties and children belonging to marginal groups -importance of early detection, functional assessment for development of compensatory skills - Role of teachers working in inclusive settings-Developing and enriching academic skills for higher learning-Adaptations in instructional objectives, co-curricular activities-Technology for meeting diverse needs of learners- Treating conducive environment in inclusive schools: Material resources and human resources.

Unit: IV Curriculum Adaptations and Evaluation for Children with Diverse Needs

Concept, meaning and need for curriculum adaptations for children with sensory Intellectual and developmental disabilities-Guidelines for adaptation for teaching and practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre and drama in inclusive settings -Utilization of 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-roles, responsibilities, skills, competencies and professional ethics of teachers and teacher educators for inclusive settings - NCF 2005 and curriculum for teacher preparation and transaction modes-Evaluation and follow up programmes for improvisation of teacher preparation programmes-Role of different agencies in promoting inclusive education -Planning and conducting research activities: Selecting specified areas based on needed for enhancement of learning, steps involved in planning and supervising research activities, recent trends-supportive services for inclusion.

Internal Practical
- Visit a school and prepare a report on case study of any children with special needs
- Visit any special school and prepare a report on educational practices.

References

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➢ Douglas Fisher & Caren Sax (2003).*Inclusive high schools: Learning from contemporary classrooms*. USA: Paul H Brookes publishing Co.

➢ Douglas Fisher & Craig H Kennedy (2001). *Inclusive middle schools*. USA: Paul H Brookes publishing Co.

➢ Huw Thomas. (2007). *Inclusion.* UK: Taylor and Francis group.

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➢ Rosemary Sage (2007). *Inclusion in schools: Making a difference*. New York: Network continuum education.

➢ Sharma P.L (2003). *Planning Inclusive Education in Small Schools*. R.I E. Mysore

➢ Tim Loreman, Deppeler, J & David Harvey (2006).*Inclusive education*. UK: Routledge Falmer.

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SPECIALIZATION COURSE- IV

ELEMENTARY AND SECONDARY EDUCATION

COURSE CODE: 15MEDS04

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Examine the development of primary education in India
- Make them to understand the problem and challenges in secondary education
- Understand various boards of higher education
- Understand the interventions to solve the problems and issues relating school education
- Know the recent trends in school education

Unit: I Primary Education

Introduction, scope, objectives of primary education- structure of primary education - recommendations of national basic education council- integrated approaches- decentralization of primary education, background of decentralization- conclusions of various committee- commissions on primary education.

Unit: II Secondary Education

Introduction-structure & development- Kothari commission- 10+2+3 system- Education commissions- Mudaliyar commission- Acharya Narendra Dev commissions-Expansion of middle schools-challenges, strategies and intervention in relation to access enrolment, dropout, achievement equality of educational opportunities - Problems and challenges related to universalisation of secondary education- Evaluation and examination problems- Purpose and importance of examination- defects in the prevailing system of examination- suggestions for improvement.

Unit 3-Higher Secondary Education

Higher Secondary Education: Aims and objectives - Present context of higher secondary education - Type of Higher secondary boards: Samacheerkalvi - CBSE and ICSE - Vocational education: Basic education - work experience - socially useful product works- life oriented education- Importance of curricular development at higher secondary level- need for developing spiritual and moral values-Importance of In-service programmes for teachers.

Unit 4-Issues in School Education

Meaning, scope of transitions - Conceptualization of educational transition and its impact on planning and preparation-Issues related to primary, secondary education and higher education understanding transitions through theoretical perspectives-wastage, stagnation and dropouts..

Unit 5- Recent trends in School Education

CCE, ABL, ALM, SALM, BRC, SSA, RMSA roles-RTE act-Trimester system-Language lab and gardening- Need of values, health and physical education- Yoga- Sex education.

Internal Practical

1. To prepare the report on transition process from primary to secondary level in terms of wastage and stagnation.
2. Critically examine the goals and objectives of upper primary education

References

➢ Aggrawal D D (2010).History and Development of Elementary Education in India. New Delhi: Sarup & sons.
➢ Agrawal A K (2005) Development of Educational System in India. New Delhi: Anmol Publications.
➢ Armstrong G D & Savage V T (1998) Teaching in the Secondary School. New Jersey Columbus: Prentice Hall
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- Shivaprakasham M N (2003) Elementary Education in 21st Century. New Delhi: Rajat Publications.

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INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

COURSE CODE: 15MEDS05

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Acquire knowledge on fundamental aspects of educational technology
- Understand the components of communication technology
- Inculcate interest in applying the principles of Information and Communication Technology
- Equip them in various instructional techniques using ICT
- Acquire knowledge on recent trends in ICT.

Unit: I Educational Technology

Technology: Definition, meaning, concept and scope - Audio Visual Technology – System Technology- Concept Technology –Technology of Education - Technology in Education –Educational Technology as a system – Technological evolution in Education – AVRC, EMMRC, EDUSAT, Countrywide Classrooms- Role of Teacher, Students and Administration in implementation of educational technology.

Unit: II Communication Technology in Education

Concept, Characteristics and elements- Types of Communication – Models of Communication – Classroom Communication – Types of Formal Communication – Communication network – Barriers of Communication – Factors affecting Communication – Mass media approach: Concept, functions and importance - Mass media and Education.

Unit: III Information and Communication Technology in Education

Nature and scope – Power point presentation as a teaching tool – ICT and Instructional Strategies: Issues and challenges - Individualized instruction: Self Instructional Package –

Learner Controlled Instruction (LCI), Personalized System of Instruction (PSI), and Computer Assisted Instruction (CAI).

Unit: IV E-Content Development

e-Content: Meaning and Concept – Difference between e-Content and e-learning – Advantages of using e-Content – Multimedia elements of e-Content: Audio, Video and Animations. Phases of e-Content development: ADDIE Model.

Unit: V Recent Trends in ICT in Education

MOODLE – MOOCs (Massive Operational Online Courses), Open Educational Resources -Virtual Classroom, Virtual Reality – M-learning, Blended learning, Flipped classroom, Cloud computing – Semantic Web - Use of Social Media networks in Education.

Internal Practical

- Prepare a power point presentation in your subject.
- Critically analysis the Pros and Cons of using social networks.

References

- Abdul Mannan Bagulia .(2005). *Modern Education- Audio Visual Aids*, New Delhi. Anmol Publishing Co.
- Anjali Khirwadkar & Pushpanadhan, K .(2005). *ICT in Education,* New Delhi: Sarup & Sons Pub.
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- Jaganath Mohanty .(2003). *Modern Trends in Educational Technology*. Hydrabad : Neelkamal Publications Private Limited.
- Kulkarni, S.S .(1989). *Introduction to Educational Technology*. New Delhi : Oxford & IBH Publishers.
- Kumar, K.L .(1996). *Educational Technology*, New Delhi :New Age International (P) Ltd.
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➢ Shahid Rasool (2012). *Educational Television in India*, New Delhi : Concept Pub Co.

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➢ Tarachand & Pakuja, N.P (2004). *Essentials of Instructional Technology*, New Delhi : Anmol Publishers Pvt Ltd.

➢ Vanaja, M. (2006). *Educational Technology*, Hydarbad : Neelkamal Publishers.

➢ Varma, R (2004). *Modern Trends in Educational Technology*, New Delhi : Anmol Publishers Pvt Ltd.

➢ Venkataiah, N (2004). *Educational Technology*, New Delhi: APH Publishing Corporation, Darya Ganj.

SPECIALIZATION COURSE- VI

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE CODE: 15MEDS06

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Know the unique features of educational management.
- Understand the various educational management techniques.
- Equip them on different approaches of educational administration.
- Understand favourable attitude towards effective leadership style.
- Acquire the knowledge of educational system and its trends.

Unit: I Educational Management

Definition – Concept and nature – Universality of Administration and Management, Meaning, Scope and features of educational management – Theories of Management – X, Y and Z - Management as a Process, as a bureaucracy, as a monocratic and as a pluralistic

Unit: II Techniques of Educational Management

Modern management techniques – OBM, MBO and PERT – Techniques of Decision making – Crisis management – Strategic management – Operations management – Personnel, Academic and Financial management in Education- Role of National Assessment and Accreditation Council (NAAC) in quality assessment.

Unit: III Approaches in Educational Administration

Educational Administration: Meaning, development and modern concepts - Taylorism – Objectives based administration – Administration and law - Administration and public relations - Administration and human relations.

Unit: IV Organisational Behaviour

ABC model – Emerging trends in organizational behavior - Leadership styles - Theories of Leadership - Characteristics of an effective leadership - Characteristics of good educational management: Elementary, Secondary and Higher Education, Time Management.

Unit: V Teacher and Administration

Responsibility of Teachers – Educational Qualities – Job Satisfaction – Job Involvement – Teacher Morale – Professional ethics- Attitudes- Current trends in Educational Administration – Educational Administration in India: Primary, Secondary and higher Education – NUEPA and its role in educational administration.

Internal Practical

1. Educational survey of any state educational institution.
2. Report on an institutional planning of any one educational institute.

References

➢ Agarwal, A.K. (2005). Development of Educational System in India. New Delhi : Anmol Publications Pvt. Ltd.

➢ Agarwal, J.C. (2004). Development and Planning of Modern Education. New Delhi : Vikas Publishing House, Pvt. Ltd.

➢ Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh : Abhishek Publications.

➢ Gary Dessler. (2004). Human Resource Management. New Delhi : Pearson Education Pvt. Ltd

➢ Khan. (2005). Educational Administration. Chennai : Allied Publishers Private Ltd.

➢ Mishra, R.C. (2005). Management of Educational Research. New Delhi: APH Publishing Corporation.

➢ Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NUEPA

➢ Ramanna, R.K.(2006). Theory of Educational Administration, New Delhi : Rajat Publications.

➢ Sema Yadav.(2005). School Management and Pedagogic of Education. New Delhi : Anmol Publications Pvt Ltd.

➢ Sharma. (2005). Education Administration. Chennai :Allied Publishers Private Ltd,

➢ Sindhu, T.S. (2012). Educational Administration and Management, New Delhi: Pearson Pub.

<p style="text-align:center">SPECIALIZATION COURSE-VII</p>

<p style="text-align:center">HIGHER EDUCATION</p>

<p style="text-align:center">COURSE CODE: 15MEDS07</p>

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- ❖ Know the concept and purpose of higher education
- ❖ Understand the growth and development of higher education
- ❖ Orient them on curricular aspects of higher education
- ❖ Make them aware about the problems of reforms in higher education
- ❖ Develop an insight about the research in higher education in India.

Unit: I Introduction to Higher Education

Concept and meaning of higher education – Aims and objectives of higher education - Concept of University - Role of higher education in national development – Strategy for human resource development – Twelfth five year plan.

Unit: II Development of Higher Education in India

Higher Education: A Historical Perspective – Reports of the university education commission – Types of universities: Formal, Affiliated, Federal, Unitary, Unitary residential and Deemed Universities – Institutes of national importance – Rural universities – Open universities – Correspondent courses-Present status: Number of institutes of Higher Education in India.

Unit: III Curriculum for Higher Education

Course of study–Undergraduate and Postgraduate level - Professional Education– Agriculture, Commerce, Education, Engineering, Medicine, Law, Business Management, Interdisciplinary Studies - Recent trends in higher education – RUSA – Twelfth five year plan.

Unit: IV Issues and Problems in Higher Education

Enrollment in Universities and colleges, Equalization of Educational opportunities in Higher Education - Problems of standards in Higher Education – Medium of Instruction – Problems of reforms - Teacher quality – public-private partnership.

Unit: V Research in Higher Education

Role and responsibilities of MHRD and UGC in the development of Higher Education – Need for research in Higher Education – Admission and Enrollment for research – Agencies providing research in the Higher Education – UGC, ICSSR, DST, CSIR, ICMR, NCERT and NUEPA.

Internal Practical

- Prepare a report on the role and functions of MHRD and UGC
- Prepare a report on quality indicators in higher education

References

- Deskha, B. (2000). *Higher Education in India.* New Delhi: Atlantic Publishers and Distributors.
- Dhir, R. N. (2006). *Higher Education in the new millennium.* Chandigarh: Abishek Publication.
- Mohesh Bhagava & Haseen Taj. (2006). Glimpses of Higher Education. Agra: Rakhi Prakashan Publishers.
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INSTRUCTIONAL TECHNOLOGY

COURSE CODE: 15MEDS08

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Enable the students to formulate general and specific instructional objectives
- Make them familiarize with various models of instructional technology
- Create necessary knowledge and competency among the students on instructional designing and techniques
- Sensitize the students in different types of individualized instructional techniques and make them to apply in classroom situations
- Orient the students in utilizing diverse evaluation methods at school and higher education level

Unit: I Fundamentals of Instructional Technology

Instructional technology: Meaning, definition, and scope - Formulation of instructional objectives: ABCD method - Instructional technology process: learner, teacher and curriculum - Need assessment and task analysis.

Unit: II Models of Instructional Development

Kemp model - Instructional development institute model - Inter-service procedures for instructional system development model - Criterion referenced instruction model - UNESCO ISD model.

Unit: III Instructional Designing and Techniques

Meaning and concept- Stages of instructional designing: Information processing, learning events and learning outcomes - Instructional designs: Objective based, skill based, competency based and learning style based- Psycho-dynamics of group learning - Instructional technology

for large group: Lecture, seminar, symposium, panel discussion, team teaching, project and workshop - Instructional technology for small group: Group discussion, simulation, role-play, buzz group technique, brainstorming, case discussion and assignments.

Unit: IV Individualized Instructional Techniques

Meaning, significance and importance of Instructional Technology- Tutorials, mastery learning, Keller plan - Programmed instruction: Nature, types and development - Teaching machines -Computer assisted instruction: Characteristics, types and development of CAI material - e-content and multimedia content development - Language laboratory.

Unit: V Instructional Evaluation

Measurement and evaluation: Meaning, significance and importance - Criterion referenced and norm-referenced testing - Innovations in evaluation: Credit system, semester pattern, grading system, question bank and computerized test construction and administration.

Internal Practical

+ Prepare a PLM related to your subject.
+ Perform a role play relevant to classroom teaching.

References

- Aggarwal, J. C. (2013). *Essentials of educational technology*. New Delhi, India: Vikas Publishing House Private Ltd.
- Areekkuzhiyil, S. (2011). *Instructional approaches*. New Delhi, India: Neelkamal Publications Private Ltd.
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- Vedanayagam, E.G. (1989). *Teaching technology for college teachers*. New Delhi: Sterling Publishers (P) Ltd.

SPECIALIZATION COURSE- IX

COMPARATIVE EDUCATION

COURSE CODE: 15MEDS09

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Acquaint the students with the basic concepts, methods and approaches of Comparative Education.
- Conceptualize the comparative scenario of the structure of various categories of education in developed and developing countries with special reference to India.
- Orient the students on the status of teachers and teacher education system in the developed and developing countries with special reference to India.
- Sensitize the students about the prevailing problems in developing countries especially in India and develop the necessary competency to solve the problems through education.
- Make the students familiarize with the functions and role of various international agencies and organizations in developing education in the developing countries with special reference to India.

Unit: I Principles of Comparative Education

Meaning, definition, concept, aims and scope of comparative education - History and development of comparative education - Methods of studying comparative education - Approaches to comparative education: Historical, philosophical, sociological and problem approach.

Unit: II Educational structure

Comparative analysis of structure of primary education, secondary education and higher education in developed and developing countries: United States of America, United Kingdom, Russia, Japan, China and India.

Unit: III Teacher Education System

Status of teachers and teacher education system in developed and developing countries with specific reference to United States of America, United Kingdom, Russia, Japan, China and India.

Unit: IV Current Problems in Developing Countries

Problems prevailing in developing countries with special reference to India; their causes and solution through education: Poverty, unemployment, population explosion, hunger, terrorism, illiteracy, beggary, political instability and economic under-development.

Unit: V Role of International Organizations in Educational Development

International organizations: UNO, UNESCO, UNICEF and World Bank; their functions and role in development of education in the developing countries with special reference to India.

Internal Practical

1. Prepare a comparative report on primary / secondary / higher education of any developed country with India.
2. Prepare a report innovative practices in education in the developed and developing countries.

References

- Arnove, R. F. (2003). *Comparative education: The dialectic of the global and the local* (2nd ed.). Lanham, MD: Rowman & Littlefield.
- Chakravarti, B. K. (2005). *A textbook of comparative education*. New Delhi, India: Dominant Publishers and Distributors.
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- Shrivastava, S. K. (2005). *Comparative education*. New Delhi, India: Anmol Publishers.

SPECIALIZATION COURSE- X

ADVANCED PEDAGOGY OF TEACHING

COURSE CODE: 15MEDS10

Credits: 4   **Marks: 100**

Objectives:

The course will enable the students to:

- Help the teachers in understanding the nature of classroom communication.
- Develop capacities of teachers to understand the various approaches in teaching and learning.
- Empower them to prepare and use of appropriate teaching learning materials.
- Expose them on concept of curriculum.
- Understand the concept of taxonomy of teaching.

Unit: I Classroom Communication

Pedagogy: meaning, concept and scope – Learning environment: meaning and concept - Indicators of quality teaching - Teaching and learning as interactive process - Major issues in classroom learning - Teaching for quality learning –Teacher as facilitator of learning.

Unit: II Teaching and Learning Approaches

Principles of teaching - Teacher-centered, learner-centered, Subject-centered, Activity based project and cooperative learning approaches - Curricular and other curricular activities - Constructivist approach to learning.

Unit: III Teaching-Learning Materials (TLM)

Meaning, concept and importance of TLM in classroom transaction - Collection, preparation, storing and use of TLM - Library management and use of library books as learning resources - Learning beyond textbooks – Other sources of learning

Unit: IV Curriculum Engagement

Meaning and nature of curriculum - Differentiating curriculum and syllabus and their significance in teaching - Construction of curriculum – Role of teachers in developing, transacting and researching curriculum.

Unit: V Taxonomy of Teaching

Taxonomy of teaching: Blooms and Anderson - Unit Plan and lesson plan - Constructivist perspectives in lesson planning - Concept mapping - Preparation of lesson plan - Digital lesson plan.

Internal Practical

1. Preparation of teaching learning resources
2. Preparation of a unit test on any topic by developing the blue print and test items.

References

- Andrew Pollard (2006). *Reflective Teaching (2nd ed.),* New York : Continum Corporation.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
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- Harish Bansl (2012).*Teacher Training Concepts*, New Delhi: APH Publishing Corporation.
- Holt, John (1990). *Learning All the Time*. New York : Addison-Wesley Publishing Corporation
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- Promila Sharma (2014). *Principles of Curriculum*, New Delhi: APH Publishing Corporation.
- Srinivastava D.S.and Sarita Kumari (2012). *Curriculum and Instruction*, New Delhi: ISHA Books Corporation.

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SUPPORTIVE COURSE-I

TEACHING TECHNIQUES

COURSE CODE: 15EDUS01

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Orient them on the basic concepts and principles of teaching process
- Make them to understand about the fundamentals of teaching
- Understand the various techniques involved in teaching leaning process
- Sensitize them on the use of educational technology for effective teaching and learning
- Inculcate in them appraise the qualities of effective teaching.

Unit: I Basic Concepts of Teaching

Teaching : Meaning, definition, concept and scope –Principles of teaching - Importance of teaching – Types of teaching –Teacher preparation – Micro teaching – Teaching skills - Personal and professional qualities of teachers – Ethics in teaching.

Unit: II Fundamentals of Teaching

Instructional Objectives: Taxonomy of Teaching–Entry behavior and terminal behavior –Motivation –Flanders Interaction Analysis– Category system (FIACS) Individual differences – Teaching different categories of learners –Evaluation: Examinations – Oral tests – Achievement tests and unit tests – Test construction – Characteristics of good test.

Unit: III Methods of Teaching

Teaching methods: Lecture, project, seminar, symposium, workshop, team teaching, demonstration and discussion - Integration of different methods of teaching.

Unit: IV Technology in Teaching

Concept, meaning, need and importance - Different types of teaching aids: Projected aids: Projectors, overhead projectors, slide projectors, and LCD projectors, and Non- projected aids, graphic aids, display boards, models, dioramas.

Unit: V Effective Teaching

Classroom climate – Classroom management –Teaching learning strategies– Characteristics of effective teaching - Teaching competencies –Content knowledge –Pedagogical knowledge – Technological knowledge – Evaluation: Purposes and devices.

Internal Practical

- Prepare a Lesson Plan in your subject.
- Prepare a Power point presentation for teaching content in your subject.

References

- Agarwal, J.C. (2001). *Principles, Methods and Techniques of Teaching*, New Delhi: Vikas Publishing House Pvt Ltd.
- Kochhar, S.K. (2004). *Methods and techniques of teaching*, New Delhi:Sterling publication private limited.
- Neel A. Flanders. (1978). *Analyzing Teacher behaviour*, London: addison- Werley Public Co.
- Nibedita Dash. (2004). *Fundamentals of Teaching*, New Delhi: Dominant Publishing and Distributors.
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- Sharma, R.A. (1991). *Technology of Teaching*, Meerut: VIth Edition, Loyal Book Department.
- Siddiqui, M.S. (1991). *Methods of Teaching – Theory and Practice*, New Delhi: Meerut Publications.

SUPPORTIVE COURSE-II

PRE-MARITAL EDUCATION

COURSE CODE: 15EDUS02

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to:

- Understand the need and importance of pre- marital education
- Understand the importance of human relationship
- Acquaint them with the knowledge on pre and post marital nature
- Make them understand about the sex education
- Make them aware of HIV/AIDS education.

Unit: I Introduction

Meaning, concept, need and importance of Pre-marital education - Significance of Pre-marital education-Developmental stages of Piaget and Bruner.

Unit: II Development of Human Relationship

Adolescence - Physical development- Puberty- Physical and mental health- Cognitive development - Cognitive maturation - Psychosocial development - Search for self identity - Relationship with family - Peer - Adult and society.

Unit: III Pre-Marital and Post Marital Education

Scope and objectives of Pre-marital and Post marital education - Preparation for Pre-marital counseling - Relationship skill development- Pre-marital and Post marital counseling.

Unit: IV Sex Education

Introduction - Need and importance of Sex education - Child abuse and Sex education - Sex education for Women-Sexual harassment - Role of Indian government in Sex education-Debates on sex education in India - Sex education the need of the hour high time to be open.

Unit: V Human Immuno Virus -HIV - Education

Introduction -HIV education for young generation (NACO) - Policy frame work for HIV education - Counseling -Behavioral change -Counseling for children, Counseling for pregnant women - Couple counseling- Awareness of HIV - Importance of HIV counseling -Survival guidance for HIV Patients -Treatment and medicine- Nutrition -Monitoring HIV/AIDS care.

Internal Practical

- A case history on a problematic case.
- Analyze a sexual harassment case reported in the news papers.

References

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- Elena Lesser Bruun, & W.W. Norton. (2010). *Marrying well: the Clinician's Guide to Premarital*, New York: Anne Fziffl Education Publisher.

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SUPPORTIVE COURSE-III

VALUE EDUCATION

COURSE CODE: 15EDUS03

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to

- ❖ Make them to know the concept of Values and its significance
- ❖ Acquaint them on the role of Values and personal development
- ❖ Sensitize them on importance of family and social Values in life
- ❖ Orient them the Ethical and professional values
- ❖ Make them to the understand them role of yoga and meditation in calculating values.

Unit: I Values

Definition – concept – meaning of Values – Types of Values - Concept of Human Values – Purpose – Significance in the present world.

Unit: II Value Education towards Personal Development

Aim and objectives of Value Education – Components of Value Education – Self-analysis and Introspection - Character formation.

Unit: III Family Values and Social Values

Family Values : Components : structure and responsibilities of family – Threats of Family life – Status of Women in Family and Society- Social Values – Faith, Service and Secularism, Social Awareness, Consumer Awareness, Environmental issues and Responsibilities.

Unit: IV Ethics and Professional Values

Ethical Values – Professional Ethics – Mass Media ethics – Influence of Ethics on Family life – Leadership Qualities – Personality Development.

Unit V: Therapeutic Measures

Physical Exercise – Meditation: Objectives and its Types - Yoga: Objectives – Types and Asana.

Internal Practical

- Write a story that exhibits any value.
- Review a text book and identify the values incorporated

Reference

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- Bhandari, R.S. (2003). *Value Education.* New Delhi: Abhishek Publications.
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SUPPORTIVE COURSE - IV

WOMEN'S EDUCATION

COURSE CODE: 15EDUS04

Credits: 4   **Marks: 100**

Objectives

The course will enable the students to

- Make them to understand the concept of women education.
- Make them to perceive the importance of Women education.
- Make them to aware of the policies and programmes for women Development.
- Develop necessary skills to improve their empowerment in all the levels.
- Critically analyse the issues and problems of Women in India.

Unit: I Introduction to Women's Education

Concept, Meaning and need for Women Education – Scope of Women Education - Women Education as an academic discipline; Role of women: Girl child in the society, Child labourers, Changing role of women, Marriage, Single parent, Motherhood widows.

Unit: II Importance of Women's Education

Sex Ratio: Definition – Sex ratio in India, Factors responsible for adverse sex ratio in India, Consequences of adverse sex ratio, measures to achieve the balance between the sexes; Fertility – Mortality – Morbidity – Nutrition and Health; Position and status of women in Indian society and Religion.

Unit: III Policies and Programmes for Women

National committees and Commissions for Women-Government Organization for women and Child Development- Women Development approaches in Indian five year Plans-Collectivity and group dynamics-Self help groups and participation in Political process.

Unit: IV Women Empowerment

Meaning of empowerment, Need, Importance and nature of Women's Empowerment and its historical perspectives - Social aspects of Women empowerment; Transition of women

towards new millennium; Social safety for women; Obstacles to women's empowerment - Women and NGO; Women Entrepreneurship: Concept, Growth, need and obstacles - Motivation and Training for Women entrepreneurship - Promoting entrepreneurship amongst women - Problems in enterprise set-up and Management; Impact on Women's Development - skills and income generation - New economic policy and it's impact on women's employment.

Unit: V Women in India: Issues and Problems

Female foeticide, Female Infanticide, child Marriage; Dowry, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women; Problems of Dalit and Tribal Women; Devadasis, Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged; Impact of media on women.

Internal Practical:

1. Prepare a Report on role and functions of any one organization on working for women empowerment.
2. Prepare a report on eminent women personality.

References

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