

ANDHRA KESARI UNIVERSITY

ONGOLE - 523201



DEGREE OF MASTER OF EDUCATION

(TWO-YEARS REGULAR PROGRAMME)

CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION

w.e.f. 2022 – 2024 Batch

LIST OF PAPERS

S. No	Course Code	Components of Study	Title of the Paper	Instruction hours per week	Credits	IA Marks	End Semester Exam Marks	Total
First Semester								
1	MED101	Core	Perspectives of Educational Philosophy	6	4	30	70	100
2	MED102	Core	Perspectives of Educational Psychology	6	4	30	70	100
3	MED103	Core	Fundamentals of Educational Research	6	4	30	70	100
4	MED 104	Compulsory Foundation Course	(a) Advanced Educational Technology (b) Personality Development	6	4	30	70	100
5	MED105	Elective foundation course	(a) Educational Planning & Management (b) Economics of Education	6	4	30	70	100
	MED106	Dissertation	1. Review of Literature 2. Identification of Problems		2	50		50
	MED107	Practicum	Educational Psychology Practical		1	25		25
	MED108	Practicum	Communication Skills		1	25		25
Total 1 st semester marks						24		600
Second Semester								
1	MED201	Core	Perspectives of Educational Sociology	6	4	30	70	100
2	MED202	Core	Advanced Educational Research	6	4	30	70	100
3	MED 203	Core	Education Studies	6	4	30	70	100
4	MED204	Compulsory Foundation Course	(a) Elementary Education (or) (b) Secondary Education	6	4	30	70	100
5	MED 205	Elective foundation courses	(a) Special Education (or) (b) Comparative Education	6	4	30	70	100
	MED206	Dissertation	1. Presentation of the Research Proposal 2. Construction and standardization of the tool		2	50		50
	MED207	Practicum	Internship in a teacher education Institution.		2	50		50
	Med208	MOOCS	Any Course Student Choice					
Total 2nd semester marks						24		600

Third Semester								
1	MED 301	Core	Guidance and Counseling	6	4	30	70	100
2	MED 302	Core	Teacher Education	6	4	30	70	100
3	MED 303	Skill Oriented Course	Life Skills Education	6	4	30	70	100
4	MED 304	Generic Elective	(a) Adult and Non formal Education (or) (b) Inclusive Education	6	4	30	70	100
5	MED 305	Open Elective	(a) Value Education (or)	6	4	30	70	100
			(b) Women Education					
	MED306	Dissertation	Data Collection		2	50		50
	MED307	Practicum	Internship in Specializations.		2	50		50
	MED308	MOOCS	Any Course Student Choice					
Total marks in 3 rd semester					24			600
Fourth Semester								
1	MED 401	Core	Curriculum Studies	6	4	30	70	100
2	MED 402	Core	Measurement and Evaluation	6	4	30	70	100
3	MED 403	Core	Information and Communication Technology in Education	6	4	30	70	100
4	MED 404	Generic Elective	(a) Environmental Education at Elementary Level	6	4	30	70	100
			(b) Environmental Education at Secondary Level					
5	MED 405	Open Elective	(a) Human Rights Education (or)	6	4	30	70	100
			(b) Human values and Professional Ethics					
	MED406	Dissertation	Report Writing		4	100		100
	MED407	Dissertation	Publications of Research Article		2	50		50
	MED408	Dissertation	Viva - Voice		2		50	50
Total marks in 4 th sem					28			700

Assessment:

Academic assessment in each M.Ed Course/Paper in Education shall consist of two components:

- A. Internal Assessment (30 Marks): Classroom attendance 5 Marks, Seminar 5 Marks and Test 20 Marks
- B. End Semester Examination (70 Marks)

ANDHRA KESARI UNIVERSITY
DEGREE OF MASTER OF EDUCATION (TWO-YEARS REGULAR PROGRAMME)
(As per the NCTE Regulations 2014)

**(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, w.e.f. 2023-2024
Batch)**

RULES AND REGULATIONS

The following are the resolutions made by the Board of Studies in Education, Acharya Nagarjuna University, as per the norms of NCTE, for the M.Ed. Two Years Regular Course which will come into force with effect from the academic year 2022-2024.

1. Admission

Candidates shall be admitted into M.Ed. degree course strictly in accordance with the rank secured at the entrance test, if any, or the rank determined on the basis of the marks secured as the qualifying examination or on the basis of any other criteria determined by the University from time to time, following the rules of reservation of seats for various categories of students. The applicants for entrance test shall be drawn from the following programmes:

a. B.Ed. degree of 1 year or 2 years duration

or

b. 4-years integrated Teacher Education Degree Programme (BEIED / BScEd /BAEd).

2. No candidate shall be admitted to the course of the Degree of Master of Education (Regular), unless he/she has taken the B. Ed. degree in Acharya Nagarjuna University or an equivalent degree from some other University recognized by the Acharya Nagarjuna University.

3. Duration and Course of Study

The duration of the M.Ed course is two academic years. Each academic year is divided into two semesters. The two semesters in the first academic year are referred to as semester I and semester II and the two semesters in the second academic year are referred to as semester III and semester IV. Each semester shall comprise of minimum 16 weeks of instruction.

4. No student shall be eligible for the Degree of Master of Education- Regular / unless he/she has completed the prescribed course of study in the University or in an affiliated college extending over Four semesters / two years comprising 100 days in each semester, ordinarily consecutive, and has passed the qualifying theory examination and has prepared a dissertation on an approved topic duly examined and approved by a panel of examiners.

5. Time for the Completion of the Course

The candidates have to complete the M.Ed. course in two years and latest within 5 years of joining the course.

6. Attendance

Candidates shall put in attendance of not less than 90% of the total instructional hours in the prescribed course in each semester including field work, practicum, internship, project work, seminars, assignments, extension work & dissertation work etc. Condonation on shortage of attendance may be granted by the principal of the college concerned to the candidates who have put in attendance of 80% and above on the submission of a certificate from a Medical Practitioner and also on payment of condonation fees prescribed by the University.

7. Candidates who have put in less than 80% of attendance are not eligible for grant of condonation on shortage of attendance and also they are not eligible to appear for the University examination of that semester. Such

candidates shall have to repeat the regular course of study of the corresponding semester in the subsequent academic year, in order to become eligible to appear for the examination. The seats of candidates admitted for repetition of the semester are treated as extra seats, over and above the sanctioned strength.

8. Attendance shall be reckoned from the date of commencement of instruction as per the academic calendar. However, in the case of candidates admitted later (but within the stipulated time), the attendance will be reckoned from the date of admission.
9. Participation in N.C.C. / N.S.S. Special / N.I. Camps or Inter Collegiate or Inter – University or Inter – State or National or International competitions or Debates, Youth Festivals or Educational tours approved by the University, form integral part of the curriculum. Participation in such activities are considered official and however, the total period of such a participation shall not exceed two weeks in a semester.
10. Instruction in various subjects shall be provided by the college as per the scheme of instruction and syllabi prescribed.
11. At the end of each semester, University Examinations shall be held as prescribed in the Scheme of Examination. The medium of instruction shall be only in English.
12. Each theory paper carries 100 marks of which 70 marks are earmarked for Semester – end Examination and 30 marks are earmarked for internal assessment to be awarded by the teacher concerned on the basis of two internal tests for 20 marks, 5 marks for participation in seminars and group discussion and Assignment and 5 marks for attendance. Two internal tests are conducted and the performance of the better of two will be taken. However, it is mandatory for a student to take the tests / seminars / group discussion. The minimum qualifying marks for the internal assessment in theory papers should be 15 out of 30 and 50% in other practicum.
13. There will be double valuation of theory papers of semester – end examination. The average of two will be taken in case of difference of above 20 % of marks between the two valuations, it will be sent for a third valuation. In such cases, the average of the two nearest marks of three independent valuations will be taken for the purpose of declaring the results.
14. Under Semester System there will be no supplementary examinations apart from the semester end examinations.

15. Passing Standards

A candidate should secure a minimum of 40 % of marks in each semester-end theory paper of University examination and an aggregate of 50% of marks of all the papers of the semester for a pass. Further, a candidate should secure a minimum of 50% marks in seminar/project work / field work / dissertation / internship any such other assignment for a pass. If a candidate fails to secure an aggregate of 50% of marks for a pass in theory paper of a semester he/she has to secure 50% marks in such individual paper/papers (Semester-end examination + Internal marks put together) in the subsequent opportunity of the examination.

16. Award of Division

The results will be given in semester grade point averages (SGPA) and finally in cumulative grade point averages (CGPA) candidates who have passed all the examinations of the M.Ed Degree shall be awarded Classes / Divisions in accordance with the total aggregate marks secured by them in all the semester examinations taken together.

A student has to secure a minimum of E grade in each paper and also minimum SGPA of 6.0 points (D Grade) in any semester to clear that semester. Suppose any student gets E Grade in two or more papers but fails to get an overall SGPA of 6.0 points (D grade), then he / she is free to reappear any of the paper(s) of his / her choice in the subsequent examination(s). Further, the overall result is declared based on the CGPA as per the following criteria:

if CGPA	>9	Outstanding
	Between ≥ 8 and ≤ 9	Distinction
	Between ≥ 7 and <8	First Class
	≥ 6 and <7	Second Class

There is no third class in Master of Education course.

Candidates who have passed the examinations in the first attempt along with the batch in which they are admitted will be eligible for the award of First Class with distinction.

17. Award of Ranks

Only those candidates who appear and pass in all the examination papers of each semester at the first appearance are eligible for the award of Ranks, provided they have secured a minimum of second class.

18. Betterment Examination

The candidates are eligible to improve their aggregate percentage of marks in each semester separately or in all the semesters put together provided they have passed the whole examination but secured less than 60% on the aggregate. Candidates who seek improvement in the aggregate percentage of marks (in a semester or in all the semesters put together) to 60% and above are eligible for betterment examinations even in individual papers in which they have already secured 60% or more marks in the aggregate either in the normal course or through betterment examinations for each semester along with subsequent semester examination only after passing in all papers of preceding semester-end examination. They can also appear for betterment examinations of any semester after passing the course, subject to other conditions prescribed. However, there is no provision for betterment of the marks secured at internal assessment tests.

Three chances are given for the betterment examinations. For the purpose of awarding classes, betterment or otherwise, which is completed within the period of three years from the date of joining Two-year M.Ed. Course shall be taken into account. After the above prescribed period, marks secured at the betterment examination shall not be taken into account for awarding a class. Such candidates will be placed in only second class however, these marks will be added for improvement of the percentage of marks of the candidate.

Two-Year M.Ed. Programme: Major Features

The two-year M.Ed. programme is a professional programme in the field of Teacher Education that seeks to provide opportunities for students to:

- Extend as well as deepen their knowledge and understanding of education,
- Specialize in select areas of study and
- Develop research capacities, leading to specialization in either Elementary Education or Secondary Education.
- It's a professional programme that seeks to prepare:
 - Teacher Educators, and
 - other education professionals, including
- Curriculum developers,
- Educational policy analysts,
- Educational planners, administrators, supervisors, researchers,
- School principals, with specialization either In Elementary Education (up to Class VIII) or in Secondary Education (Classes VI-X).

Overall thrust: Fostering quality Teacher Education

Quality teacher education is broadly conceptualized as the one which is:

- effective for meeting the objectives,
- relevant and responsive to the school education system,
- mediated by adequate and appropriate inputs and teaching-learning processes,
- equitable,
- resource-efficient, and
- capable of ensuring substantive access (achieving expected learning outcomes)

Components of the two-year M.Ed. Programme

A Common Core that includes Core Courses, Compulsory Foundation Courses, Elective Foundation Courses, Skill oriented Courses, Generic Elective Courses and Open Elective Courses,.

The programme envisages 100 total credits in all the courses.

Two-year M.Ed. Programme: Credit hours

- Each credit in a taught course is equated to one hour of teaching for 16 weeks
- Each credit in the case of seminars/group work/tutorial/laboratory work/practical work/field-work/workshop/internship/field attachment is equated to two hours per week for 16 weeks.
- Thus, a 4-credit course entails 4 hours of regular teaching per week for 16 weeks or as much as 8 hours of programme activities per week for 16 weeks.

Assessment of Student Learning

- For each theory course, 30% marks to be assigned for continuous and comprehensive internal assessment and 70% marks for examination conducted by the examining body.
- The bases of internal assessment shall include individual/ group assignments, seminar presentations, field attachment internship appraisal reports, project reports, etc.
- One fifth of the total 2500 marks/ 20 credits / weightage shall be given to practicum and internship / field attachment and dissertation.

Programme Organisation

- The proposed programme will follow the following organisation and credit apportionment format:

Year 1: Two semesters (16 to 18 weeks per semester) + Practicum +3 weeks in summer.

Year 2: Two semesters (16 to 18 weeks per semester) + 3 weeks Practicum

Total: Four semesters (64 to 72 weeks); + 6 weeks for Practicum (70 to 78 weeks).

- Apart from the 6 weeks in the various practicum activities, 7 weeks to be allocated to the field attachment and internship.
- Each year is to put in at least 200 working days exclusive of the days of admissions and inclusive of examination days.

Course Structure SEMESTER – I

Component of Study	Course Code	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
Core	MED101	Perspectives of Educational Philosophy	4	30	70	100
Core	MED102	Perspectives of Educational Psychology	4	30	70	100
Core	MED103	Fundamentals of Educational Research	4	30	70	100
Compulsory Foundation Course	MED104A	Advanced Educational Technology	4	30	70	100
	MED104B	Personality Development	4	30	70	100
Elective Foundation Courses	MED105A	Educational Planning and Management	4	30	70	100
	MED105B	Economics of Education	4	30	70	100
Dissertation	MED106	Review of Literature and Identification of the problem	2	50	-	50
Practicum	MED107	Educational Psychology Practical	1	25	-	25
Practicum	MED108	Communication Skills	1	25	-	25
			24			600

SEMESTER – II

Componentsof Study	Course Code	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Tota l Mar ks
Core	MED201	Perspectives of Educational Sociology	4	30	70	100
Core	MED202	Advanced Educational Research	4	30	70	100
Core	MED203	Education Studies	4	30	70	100
Compulsory Foundation Courses	MED204A	Elementary Education	4	30	70	100
	MED204B	Secondary Education	4	30	70	100
Elective Foundation Courses	MED205A	Special Education	4	30	70	100
	MED205B	Comparative Education	4	30	70	100
Dissertation	MED206	Presentation of the Research Proposal and Construction and standardizationof the Tool	2	50		50
Practicum	MED207	Internship in a Teacher Education Institution	2	50	-	50
MOOCS	MED208	Any Course Students Choice	-	-	-	-
			24			600

SEMESTER – III

Component of Study	Course Code	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
Core	MED301	Guidance and Counseling	4	30	70	100
Core	MED302	Teacher Education	4	30	70	100
Skill Oriented Course	MED303	Life Skills Education	4	30	70	100
Generic Elective	MED304A	Adult and non-formal	4	30	70	100
	MED304B	Inclusive Education	4	30	70	100
Open Elective	MED305A	Value Education	4	30	70	100
	MED305B	Women Education	4	30	70	100
Dissertation	MED306	Data Collection	2	50	-	50
Practicum	MED307	Internship in Specialization	2	50	-	50
MOOCS	MED308	Any Course Students Choice	-	-	-	-
			24			600

SEMESTER – IV

Components of Study	Course Code	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
Core	MED401	Curriculum Studies	4	30	70	100
Core	MED402	Measurement and Evaluation	4	30	70	100
Core	MED 403	Information and Communication Technology in Education	4	30	70	100
Generic Elective	MED404A	(a)Environmental Education at Elementary level	4	30	70	100
	MED404B	Environmental Education at Secondary level	4	30	70	100
Open Elective	MED405A	Human Rights Education or	4	30	70	100
	MED405B	Human Values and Professional Ethics	4	30	70	100
Dissertation	MED406	Report Writing	4	100	-	100
Dissertation	MED407	Publication of Research Article	2	50	-	50
Dissertation	MED408	Viva – Voce	2	-	50	50
				28		700

4 Semester Total Credits and Marks

	Semester I	Semester II	Semester III	Semester IV	Credits	Marks
Theory	20	20	20	20	80	2000
Dissertation	2	2	2	4	10	250
Practicum	2	2	2	4	10	250

MOOCS Total	-	-	-	-	-	
Total	24	24	24	28	100	2500

Allotment of Credits and Activities in Dissertation and Practicum

Semester 1			
S. No	Activities	Credits	Marks
1.	Dissertation -Review of Literature, Identification of the Problem	2 credits	50
2.	Practicum-Psychology Practical Each Prospective Teacher Educator should do a minimum of 5 practicals (List of Practical is given in the syllabus of Perspectives of Educational Psychology).The records should be evaluated and grades should be given.	1 credit	25
3.	Practicum-Communication Skills <ul style="list-style-type: none"> ☐ Talk (or) Group Discussion. ☐ Introduction / Presentation of a Book (or) Article.(Book Review) ☐ Addressing the Assembly in a College. ☐ Conversation ☐ Role play (Group – Each individual is assessed) ☐ Self-introduction ☐ Introducing Eminent / Inspiring/ Role model personalities. ☐ Latest trends / present issues. ☐ Hindu Newspaper Article Reading. 	1 credit	25

Semester 2			
1.	Dissertation – Presentation of the Research Proposal (Proposal writing and Presentation) Construction and standardization of the Tool	2 credit	50
2.	Practicum-Internship in Teacher Education Institution One Demonstration One Lecture Observation of Micro Teaching Practice – 10 students Observation of Macro Teaching – 5 students.	2 credits	50
Semester 3			
1.	Dissertation-Data Collection	2 credits	50
2.	Practicum-Internship in Specialization. ➤ Students Case Studies (2 Students) ➤ Institutional Case Study (Elementary / Secondary) ➤ Multimedia Lesson Presentation using Teaching Models ➤ Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities (conduct the activity & write a report)	2 credits	50
Semester 4			
1.	Dissertation, Report Writing	4 credits	200
2.	Publication of Research Article	2 credits	
3.	Viva-Voce	2 credits	
Total		20 credits	500

Dissertation

Each candidate shall be required to submit a dissertation in a subject approved by the University. The dissertation shall be prepared under the direction of a teacher educator and submitted one month before the university examinations of the fourth semester.

- A. Dissertation work should start during the first semester of first year.
- B. It must be satisfactory in respect of literary presentation as well as in other respects and should be suitable for publication. Report should be written only in English except for the Telugu Language Topics.
- C. It shall have a bearing on some aspect of education and embody either, (i) a record of original investigation, or (ii) a critical analysis of existing data or (iii) a combination of both.
- D. The candidate shall indicate generally in his preface to the dissertation and in notes the source from which his/her information is taken, the extent to which he/she has availed himself of the work of others and the portion of the dissertation which he/she claims as his/her original work.
- E. Every dissertation shall be accompanied by a certificate signed by the teacher educator who guided the candidate in the preparation of dissertation stating that the dissertation is genuine work of the candidate and that it is worthy of examination.

General Rules

1. Filled in Examination applications shall be submitted at the respective Departments along with the challan and other required documents on or before the prescribed dates.
2. Betterment students shall clearly note on the applications the papers for which they are appearing.
3. Before applying for the examination, the student shall clearly know his eligibility for the examination. SMP / Debarred students will not be allowed to sit for the examination until clearance is received.
4. Students who have not put in the required attendance during year / semester will not be permitted to sit for the examinations.
5. Hall tickets issued shall be carefully preserved by the students.
6. The prescribed examination fee shall be paid in the respective college office on or before the date stipulated. The colleges shall deposit the collected amount from student into the university account no acco 1:1 nt No.3 only in State Bank of India Branch.
7. Original certificates will be issued after submission of No Dues certificates from the Hostel, Department and Library.

Evaluation Procedure

1. All the Theory papers and Dissertation shall be valued by two examiners, one of them being an examiner residing outside the University area. In case of disparity of 20% of marks or more, papers and dissertation shall be referred to a third examiner. The average marks of the two nearest out of 3 independent valuations shall be considered for eligibility for pass in the examination.

2. In each paper, the internal marks 30% shall be awarded keeping in view the regularity, one assignment, one seminar and two internal examinations in each semester.
3. There shall be a viva voce for the dissertation to be conducted by a panel of examiners comprising an external examiner from outside Acharya Nagarjuna University and Principal of Institution /Head of Department will act as internal member.
4. A Candidate shall be declared to have passed the examination if he obtains 40% of the marks in each paper and in dissertation and 50% on the aggregate.
5. A candidate who fails in Part II Dissertation shall be permitted to present a revised dissertation on the same subject without being required to produce any additional certificate of attendance.
6. A Candidate shall not be permitted to appear for the M.Ed. Degree Examination for more than Five years from the date of admission.
7. Candidate appearing for betterment shall be permitted not more than two times within the four successive years from the date of admission.
8. Practicum in the Inter Semester Breaks (ISB) and Internship has to be recorded in the form of project records and evaluated internally.
9. Evaluation of each paper will be done to the maximum of 100 marks including internal component of 30 marks (20 Marks Test + 5 Marks Seminar + 5 Marks & Assignment & Group discussion & Attendance) as usual.
10. At the end of each semester after evaluation of theory, practicum, internship and dissertation marks will be converted into grade letter and grade point (G.P) to every paper. From the grade points semester grade point average (SGPA) at the end of each semester and Cumulative grade point average (CGPA) at the end of all four semesters will be calculated. The details about SGPA & CGPA are shown below.

S. No.	Range of Marks	Grade letter	Grade Point
1	85-100	O	10
2	70-84	A	9
3	60-69	B	8
4	55-59	C	7
5	50-54	D	6
6	40-49	E	5
7	Less Than 40	F	Zero

11. Any student shall be declared to have passed in a paper if he / she secures minimum of 'E' grade in that paper.

Evaluation of SGPA (Semester Grade Point Average)

SGPA = Sum of the products of Grade Points (GP) and number of credits(CR)/Total Number
of Credits

For example, if a student gets grades in first year first semester as A, B, D, C, E, Ohaving credits as 4, 4, 4, 4, 1, 1 respectively, then SGPA is calculated as follows:

$$\text{SGPA} = \frac{(9 \times 4) + (8 \times 4) + (6 \times 4) + (7 \times 4) + (5 \times 1) + (10 \times 1)}{18}$$

$$= 7.5$$

CGPA = Sum of the SGPA's of Four Semesters/
Number of Semesters

12. In order to fulfill “Choice Based” system, every student shall choose two non-core mandatory papers in second semester and third semester in addition to the core papers prescribed for the course in which he / she was admitted, and this paper shall be chosen from other disciplines.
13. The grades secured for the non-core paper will not be considered in the computation of CGPA, but the student should get minimum of E Grade to clear the non-core paper and will be vividly displayed in the transcript and this will only indicate his/her exposure to other disciplines, which may have add it advantage in placements.

Structure of the Question Paper

14. The question paper shall consist of two sections: A & B

The syllabus shall have 4 units for each paper. Two short answer questions will be given from each unit with internal choice.

Part-A shall consist of 8 short answer questions with internal choice out of which 8 are to be answered following internal choice each question carrying 5 marks. Each answer should not exceed 1 ^{1/2} page.

Part-B consists of 2 essay questions with internal choice carrying 15 marks each. The answer should not exceed 5 pages.

The duration of examination shall be 3 hours.

M.Ed.. I / II / III / IV Semester-wise Examination

M.Ed./ P.G. Semester December 2023

Structure of Examination Paper

Paper Code ()

First Semester

Paper – I:

Time: 3 hrs.

Max. Marks: 70

Part –A

5 x 8=40 Marks

Part – A has 8 questions with Internal Choice

All Questions must be answered following internal choice.

Each question carries 5 marks

1. a)

Or

1. b)

2. a)

OR

2. b)

3. a)

OR

3. b)

4. a)

OR

4. b)

5. a)

OR

5. b)

6. a)

OR

6. b)

7. a)

OR

7. b)

8. a)

OR

8. b)

Part – B 2x 15=30 marks

Part – B shall have 2 Questions with Internal Choice.

Two questions need to be answered with internal choice.

Each question carries 15 marks.

9. a)

OR

9. b)

10 a)
Or
10 b)

ANDHRA KESARI UNIVERSITY (MED 101)

MASTER OF EDUCATION

1st Year, Semester - I

Paper I: PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

Objectives

- To enable the student to understand the nature and functions of Philosophy of Education.
- To enable the student to understand the important Philosophies of Education
 - To enable the student to understand Indian Philosophical suppositions and their contribution to Education.
- To enable the student to understand and use Philosophical methods in studying educational data.
- To sensitize the student for critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
- To enable the student to understand concepts and process of social organization, social stratification and institution in relation to education.
- To enable the student to understand relationship among culture, society and education.
- To enable the student to know issues of equality and inequality in education.

Course Content

Unit 1: Philosophy and Education

- 1.1 Definition, meaning, nature, scope and branches of Philosophy.
- 1.2 Relationship between Philosophy and Education. Educational Philosophy and its functions- Speculative, Normative and Critical.
- 1.3 Definition, meaning and nature of Education. Types, processes and aims of Education. (Individual and Social aims)
- 1.4 Utility of the subject Educational Philosophy to the prospective teacher educators.

Unit 2: Philosophical Bases of Education

- 2.1 Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education.
(Aims, curriculum, methods of teaching, teacher, and discipline.)
- 2.2 Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore.
- 2.3 Epistemology-meaning, kinds and instruments of knowledge.
- 2.4 Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

Unit 3: Democracy and Education

- 3.1 Education for citizenship- Fundamental rights and Duties.
- 3.2 Nature of inequalities and measures to address them, Constitutional Provisions
- 3.3 Equity, Quality and Democratization of Education.
- 3.4 Secularism- contribution of Gita, Islam, Buddhism and Christianity to value formation. (briefly).

Unit 4: Current Issues and their Educational Implications.

- 4.1 Poverty, Unemployment and Education.
- 4.2 Violence and Peace Education.
- 4.3 Problems of Nations and solutions through Education.
- 4.4 National Integration and International Understanding.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education*; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy*; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
5. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.

3. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
4. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
10. Morsy Zaghoul (1997), *Thinkers on Education*, UNESCO Publishing/Oxford and IBH Publishing
6. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
11. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
12. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation*, Nirmal Publishing, New Delhi.
13. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
14. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
15. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
16. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
17. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
18. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

ANDHRA KESARI UNIVERSITY (MED 102)

MASTER OF EDUCATION

1st Year, Semester-I

PAPER II: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Objectives

- To enable the student to understand concepts and principles of Educational Psychology as an applied science.
- To enable the student understand himself/ herself and the learner.
- To enable the student to understand implications of psychological theories and expositions for education.
- To acquaint the student with the process of development and assessment of various abilities and traits.
- To enable the student to design the learning situations suitable to the nature of learners and learning material
- To acquaint the student with the states of mental health and ill health.
- To emphasize the students holistic development, (Human Resources Development)

Course Content

Unit 1: Educational Psychology

1.1.Scope of Educational Psychology

- a. Concept, Nature and Scope of Educational Psychology
- b. Methods of educational psychology
- c. Contribution of psychology and Indian psychology to Education.
- d. Current concerns and trends in educational psychology.

1.2 Human Development: Implications for Education

- a. Concept, Principles and sequential stages of human/personality development - Infancy, childhood, adolescence, early adulthood, later adulthood and old age.
- b. Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage.
- c. Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg.
- d. Indian theory of psychological Development.

Unit-2: Learning: Implications for Education

- 2.1. Concept and Various view points on theories of learning, Laws of Learning (Thorndike)
- 2.2. Theories of Learning- Pavlov, Skinner, Hull, Gestalt, Lewin and Tolman.
- 2.3. Information processing – Sternberg, Vygotsky-Constructivism
- 2.4. Gagne's levels of learning

Unit-3: Individual Differences-Implications for Education.

- 3.1. Concepts of intra and inter individual differences and their implications.
- 3.2. Intelligence-cognitive and affective abilities, Identification or testing intelligence
- 3.3. Theories of intelligence- Guilford, Gardner and Goleman.
- 3.4. Creativity-Nature and process, Identification or testing creativity, Fostering and guiding creative children.

Unit 4: personality, Adjustment and Mental Health

4.1. Personality

- a. Concept and Theories of Personality
- b. Trait and type theory of Eysenck
- c. Psychoanalytic approaches – Freud and Jung
- d. Social – Learning Theory – Bandura
- e. Humanistic Approach – Roger's and Maslow

4.2. Indian Theories of Personality

- f. Vedic (Upanishadic) view of Personality

- g. Buddhistic view of Personality
- h. J-Krishnamurti's view of Personality
- i. Aurobindo's view of Personality

4.3 Personality Assessment

- a. Personality inventories interview, checklists, observation, Sociometry and situational tests
- b. Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion

4.4 Adjustment and Mental Health

- a. Concept and mechanisms of adjustment
- b. Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level
- c. Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

Practicum: Use of the following tests

- | | |
|--|----------------------|
| 1. Intelligence Tests | 2. Creativity Tests |
| 3. Interest inventories | 4. Attitude scales |
| 5. Value scales | 6. Tests in learning |
| 7. Personality Test to Identify states of wellbeing and ill being. | |

One Assignment & One Seminar

Reference Books

1. Pandey, Advanced Educational Psychology, Konark Publishers, Main Vikas Marg, Delhi.
2. Mangal S.K., (2002), Advanced Educational Psychology, Prentice – Hall of India, New Delhi.
3. Chauhan S.S., (1982), Advanced Educational Psychology, Vikas Publishing House, New Delhi.
4. Freeman Frank S., (1968), Theory and Practice of Psychological Testing, Oxford and IBH,

Bombay.

5. Anne Anastasi, (1982), Psychological Testing, Mac Millan, New York.
6. Cronbach L.J., (1970), Essentials of Psychological Testing, Harper and Row, New York.
7. Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
- 8 Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
9. Elizabeth B. Hurlock,(1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
10. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
11. Uday Sankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
12. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
13. Kuppuswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
14. Coleman James C., Abnormal Psychology and Modern Life, Taraporevale Sons & Co., Bombay.
15. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
16. Kuppuswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
17. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
18. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
19. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
20. Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.
21. Jadunath Sinha, Indian Psychology, Vol., 1, 2,3, Mothilal Banarsidass, Bangalore,
22. Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1,2,3. Sage Publications, Delhi.

23. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry
24. Krishnamurti J., On Self Knowledge, Krishnamurti Foundation of India, Chennai.
25. Krishnamurti J., Freedom from the Known, Krishnamurti Foundation of India, Chennai.
26. Krishnamurti J., Education and Significance of Life, Krishnamurti Foundation of India, Chennai.
27. Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, USA,

ANDHRA KESARI UNIVERSITY (MED 103)

MASTER OF EDUCATION

1st Year, Semester - I

PAPER III: FUNDAMENTALS OF EDUCATIONAL RESEARCH

Objectives:

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

- Describe the nature, purpose, scope and types of research in education.
- Understand the important features of different types of research.
- Explain the characteristics of qualitative and quantitative research in education.
- Conduct a literature search and select a problem for a research study.
- Select a sampling technique appropriate for a research study.
- Explain the procedure for construction of tool for a research study.
- Select and apply suitable statistical techniques for the analysis of data.

Course Content

Unit – 1: Introduction to Educational Research

- 1.1 Meaning, Purposes, Nature and Scope of Educational Research.
- 1.2 Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
- 1.3 Research Problem: Sources of research problem, characteristics of good research problem, definition of the research problem, evaluation of the research problem.
- 1.4 Related Literature – Purposes of Review; Conducting the literature search using Internet and databases.

Unit - 2: Variables, Hypothesis and Sampling of Educational Research

- 2.1 Meaning and Classification of Variables.
- 2.2 Meaning, Types and Forms of hypothesis.
- 2.3 Population and Sample.
- 2.4 Sampling Techniques.

Unit – 3: Tools and Techniques of Data Collection

- 3.1 Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, Uses and merits and limitations.
- 3.2 Methods or Techniques of Data Collection: Observation and Interview, their types, use, merits and limitations.
- 3.3 Principles of Construction of tools and techniques, Administration of tools and techniques.
- 3.4 Basic attributes of a good Research tool – Reliability, Validity and Usability.

Unit - 4: Descriptive Analysis of Quantitative Data

- 4.1 Measures of Central tendencies – Mean, Median, Mode
- 4.2 Measures of Dispersion – Range, Q.D., A.D. and S.D.
- 4.3 Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z- Scores, T-Scores
- 4.4 Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

- 1. Aggarwal, Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
- 2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- 3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- 4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- 5. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
- 6. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.

7. Garret, H.E. (2006). *Statistics in Psychology and Education*. Delhi: Surjeet Publications.
8. Guilford, J.P., and Benjamin Fruchter (1982). *Fundamentals of Statistics in Psychology and Education*, Fifth Edition. New York: McGraw-Hill Book Company.
9. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
10. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
11. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage. 23
12. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
13. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
14. Sharma, R.A. ((1992). *Fundamentals of Educational Research*. Meerut: Loyal Book Depot.
15. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
16. Travers, Robert M.W. (1978). *An Introduction to Educational Research (4th edition)*. London: MacMillan.
17. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

ANDHRA KESARI UNIVERSITY (MED 104A)

MASTER OF EDUCATION

1st Year, Semester - I

PAPER – IV A: ADVANCED EDUCATIONAL TECHNOLOGY

Objectives

- To enable the student teacher to understand about the meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
- To help the student teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint student teachers with levels, strategies and models of teaching for future improvement.
- To enable the student teachers to understand about the importance of programmed instructions and researches in Educational Technology.
- To acquaint the student teachers with emerging trends in Educational Technology
- To develop awareness about uses of computer and information technology in the field of education
- To develop understanding about the various aspects of information systems and multimedia developments.
- To develop various skills to use computer technology for the purpose of education.
- To inculcate interest about the use of technology in educational research.
- To make students to understand the contemporary developments in the emerging technologies of education.

Course Content

Unit 1: Introduction to Information Technology

- 1.1 Definition Need and Scope of Information Technology
- 1.2 Categories of Information: Data, Information, Knowledge, Intellect
- 1.3 Types of Information : By Source, By Channel, By Media, By Need
- 1.4 Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

Unit 2: Communication and Instructional Technology

2.1 Theory, Concept, Nature, Process, Components Types, Classroom Communication

2.2 Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

2.3 Programmed instruction (linear/branching model) - Origin and types - linear and branching
- Development of the programmed instruction material

2.4 Future priorities in Educational Technology

Unit 3: Technology of Teaching

3.1 Concept, Structure and Levels of Teaching (Memory Level, Understanding Level, Reflective level)

3.2 Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV, SITE etc)

3.3 Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference, Panel Discussion)

3.4 Action Research (Reflective Process – Progressive Problem Solving)

Unit 4: Interactive Learning Environments

4.1 Mass Media Approach in Education

4.2 Instructional Resource Centers

4.3 Concept and Uses of multimedia, Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio

4.4 Computer and Data Analysis - Data Base Packages - MS -Excel, - Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers,

Ansari Road, Darya Ganj, New Delhi - 110 002

2. Sharma.A.R., 1992, Educational Technology, Vinod Pustak Mandir, Dr. Rangeya Raghava Marg, Agra-2.
3. Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
4. Buch.M.B. and Santhanam.M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
5. Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
6. Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
7. Skinner.B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
8. Stones.E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.
9. Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
10. Sampath.K., Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110016.
11. Chauhan.S.S., 1979, Innovations in Teaching-Learning Process, Vikas Publishing House, Pvt. Ltd., 5, Ansari Road, New Delhi - 110 002.
12. MangaI.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
13. Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/S Prakash Brothers, 546, Books Market, Ludhiana -141008.
14. Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
15. Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
16. Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
17. Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
18. Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. Nai Sarak, Delhi -110 006.

19. Passl,B.K. (Ed), 1976, Becoming Better Teacher Micro teaching Approach, Sahitya Mudranalaya, City Mill Compound, Kankaria Road, Ahmedabad – 22.
20. Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
21. Singh.LC., 1977, Micro-Teaching: An Innovation in Teacher Education (Mimeo), NCERT, New Delhi -110 006.
22. Edgar dale, 1961, Audio-Visual Methods in Teaching (Revised), Holt, Rinehart and Winston, New York.
23. Kochhar.S.K. 1985, Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi - 110 016.
24. Lalit Kishore, 1989, A Text book of Audio-Visual Aids, Doaba House, 1688 Nai Sarak, Delhi - 110006.
25. Walia.J.S., 1991, Technology of Teaching (Methodology of Teaching), Paul Publishers, 11 Gopal Nagar, Jalandhar City, Punjab.
26. Das.R.C., 1993, Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110 016.
27. Vedanayagam.E.G., 1989, Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd.,L-10, Green Park Extension, New Delhi-110 016.
28. Hayes.A.S., 1968, Language Laboratory Facilities, Oxford University Press, London.
29. Gupta Vikas, Comdex Computer Course Kit, Dream Tech Publications, New Delhi (2001).
30. Mayer Richard E, 2001. Multimedia Learning, Cambridge University Press, UK
31. Norton Peter, (2000) Introduction to Computers, Tata McGraw Hill Publications, New Delhi
32. Schwatz & Schultz, (2000)Office 2000, BPB Publications, New Delhi,
33. Sinha P K, (1992)Computer Fundamentals, BPB Publication, New Delhi
34. Sportack M A, (1998) Networking Essentials, Tech Media, New Delhi
35. Sarma .B.M. Media and Education, Commonwealth Publishers, New Delhi

ANDHRA KESARI UNIVERSITY (MED 104B)
MASTER OF EDUCATION

1st Year, Semester - I

Paper IV B: Personality Development

Objectives:

- To develop comprehensive understanding of personality
- To know how to assess and enhance one's own personality
- To develop personalities with a mature outlook to function effectively in different situation
- To explain SWOT analysis and to enable to achieve success using SWOT
- To comprehend leadership qualities and their importance
- Understand how to develop leadership qualities
- To build self-esteem by discovering the unique abilities and characteristics
- To enable to resolve conflicts by their own
- To make them able to achieve employability skills

Unit-1 Introduction to Personality Development

- 1.1. Personality – Concept, Dimensions and Theories of personality (Freud and Ericsson).
- 1.2. Integrated personality development- Significance -Recognising the growth of dimensions of personality (a. physical b. intellectual c. emotional d. moral e social)
- 1.3. The concept of success and failure-Hurdles-Overcoming hurdles-Factors responsible for success-Causes of Failure,SWOT Analysis
- 1.4. Self-Awareness- Strengths and weaknesses, talents and problems, emotions and ideas- Identifying the means to improve personal performance

Unit – 2 Leadership

- 2.1. Leadership-Concept and Types of Leadership-Directive, Supportive, Participative, Achievement – oriented, Permissive
- 2.2. Qualities of leadership-Vision, Passion, Self-Sacrifice, Confidence, Role modelling
- 2.3. Functions of leadership-Motivating Confidence, Confidence e-building, Planning, Coordinating, Decision making, Interacting, Negotiation, Time- management, Mentoring
- 2.4. Qualities of a successful Leader-Character Building-Team Work-Time Management-Work Ethics- Good Manners and etiquette

Unit 3- Conflict Management &Self-Esteem

- 3.1. Concept of conflict and Causes
Intra-Individual-Adaptive Response: Physical, psychological
Inter individual-Administrative policies, Organisational structure, working conditions and other factors
- 3.2. Strategies for Resolution - a.Avoidance, Diffusion, Containment,Confrontation
b. Proactive and Reactive
- 3.3. Self Esteem-Concept, advantages-Do's and Don't's to develop Self-Esteem
- 4.4. Positive and Negative Self-esteem.

Unit 4-Other Aspects of Personality Development and Employability Quotient

- 4.1. Attitude-Positive Attitude and Negative Attitude, Differences between the two
- 4.2. Motivation-Concept and Significance. Internal and external motives, Importance of self-motivation, factors leading to D motivation
- 4.3. Aspects of Personality Development - Body language-Problem solving, conflict and stress management
- 4.4. Employability Quotient-Resume building, participation in group discussion, facing the HR, technical interview and mock interview sessions

Practicum

1. One Seminar
2. One Assignment

Text Books

Harlock, E.B. (2006). Personality development. Reprint. New Delhi. Tata Mc Graw Hill

Stephen, P. Robbins and Timothy, A. Judge (2014). Organisational behaviour 16th Edition Prentice Hall.

Reference Books

1. Andrews, Sudhir (1988). How to succeed at Interviews 21st (rep) New Delhi. Tata McGraw Hill
2. Heller, Robert. (2003). Effective leadership. Essential Manager series. DK Publishing.
3. Hindle, Tim. (2003) Reducing Stress. Essential Managers series. DK publishing.
4. Lucas, Stephen (2001). Art of Public Speaking. New Delhi. Tata McGraw Hill.
5. Parvesh Kumar (2005). All about Self-Motivation. New Delhi. Goodwill Publishing House
6. Smi, B. (2004). Body language. New Delhi. Rohan Book Company.
7. Girish Batra, (2018). Experiments in Leadership .Chennai: Notion Press.
8. Mitesh Khatri, (2013). Awaken the Leader in You, Mumbai: Jaico Publishing House.
9. Carnegie Dale, (2012). Become an Effective Leader. New Delhi: Amaryllis.
10. Hall, C.S., Lindzey. G. & Campbell, J.B (1998). Theories of Personality. John Wiley & Sons.

ANDHRA KESARI UNIVERSITY (MED 105A)

MASTER OF EDUCATION

1st Year, Semester - I

Paper – VA: EDUCATIONAL PLANNING & MANAGEMENT

Objectives

- To enable the students to understand basic concepts of educational administration and management
- To enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
- To develop an understanding and appreciation of the role of different agencies of educational administration
- To enable the students to understand how different branches of education are managed and administered and appreciate various aspects of educational planning and finance
- To enable them to understand contemporary developments in educational management, planning and finance

Course Content

Unit - 1: Principles and Practices of Educational Management

- 1.1 Meaning, scope and importance of educational management.
- 1.2 Growth of educational management – Historical perspective.
- 1.3 Objectives and Principles of educational management.
- 1.4 Educational Administration at various levels:
 - a. Centre
 - b. State
 - c. Local bodies
 - d. Private agencies

Unit - 2: Concepts of Educational Planning

- 2.1 Need, Importance and Goals of educational planning
- 2.2 Micro and macro models of educational Planning, Approaches of educational planning - Social
- 2.3 demand approach , Rate of return approach and Man power requirement approach. Planning

process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.

- 2.4 Sources of finance for Education in India a. public funding of education b. Fees c. Student loans
d. Education cess. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

Unit - 3: Educational Finance

- 3.1 Importance of financing education, Effects of educational financing
3.2 Demand factors for finance in education, Budgetary control, management and reforms
3.3 Theoretical basis of educational finance Issues in the finance of education
3.4 Financing elementary, secondary and higher education

Unit - 4: Quality Management in Education

- 4.1 Meaning and importance of Quality
4.2 Quality in Higher Education
4.3 Accreditation Concept- Meaning, parameters.
4.4 Role of NAAC

Practicum

- (1) One Seminar
(2) One Assignment

Reference Books

1. 8Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
5. Fowceet Glade-W. , School Personnel Admn. Macmillan, New York.
6. Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
7. International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.

ANDHRA KESARI UNIVERSITY (MED 105B)

MASTER OF EDUCATION

1st Year, Semester - 1

PAPER –V B: ECONOMICS OF EDUCATION

Objectives

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To develop awareness among students about the importance of economics to the field of education
- To develop understanding about education both as consumption and investment
- To develop understanding about the benefits and the costs of education and its role in human and economic development
- To develop various abilities to understand the internal efficiency of the system of education
- To enable them understand the contemporary developments in economics of education.

Course Content

Unit 1: Basic Concepts of Economics of Education

- 1.1 Concept, scope, significance, recent trends in economics of education.
- 1.2 Education as consumption and investment
- 1.3 The concept and measurement of Human Capital.
- 1.4 Education and its relation to Human Resource Development

Unit 2: Education and Economic Development

- 2.1 Education and economic growth - methods and comparisons.
- 2.2 Education, Poverty and Politics of Development, Liberalization, Privatization, Globalization and Education
- 2.3 Contemporary Economic reforms in India and their impact on Education, Education and employment
- 2.4 Labor, Market and Education, Education and Migration (Internal and External)

Unit 3: Costs and Benefits of Education

- 3.1 Determinants of Educational Costs.
- 3.2 Problems in the Measurement of Costs and Benefits in Education.
- 3.3 Cost-Benefit Analysis in Education.
- 3.4 Concept of Rate of Returns and Returns to Education

Unit 4: Economic Reforms and Education

- 4.1 Relationship between Poverty, Schooling and Education
- 4.2 Privatization of State Education - Public - Private partnership in education
- 4.3 Globalization and Education
- 4.4 Economic Liberalization Policies in India and their impact on Education.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper &Brother, New York. (1952)
5. Fowceet Glade-W. , School Personnel Admn. Macmillan, New York.

6. Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
 7. International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.
 8. Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
 9. Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
 10. Blaug Mark: Economics of Education, Penguin, London (1970).
 11. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)
 12. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
 13. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
 14. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vol I, New Delhi, NCERT.
 15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
 16. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
 17. Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
 18. John Vaizey, Economics of Education NCERT, Pandit Ed
 19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
 20. Education – Man power – Economic growth – Horbison and Mayer
 21. Economics of Education, John Sheeham
 22. Investment in Education, V.K.R.V. Rao
 23. Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
1. Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York . (1976)
 2. Blaug Mark: Economics of Education, Penguin, London (1970).
 3. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)

4. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
5. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
6. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
7. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
8. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
9. Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
10. John Vaizey, Economics of Education NCERT, Pandit Ed
11. Economics of Education Vol I & II – M. Blaug, Pengiun, London
12. Education – Man power – Economic growth – Horbison and Mayer
13. Economics of Education, John Sheeham
14. Investment in Education, V.K.R.V. Raow

ANDHRA KESARI UNIVERSITY (MED 201)

MASTER OF EDUCATION

1st Year, Semester - II

Paper– I: PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

- To enable the students understand the nature and functions of Educational Sociology
- To enable the students understand concepts and process of social organization, social stratification and institution in relation to education.
- To enable the students understand relationship among culture, society and education.
- To enable the students develop sociological imagination about the ramifications of culture, socialization, social change and education.
- To enable the students understand the determinants of Socialization

Course Content

Unit - 1: Sociology and Education

- 1.1 Social Mobility. Meaning, Nature and Scope of Sociological Foundations of Education.
- 1.2 Functions of Sociology and utility of Sociology to Teachers.
- 1.3 Sociological Aims of Education.
- 1.4 Education and

Unit - 2: Concept of Social Organization

- 2.1 Characteristics of Social organization
- 2.2 Social Groups and characteristics.
- 2.3 Social Stratification and Education
- 2.4 Concept of Equality in Education and Need for equality of Educational Opportunities.

Unit - 3: Education and Social Change

- 3.1 Social Change - Definition, concept and Factors leading to Social Change.

- 3.2 Determinants of Socialization. (family, school, peer group, media)
- 3.3 Modernization – meaning and characteristics, relationship between education and modernization.
- 3.4 Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

Unit - 4: Sociological Determinants - Individual

- 4.1 Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.
- 4.2 Social Problems. Poverty, Unemployment and Crime.
- 4.3 Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities)
- 4.4. Duties of Society Towards Education.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

- 1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
- 2. Bhatia K.K. (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
- 3. Brent.A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
- 4. Pandey R.S. (1983) Principles of Education ; we know Pustak Mandir, Agra.
- 5. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
- 6. Sree Rama Krishna A.S.(2002) , Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
- 7. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
- 8. Ulrich Robber, History of Educational Thought, Eurasia Publishing House, New Delhi.
- 9. Sociological Philosophy of Education. Y.K Sharma
- 10. Philosophical and Sociological Foundations of Education. S.K Murthy
- 11. Philosophical and Sociological Perspectives on Education . Dr. S.Arul Swamy
- 12. Philosophical Foundations of Education. Dr. T. Mrunalini
- 13. Philosophical and Sociological Foundations of Education. Raghunatha Safaya
- 14. Sociological Perspectives in Education. Suresh Chandra

ANDHRA KESARI UNIVERSITY (MED 202)

MASTER OF EDUCATION

1st Year, Semester - II

Paper – II: ADVANCED EDUCATIONAL RESEARCH

Objectives

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

- Describe the characteristics of different research methods in education.
- Understand the difference between quantitative and qualitative research procedures.
- Select a research method appropriate for a research study.
- Prepare a research proposal for a research study.
- Select and apply suitable correlation technique in a research study.
- Select and use appropriate inferential statistical technique for a research study.
- Prepare a research report in an appropriate format for a research study.

Course Content

Unit – 1: Methods of Educational Research

- 1.1 Phenomenology, Philosophical, Ethnological Research
- 1.2 Historical Research and Case Studies
- 1.3 Survey Research, Analytical Studies, Correlation Studies, Causal-Comparative Studies.
- 1.4 Experimental Research and Action Research

Unit – 2: Research Proposal and Research Report

- 2.1 Format of Research Proposal
- 2.2 Format of Research Report
- 2.3 Style of writing the Report, References and Bibliography
- 2.4 Evaluation criteria for Research Report and Research Paper

Unit – 3: Examining Relationship or Association

- 3.1 Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
- 3.2 Regression and Prediction.
- 3.3 Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.
- 3.4 Computer Data Analysis.

Unit – 4: Inferential Analysis of Quantitative Data

- 4.1 Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.
- 4.2 Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.
- 4.3 Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
- 4.4 ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

Practicum:

- (1) One Seminar
- (2) One Assignment

Reference Books

- 1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
- 2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- 3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- 4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- 5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- 6. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.

7. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
8. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
9. Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
10. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
11. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research - A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
13. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
14. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
15. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
16. Shank, G.D. (2002). Qualitative Research. Columbus, Ott: Merrill, Prentice Hall.
17. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
18. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
19. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
21. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

ANDHRA KESARI UNIVERSITY (MED 203)

MASTER OF EDUCATION

1st Year, Semester -II

Paper – III : EDUCATION STUDIES

Objectives

- To acquaint the students with the general development and progress of education prior to independence.
- To acquaint the students with general development and progress of education after independence.
- To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- To enable the students to understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
- To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- To enable the students to understand the problems related to the policies of Government and to find out remedies.

Course Content

Unit – 1: History of Education

- 1.1 History of Ethics and Moral Educations
- 1.2 Philosophy of life and characteristics of Education
- 1.3 Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.
- 1.4 Education during Buddhit Era and Islamic Education.

Unit – 2: Secondary Education in India

- 2.1 Educational Planning – Quality Educaiton
- 2.2 Vocationalization of Secondary Education. Report of working group on vocationalization of educators. Report of National review committee on Higher Secondary Education.
- 2.3 Programmes of CBSE Schools, Programs of Kendriya Vidyalayas Sarva Shiksha Abhiyan.

2.4 Secondary Educational Policies.

Unit – 3: Emerging Issues in Higher Education

3.1 Privatization in Education, Problem of Brain drain . Center state relationship on education

3.2 Problem of protective discrimination. The language problem. Religion and Education

3.3 Learning without burden

3.4 Technical skills of learning. Challenges in Higher Education

Unit – 4: Education and Issues in Development

4.1 Health Education, Population Education, Education for rural development, Environmental Education, Science Education, Value Education, Girls Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.

4.2 Education of the disadvantaged section

4.3 Education of children with special needs

4.4 Information and communication technology

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), Philosophies of Education ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
5. Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.

8. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
10. Morsy Zaghoul (1997), *Thinkers on Education* , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation*, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
15. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
17. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
18. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
19. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

ANDHRA KESARI UNIVERSITY (MED 204A)

MASTER OF EDUCATION

1st Year, Semester –II

IVA - ELEMENTARY EDUCATION

(Compulsory Functional Course)

- To make the students understand the nature and historical development of elementary education.
- To enable the students to examine the development of elementary education policy in India after independence; and
- To enable the students to understand the concept and objectives of elementary education and the rationale for universal elementary education;
- To enable the students to know different policies and provisions of elementary education.
- To develop an understanding in students about different strategies of improving elementary education.
- To make the students to understand and apply the techniques useful in realising universalisation of elementary education.
- To enable the students to describe and discuss emerging approaches to varying problems of elementary education.

Course Content

Unit 1: Elementary Education in India

- 1.1 History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE,1986 & Yashpal]
- 1.2 Aims, objectives and rationale of elementary education
- 1.3 Constitutional provisions and directive principles related to elementary education
- 1.4 Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals

Unit 2: Universalisation of Elementary Education

- 2.1 Concept , meaning, objectives and justification of UEE
- 2.2 Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out)
- 2.3 Measures towards realization of UEE [non-detention policy, free supply of uniform dress to girls and other backward communities, provision of mid-day meals, attendance scholarship for girls and SC/ST children]
- 2.4 Participation of NGOs in achieving UEE goals

Unit 3: Strategies and Programmes in Elementary Education

- 3.1 Involvement of Panchayat Raj and Village Education Committees in educational planning and management and DPEP
- 3.2 SSA, OBB, Access to school and school mapping
- 3.3 MDMS, Retention of children and Prevention of dropout rate
- 3.4 Early Childhood Care and Education(ECCE),Integrated Education for Disabled Children (IEDC),Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV)

Unit 4: Curriculum And Evaluation In Elementary Education

- 4.1 Objectives, principles and organization of curriculum
- 4.2 Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT),Peer Learning(PL) and Co-operative
i. Learning(CL)]
- 4.3 Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation]
- 4.4 Problems and Critical appraisal of present evaluation system in elementary education

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Elementary Education – D.S.Srivastava & Monica Tomar ISHA books , Delhi
2. Elementary Education- V. Krishnamacharyulu (2 vol) Neelkamal
3. Elementary Education in India, status, issues and concerns- Jagannatha Rao- Viva books- New Delhi

ANDHRA KESARI UNIVERSITY (MED 204B)
MASTER OF EDUCATION

2nd Year Semester II

Paper IVB - SECONDARY EDUCATION

(Compulsory Foundation Courses)

- To enable the students understand the nature, significance and the historical development of Secondary Education.
- To enable the students understand the rationale and objectives of Secondary Education.
- To enable the students to know about the different Institutions which provide Secondary Education.
- To enable the students understand the different challenges and problems at the Secondary Education stage.
- To enable the students know the various efforts of the State in the provision of Secondary Education.
- To enable the students know the importance of Secondary Education and the need to make this stage of education very strong and practical.

Course Content

Unit 1: Concept, Objectives and Rationale of Secondary Education.

- 1.1 Meaning, Significance and major objectives of Secondary Education
- 1.2 Secondary Education, the most important link between the Primary and Higher Education. What is expected of a student on the completion of Secondary Education?
- 1.3 An overall view of the historical development of Secondary Education in the pre and post independent India, with special reference to Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Commission, Sargent Commission.
- 1.4 The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and its recommendations.

Unit 2: Indian Government, Constitution and Secondary Education.

- 2.1 National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education 1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adisheshaiah Commission Report, Janardhan Reddy Commission Report, Yashpal Committee Report, and the POA 1992.
- 2.2 Constitutional Provisions and their respective Implications for Secondary Education.
- 2.3 Different types of Institutions providing Secondary Education viz. Navodaya Schools, Kendreeya Vidyalayas, A.P. Residential Schools, Gurukul Pathashalas etc.
- 2.4 RMVA Rashtreeya Madhyamika Vidya Abhiyan. Status of Secondary Education with reference to the principles of equity and equality- class, caste, gender, tribe, and groups.

Unit 3: Secondary Education- A Preparation Ground for Life- Different Aspects.

- 3.1 Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.
- 3.2 Secondary Education a 'Runway' for future education and careers.
- 3.3 Secondary Education- A terminating point or a 'Y' junction for the youth.
- 3.4 SUPW, Work Experience, Vocationalization of Secondary Education, Earn while you Learn and other such concepts that have attempted to make Secondary Education productive.

Unit 4: Challenges and Problems at Secondary Education Stage.

- 4.1 Problems of enrollment and continuance.
- 4.2 Education of the differently - abled children.
- 4.3 Quality and Quantity of facilities- material and human.
- 4.4 Private and Schools run by the Government.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Bhaskara rao, Digumarti, Teacher Education India, Discovery Publishing House, New Delhi, 2005.
3. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
4. Government of India. Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
5. Government of India. University Commission, Government of India, New Delhi, 1947.
6. Government of India. Education and Development : Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
7. Government of India. Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
8. Hilgased, FH (Ed). Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
9. Harvilas, S. and Naik, J.P. A History of Education in India, Macmillan and Co. Bombay, 1951.
10. Mukorji S.N.(ed) ,Education of teacher of India (Vol.1) S. Chand and Co. Delhi. 1968
11. N.C.T.E , Teacher Education Curriculum : A Frame Work, NCERT, New Delhi 1978.
12. NCERT, The Third Indian Year book on Education, NCERT, NEW Delhi 1968
13. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
14. Shukla R.S. , Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
15. MHRD, Govt of India (1993) *Education for All – The Indian Scene*.
16. MHRD, Govt. of India (1992) *Programme of Action*, New Delhi.
17. MHRD, Govt. of India, *Mahila Samakhya – Education for Women’s Equality*, New Delhi.
18. Naik, J. P. (1975). *Policy and Performance in Indian Education 1947-74*, New Delhi, Orient Longman.
19. NCERT (1994) *Fifth Survey of Education*, New Delhi.
20. NCERT *Education in the Indian Constitution*, New Delhi.

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

I Year, Semester –II

PAPER – V A: SPECIAL EDUCATION (MED 205A)

Objectives

- The student is able to acquire knowledge regarding various disabilities
- To equip the students with ability to identify individuals with disabilities
- To make students understand the need and types of rehabilitative measures
- To train students to apply the techniques of educational interventions
- To create awareness among public on the issues of disabilities and rehabilitation
- To motivate students to act as agents in controlling the disabilities

Course Content

Unit 1: Meaning and Scope of Special Education

- 1.1 Concept of Impairment, Disability and Handicap. Classification of Exceptional Children. Brief History of Special Education
- 1.2 Nature and Scope of Special Education. Importance and need of Segregated – Integrated - Inclusive Education
- 1.3 Concessions and facilities for persons with Disabilities
- 1.4 Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India,

Unit 2: Children with Sensory and Physical Impairment

- 2.1 Visual Impairment : Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances
- 2.2 Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.

2.3 Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal

2.4 Preventive measures and Educational Provisions. Barrier-Free School Environment.

Unit 3: Children with Mental Retardation and Learning Disability

3.1 Definition, Nature, Classification, Identification and Characteristics of mental retarded. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Peri-natal and Post-natal causes.

3.2 Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.

3.3 Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia.

3.4 Preventive measures of learning disability. Educational Provisions – Multisensory Approach, and Behavioural approach.

Unit 4: Educational Intervention and Preparation of Special Teachers

4.1 Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc.

4.2 Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the “concerned child” and the community in educating the child who is an exceptional one.

4.3 Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.

4.4 Curriculum for teacher preparation and transaction modes. Role of different institutions, Universities and special schools in promoting special education.

Practicum

- (1) Observation of Special Schools for children with disabilities and report writing.
- (2) A Report on present concessions and facilities for persons with Disabilities
- (3) Guidance to the parents of Special children and report writing

(4) Undertaking any two cases of any two disabilities for educational intervention and Report writing.

Reference Books

1. Baine, D. (1998). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
2. Evan, P. and Verma, V. (Ed.) (1990) Special Education. Past Present and Future. The Fairer Press.
3. Longone, J. (1990). Teaching Retarded learners: Curriculum and Methods for improving instruction. Allyn and Bacon: Boston.
4. Murichen, Joes S.J. and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Keral Federation of the Blind.
5. Narayana, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-primary level. NIMH, Secunderabad
6. Overton, T. (1992). Assessment in Special Education: An Applied Approach. New York: McMillan
7. Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
8. Peshwaria, R. and Venkatesan. S. (1992) Behavioural retarded children: A manual for Teachers. NIMH, Secunderabad.
9. Subba Rao, T.A.. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn Bacon.
11. Van Riper, C.A. and Emerick, L. (1990), Speech Correction – An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester – II

Objectives

**PAPER –V B: COMPARATIVE EDUCATION
(Elective)**

- To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms the prevailing trends in those countries.
- To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
- To create a perspective in the students about the implications of education for solving the prevailing problems in India.

Course Content

Unit 1: Comparative Education

- 1.1 Introduction to Comparative Education: Need Meaning, scope & objectives of comparative education.
- 1.2 Major concepts of comparative education.
- 1.3 Sociological, scientific, historical, ecological, structural and functional factors.
- 1.4 Cross disciplinary approach used in comparative education.

Unit 2: Comparative Education at National and International Levels

- 2.1 Trends in comparative education Modern trends in world education – National and global.
- 2.2 Role of U.N.O. in improving educational opportunities among the member countries.
- 2.3 Official organs of the U.N.O. and their educational activities.
- 2.4 Multi culturalism in education.

Unit 3: Comparative Study of the Education Systems of various Countries

3.1 School Education (Elementary & Secondary) : USA, UK, Russia, Japan, India

3.2 Higher Education: USA, Russia, UK, India.

3.3 Teacher Education: USA, Russia, UK, India.

3.4 Open Learning : India, Japan, USA, Russia, U.K

Unit 4: Causes and solutions for problems prevailing in developing countries

4.1 Poverty, Hunger, Beggary.

4.2 Population explosion, Illiteracy, Unemployment.

4.3 Terrorism, Casteism and communalism.

4.4 Political instability, Economic under development.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
2. Green, J.L. (1981): Comparative Education and Global Village, Anu Book, Shivji Road, Meerut
3. Hans, Nicholas (1965): Comparative Education, Routledge and Kegan Paul Ltd., London
4. Sharma, Y.K. (2004): Comparative Education Comparative Study of Educational Systems, New Delhi: Kanishka Publishers
5. Rai, B.C., "Comparative Education", Prakashan Kendra, Lucknow (1972).
6. Sodhi, T.S., "A textbook of comparative education – Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India)", Vikas Publishing House Pvt., Ltd., New Delhi (1993).
7. Biswas, A., & Aggarwal, J.C., "Comparative Education (India, U.K., U.S.A., U.S.S.R.)", AryaBook Depot, New Delhi (1986).
8. Sharma, R.N., "Education in Emerging Indian Society", Surjeet Publications, Delhi

(2002).

9. David Pratt, "Curriculum – Design and Development", Harcourt Brace Jovanovich, New York (1980).

(MED 301)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester –III

PAPER I : GUIDANCE AND COUNSELING

Objectives

- To enable the student to understand the concept, the need and scope of guidance.
- To enable the student to understand the principles and problems of different types of guidance.
- To enable the student to understand the concept and process of counseling.
- To acquaint the student with the aims and principles of guidance programme.
- To develop in student an understanding of various procedures of organizing various guidance services.
- To enable the student to identify the situations for individual and group guidance services.
- To enable the student to choose and use appropriate psychological tests to render guidance.

Course Content

Unit 1: Fundamental Concepts of Guidance

- 1.1 Concept, Assumptions and Need of guidance. Purpose, and Functions of Guidance.
- 1.2 Scope , Types of Guidance and Significance of Guidance, Role of the teacher in Guidance
- 1.3 Guidance at different levels – Primary, Secondary and Higher Secondary School stages.
- 1.4 Agencies of Guidance – National, State and local levels.

Unit 2: Educational and Vocational Guidance

- 2.1 Principles of Educational Guidance. Guidance and curriculum. Induction Programme. Guidance and classroom learning.
- 2.2 Guidance for special learners.

2.3 Nature of work, Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference , Industrial Visit, Simulated Interview, Vocational Counseling.

2.4 Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance – Occupational information.

Unit 3: Personal and Group Guidance

3.1 Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance

3.2 Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance

3.3 Procedure and techniques of group guidance.

3.4 Family, Health, Marital, Legal, Educational, Vocational guidance

Unit 4: Counselling Process and Testing in Guidance Service

4.1 Concept, nature, principles of counselling. Characteristics of good counselling. Counselling for adjustment. Conduction of counselling, Interview for exceptional children.

4.2 Counselling approaches – directive, non-directive. Group counselling vs. Individual counselling

4.3 Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality. Administering, scoring and interpretation of test scores.

4.4 Various types of Guidance Services - Orientation Service, Student Information Service, Information service, Counselling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service. Evaluation of Guidance programme.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal J.C., Educational Vocational Guidance and Counselling, Doaba House, Book Sellers & Publishers, Naisarak, Delhi
2. Anne Anastasi, Psychological Testing Macmillian, New York
3. Barki B.G. and Mukhopadhyay B, Guidance and Counselling - A Manual, Sterling Publishers Ltd., New Delhi
4. Bhatia B.D.& Safaya R.N., Educational Psychology and Guidance, Dhanpat Rai and Sons Jullundur- Delhi

5. Cronbach, L.J., Essentials of Psychological Testing, Harper & Row, New York.
6. Freeman – Frank S., Theory and Practice of Psychological Testing, Oxford and IBH, Bombay.
7. Gupta Dr. SK., Guidance and Counselling in Indian Education, Mittal Publications, Delhi.
8. Indu Deve, The basic essentials of Counselling, Sterling Publishers, Private Limited.
9. Kochhar S.K., Guidance and Counselling in Colleges and Universities, Sterling Publishers Ltd., New Delhi.
10. Kochhar S.K., Educational & Vocational guidance in Secondary schools - Revised and enlarged edition:, Sterling Publishers Ltd., New Delhi.
11. Narayana Rao S., Counselling and Guidance, Second Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi.
12. Sharma N.R. M.A.L.T., Educational and Vocational Guidance, Vinod Pustak Mandir, Agra
13. Sitaram Dr., Guidance and Counselling, Jayaswal Prakashan Kendra, Lucknow.
14. Yogendra K. Sarma (2007), Principles of Educational and Vocational Guidance, Kanishka Publishers, New Delhi.
15. Rashmi Agrawal (2006), Educational , Vocational Guidance and Counseling, Shipra Publications, New Delhi

(MED 302)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - III

PAPER – II: TEACHER EDUCATION (Core)

Objectives

- To develop in the student understanding of the concept, objectives and principles of teacher education.
- To acquaint the student with existing practices regarding structure, curriculum and evaluation in the education.
- To enable the student to understand teaching and training techniques.
- To enable the student to organize various types of student teaching programme.
- To enable the student to know the concept and practice of evaluation in teacher education.
- To acquaint the student with the innovative practice in teacher education.
- To develop in the student professional ethics and to develop in the student the commitment to the profession.
- To acquaint the student with different agencies of teacher education in India and their rules and functions.
- To acquaint the student with the role of professional organization of teacher educators.
- To help the student to understand major issues and problems of teacher education

Course Content

Unit -1: Introduction and Development of Teacher education

- 1.1 Meaning, nature, need, scope and objectives of teacher education
- 1.2 Changing context of teacher education in the Indian and Global scenario
- 1.3 Teacher Education in Pre and post-independence India.
- 1.4 National policy on teacher education, 1986 with special reference to NEP 2020

Unit – 2: Agencies and Major Issues of Teacher Education.

2.1 Agencies of Teacher Education at the state level, national level and international level and their role and functions.

2.2 Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching, programmed instruction etc.

2.3 Maintaining standards in Teacher Education – admission policies and procedures, recruitment and Service conditions of teacher educators

2.4 Quality management of teacher education -Privatization, Globalization and Autonomy in Teacher Education.

Unit 3: Teacher Education at Pre-Primary and Primary Levels

3.1 Objectives of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

3.2 Structure of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

3.3 National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

3.4 Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels, Secondary and Higher Secondary Levels.

Unit 4: Research in Teacher Education and Teacher Effectiveness

4.1 Nature, Scope and Areas (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions) of Research in Teacher Education

4.2 Trends and implications in Research in Teacher Education

4.3 Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

4.4 Relationship between Teacher Effectiveness and Professional Ethics.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Arora, G.L. (2002) Teachers and their Teaching Delhi, Ravi Books.
2. Chanurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
3. Dillon Justin and Maguire Meg (1997) Becoming a Teacher; Issues in Secondary Teaching Buckingham, Open University Press.
4. Dunking, Michael, J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamum Press.
5. Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation
6. Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
7. McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The challenge of Professional Practice Boston Allyn and Bacon.
8. Misra, K.S. (1993) Teachers and their Education Ambala Cantt., the Associated Publishers.
9. Mohanty Jagannath (2000) Teacher Education in India
10. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A base of Preparation of Teachers, san Francisco, Jossey – Bass Publishers.
11. National Council for Teacher Educaiton (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
12. Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
13. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
14. Chaurasia, G., Innovations and Challenges in Teacher Education, Vikas Publications, New Delhi, 19773
15. Devgowda, A.C. Teacher Education in India, Bangalore Book Bureau, Bangalore, 1973.
16. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
17. Ebel, R.L. (ED), Teacher Education, Americal Association of Colleges, for Teacher Education, Queenta, 1956.
18. Goodigs R, et al. Changing Priorities in Teacher Education Nicholos Publication Co., New York, 1982.
19. Government of India Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
20. Government of India University Commission, Government of India, New Delhi, 1947.
21. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
22. Government of India Report of the Working Group to Review Teachers Training programme in the

- light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
23. Hilgased, FH (ED) Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
 24. Harvilas, S. and Naik, J.P. A History of Education in India, Macmillan and Co. Bombay, 1951.
 25. Jangire, N.K., Technology of Classroom Questioning, National Publication House, Daryaganj, New Delhi, 1982.
 26. Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
 27. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Bookworth of India, New Delhi, 1984.
 28. Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
 29. Mitzal H.E., Encyclopedia of Educational Research (Section of Teacher Educational Programme), The Force press New York, 1982.
 30. Nyjirhu S.N, (ed), Education of teacher of India (Vol.1) S.Chand and Co. Delhi. 1968
 31. N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
 32. NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
 33. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
 34. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
 35. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
 36. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
 37. Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
 38. Arora, G.L. (2002) Teachers and their Teaching Delhi, Ravi Books.
 39. Chanurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
 40. Dillon Justin and Maguire Meg (1997) Becoming a Teacher; Issues in Secondary Teaching Buckingham, Open University Press.
 41. Dunking, Michael, J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamum Press.
 42. Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation
 43. Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
 44. McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The challenge of

Professional Practice Boston Allyn and Bacon.

45. Misra, K.S. (1993) Teachers and their Education Ambala Cantt., the Associated Publishers.

46. Mohanty Jagannath (2000) Teacher Education in India

47. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A base of Preparation of Teachers, san Francisco, Jossey – Bass Publishers.

48. National Council for Teacher Educaiton (NCTE) (1998) NCTE Document New Delhi, Publishedby Member Secretary, NCTE.

(MED 303)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

**PAPER – III: LIFE SKILLS EDUCATION
(Skill Oriented Course)**

Objectives

To enable the prospective teacher-educators

- To be aware of the need and significance of Life skills Education.
- To develop the ability to identify different components of each skill.
- To participate in all the activities meant for the development of life skills
- To use various strategies and gain mastery over each of the ten core life skills.
- To identify the necessary life skills appropriate to the context and implement them.

Course Content

Unit 1: Concept and Scope of Life Skills

- 1.1 Need for the development of skills.
- 1.2 Understanding of human resources.
- 1.3 Significance of Life skills Education.
- 1.4 Development of the learners through Life skills Education.

Unit 2: Cognitive Skills Development

- 1.1 Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.
- 1.2 Components of each cognitive skill
- 1.3 The various strategies to be used for the development of cognitive skills (Brain storming, Block busting)

1.4 Qualities of the skill developed person in each cognitive skill

Unit 3: Development of other Psycho-social Skills

- 3.1 Concept of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.
- 3.2 Components of each psycho-social skill.
- 3.3 The various strategies to be used to develop these skills (Group discussion, Role-play, Narration, Sharing)
- 3.4 Qualities of the person with psycho-social skills development

Unit 4: Development of Coping Skills

- 4.1 Concept of coping skills-Coping with Emotions and Coping with Stress.
- 4.2 Components of coping with emotions and coping with stress.
- 4.3 The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises)
- 4.4 Development in the process of coping with emotions and stress

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Goel, D.R. Co-ordinator (2005-2006). Quality Concerns and Education. Centre of Advanced study in Education. M.S. University of Baroda.
2. Sudha.V.Rao (2000). Adolescence Education. R.I.E, Mysore.
3. UNICEF (2006). Life Skills Modules – Adolescence Education Programme, UNICEF House, New Delhi.
4. Venkatesha Murthy C.G. and Prof.A.V.Govinda Rao (2005). Life Skills Education Training Package, R.I.E, Mysore.
5. Xavier Alphonse (2004). We Shall Over Come. A Text Book on Life Coping Skills, MCRDCE Publication, Chennai.
6. Xavier Alphonse. Life Skills Programme. MCRDCE Publication, Chennai

(MED 304A)
ANDHRA KESARI UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
PAPER –IV A: ADULT AND NON-FORMAL EDUCATION
(Generic Elective)

Objectives

- To develop insights into the adult education and Development among the students.
- To develop a deeper understanding of different types of adult education programmes implemented in India.
- Understand the concept of adult education, non-formal education and adult literacy, importance of adult education and non-formal education.
- Understand methods of adult education and non-formal education and methods of imparting literacy.
- Understand the forms of adult education and different agencies of adult education

Course Content

Unit 1: Introduction to Adult Education

- 1.1 Concept of adult education, objectives of adult education
- 1.2 Importance of adult education for economic, social and political development of India.
- 1.3 Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy
- 1.4 Problems of adult education.

Unit 2: Methods and Techniques of Adult Education

- 2.1 Forms of adult education : Remedial, continuing, workers and mass media.
- 2.2 Methods of adult education : Teacher dominated method, co-operative method and mass media methods.
- 2.3 Administrative structure of adult education
- 2.4 organization of adult education programmes at the field level, training of adult education

functionaries

Unit 3: Agencies of Adult Education

- 3.1 Agencies of adult education — Government and non-government.
- 3.2 The role of mass media in adult education and problems with regard to coverage.
- 3.3 Current status of adult education in India,
- 3.4 National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

Unit 4: Non Formal Education

- 4.1 Meaning, Definition and growth of the concept.
- 4.2 Nature and Scope of Non Formal education.
- 4.3 Importance of Non Formal education.
- 4.4 Problems in Non Formal education.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

2. Ansari, N.A. Adult Education in India, S.Chand & Co. New Delhi (1990).
3. Apple J.W., Problems in Continuing Education, Mc.Graw Hill, New York (1974).
4. Yadav, Rajendersingh, Adult Education Concept, theory and practice, The Associated Publishers, New Delhi, (2002).
5. Bordia, Anil, Kidd,& J.A Draper : Adult Education : A Book of Readings, New Delhi, Indian Adult Education Association,1977.
6. Grover, R.P. and Chopra, Rita: Adult Education, The Indian Publishers, 1998.
7. Kundu, C.L. : Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi, 1986.
8. Govt. of India : National Policy on Education, 1986.
9. Govt. of India : National Policy on Education, Programme of Action, 1986
10. Nanda, V.K. : Adult education and Human Resource Development, Anmol Publishers, 1998.
11. Sodhi, T.S. : Adult Education : A Multidisciplinary Approach, Ludhiana : Kataria,1987

(MED 304B)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

Paper-IVB : Inclusive Education

(Generic Elective)

Objectives

On completion of this course the students will be able to

- Understand the global and national commitments towards the education of children with diverse needs,
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- Analyze special education, integrated education, mainstream and inclusive education practices,
- Identify and utilize existing resources for promoting inclusive practice.

Course Content

Unit 1: Introduction to Inclusive Education

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives on education of children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for all children.

Unit 2: Inclusive Education- Recommendations of Education Commissions and Committees

- 2.1 International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990)
- 2.2 National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92),

PIED, DPEP, PWD and SSA

2.3 Initiatives for the gifted and talented children

2.4 Current Laws and Policy Perspectives supporting Integrated Education

Unit 3: Preparation for Inclusive Education

- 3.1. Concept and meaning of diverse needs.
- 3.2. Educational approaches: concept of remedial education, special education, Integrated Education and Inclusive Education.
- 3.3. Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion.
- 3.4. Role of teachers, parents and other community members for supporting Inclusion of children with diverse needs.

Unit 4: Children with Diverse Needs

- 4.1. Sensory (hearing, visual, physically challenged and multiple disabilities).
- 4.2. Intellectual (gifted, talented and children mentally challenged children).
- 4.3. Developmental disabilities (autism, cerebral palsy, learning disabilities), Scholastic backwardness, underachievement and Role of teachers working in Inclusive Education.
- 4.4. Utilization of Resources: Human, Material resources and Resources available in community.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

2. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
3. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
4. Dr. A.S. Ramakrishna, M. Srinivasa Reddy, & P. Vinay Kumar: Perspectives in primary Education and Inclusive Education, (D.Ed). New Era Publications Guntur. .(Telugu Version)
5. Dr.Digumarthi Bhaskar Rao, Dr.B. Prasad Babu: Perspectives in primary Education and Inclusive Education, (D.Ed). Sri Nagarjuna Publishers, Guntur. (Telugu Version)
6. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
7. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
8. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
9. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

10. Jitender Kumar ,(2013) Inclusive Education. Twenty first Century Publication; First a. Edition. ISBN-10: 9380144423; ISBN-13: 978-9380144429.
11. Tim Loreman, Joanne Deppeler & David Harvey, (2010). Inclusive Education: Supporting diversity in the classroom –9781741759860, Allen & Unwin Publisher; 2nd edition. <http://www.allenandunwin.com/>.
12. SSA (2006): Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan, MHRD, Department of Elementary Education and Literacy, MHRD, Govt. of India. Available on http://www.ssa.nic.in/childspl/ssa_plan_manual.pdf.
13. Status of Disability in India – 2000, published by Rehabilitation Council of India.PP.445.
14. Ujala – III (2006): Five days teachers training Module for Teachers of Upper primary classes. P.22 – 23. 21.
15. UNESCO (2006): Inclusive Education. Available on http://portal.unesco.org/education/en/ev.php-URI_ID.

(MED 305A)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester -III

PAPER – V A : VALUE EDUCATION

(Open Elective)

Objectives

- To enable the students understand the need, nature and scope of Value Education.
- To enable the students understand the importance of values and classification of values.
- To enable the students understand the role of different people and media in fostering values.
- To enable the students understand the approaches, teaching strategies and models of Value Education.
- To enable the students understand the importance of Value Education and the different ways to execute the syllabus at various levels.

Course Content

Unit 1: Need, Nature and Concept of Value Education.

- 1.1 Concept, Need and Nature of values.
- 1.2 Meaning and Classification of Values.
- 1.3 Sources of Values
- 1.4 Values and Education – Their relationship and Significance of Value Education.

Unit 2: Models of Value Education

- 2.1 Value Clarification Model
- 2.2 Social Action Model
- 2.3 Consideration Model
- 2.4 Rationale Building Model

Unit 3: Approaches and Teaching Strategies for inculcation of values.

- 3.1 Form and content of Value Education at different stages.
- 3.2 Different approaches to Value Education- Direct, Indirect and Integrated approaches.
- 3.3 Strategies and Techniques for Value Education at different stages.
- 3.4 Contribution made by some eminent leaders of the world to Value Education. (Individual Studies maybe taken up by the students)

Unit 4: Role of different Social Agencies in Value Formation.

- 4.1 Role of Parents and Peer Group
- 4.2 Role of School and Teachers
- 4.3 Role of Religion and Media
- 4.4 Need of Orientation in Value Education to Prospective Teachers

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
2. Prof.S.P Ruhela, Prof.Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd., Hyderabad.
3. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi
4. Tilak Raj, Bharadwaj (1992). Education of Human Values, Mittal Publications, New Delhi.
5. S.R Sharma (2006). Moral and Values in Education, COSMO Publications, New Delhi.
6. Dr.Kiruba Charles, V.Arul Selvi (2012). Peace and Value Education, Neelkamal Publications Pvt, Ltd. Hyderabad.
7. Yogesh Kumar Singh, Ruchika Nath (2008). Value Education, A P H Publishig Corporation, New Delhi.
8. Mohit Chakrabarathi (2007). Value Education. Changing Perspectives, Kanishka Publishers, Distributors.
9. Somanath Saraf (2002), Education in Human Values, Vikas Publishing House, Delhi.
10. Vedanta Kesari (2001), Values; The Key to a Meaningful life, Sri Ramakrishna Math, Chennai.

11. Peter Tomlison and Margret Quinton (1986), Values Across the Curriculum, The Falmer Press, Philadelphia.
12. Mujjeb.M. (1971), Education and Traditional Values, Meenakshi Prakashan, Delhi.
13. Avivashilingam.T.S. (1983), Inculcation of Social, Ethical and Spiritual Values in Education, Sri Ramakrishna Mission Vidya, Coimbatore.

(MED 305B)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - III

Paper V B: Women Education

(Open Elective)

Objectives:

To create an awareness among students regarding the present status of women

To sensitize towards the problems faced by women.

To orient to understand the women's resources and national development.

To identify the role of women in developing countries including India

To enable the women to become entrepreneurs

To maintain the physical and mental health of women

To make the women aware about the Constitutional and legal provisions for safeguarding them

To empower the women in all the dimensions

Unit – I Introduction to Women Education

- Need, Scope and Challenges of Women Education, Need for Gender Sensitization.
- Recent Trends in Women's Education – Committees and Commissions on Education.
- Women Education – global and local: Pre-independence, Post-independence and Contemporary Debates.
- National Committees and Commissions for Women.

Unit – II Gender, Entrepreneurship and Education

- Women's Education – Gender diversities and disparities in enrolment, Curriculum content, Dropouts,

profession and Gender.

- Education for the Marginalized Women.
- Vocational education and skill development for women.
- Concept, meaning and importance of Entrepreneurship, Entrepreneurial traits, Factors contributing to Entrepreneurship, enabling environment, small Enterprises, women in agri-business.

Unit – III Women and Health

- Life Cycle Approach to Women's Health – Health status of women in India, factors
- Maternal and Child Health (MCH) to Reproductive and Child health approaches.
- Work and Women's Health; Women and Mental Health
- Central and State Health Schemes and Programmes; Millennium Development Goals (MDG) and Significance of National Health Policy and Programmes for Women in India.

Unit – IV Women Empowerment, Laws and Governance

- Empowerment- Concept and indices: Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).
- Women and leadership–Role of NGOs and Women Development. Sustainable Development Goals, Policies and Programmes.
- Women's Rights: Gender Equality, Gender Discrimination, Women's Rights as Human Rights, Constitutional provisions for Women in India.
- Women Laws- Personal laws, Labour Laws, Family Courts, Enforcement machinery – Police and Judiciary, Crime against Women and Child:

Reference Books:

1. . Maithreyi Krishnaraj (1991), Contributions to Women's Studies (Bombay SNTD).
2. Maria Mies (1980), Indian Women and Patriarchy Concept Publishing Company, New Delhi.
3. Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay.
4. Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi.

5. Banks (1981), *Olive Faces of Feminism: A Study of Feminism as a Social Movement*, St.Martin's Press, New York.
6. Chaudhuri, M. (2006). *Feminism in India*. Zed Books Ltd. New Delhi.
7. Kumar, R. (1997). *The History of Doing*. Zubaan, New Delhi

8. Bhasin, K. (2000). *Understanding Gender*. Kali for Women. New Delhi.
9. Chopra, R. (Ed.). (2006). *Reframing Masculinities Narrating the Supportive of*

10. Man. Delhi. Geetha, V. (2006). *Gender*. Bhatkal & Sen. Calcutta.
11. Glover, D. & C. Kaplan. (2009). *Genders*. Routledge. New York.
- Bhasin, K. (2004). *Exploring Masculinity*. Kali for Women. New Delhi.
13. John. M. E. (Ed). (2008). *Women's Studies in India: A Reader*. Penguin India. New Delhi.
14. Chakravarti, U. (2006). *Gendering Caste: Through Feminist Lens*. Bhatkal & Sen. New Delhi.
15. Mohanty, M. (Ed.). (2004). *Class, Caste, Gender*. Sage Publications. New Delhi.
16. Bhasin, K. (2006). *What is Patriarchy?*. Kali for Women. New Delhi.
17. Mary John, (2008). *Women's Studies in India: A Reader*. Penguin: New Delhi
18. Mies, Maria *Indian Women and Patriarchy*. Delhi: 1980.
19. Maithreyi Krishna Raj *Women Studies in India – Some Perspectives* (Bombay: PopularPrakasham, 1986).
20. Desai, Neera and Maithreyi Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.
21. Krishnaraj, Maithreyi (Ed). *Women and Development: The India Experience*. Mumbai, Rawat, 1988.
22. Omvedt, Gail. *Violence against Women: New Movements and New Theories in India*. New Delhi: 1990.
23. Veen Mazumdar: *Emergence of the Indian Association of Women Studies-IAW News Letter-January 1991*.
24. Patel .Vibhuti : *Women's Challenges of the New Millenium-* Gyan Publication House Delhi-2002.
25. SanghariKum Kum : *Recasting Women*, Ratgas University. Press-1990.

(MED 401)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

PAPER – I : CURRICULUM STUDIES (Core)

Objectives

The course will enable the student teacher to

- To understand the meaning, need, scope, foundations and issues of curriculum.
- Know about Planning of curriculum, principals, consideration and trends in curriculum planning.
- Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
- Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

Course Content

Unit 1: Introduction to Curriculum

- 1.1 Meaning and definitions of Curriculum, need and scope of Curriculum, concept of Curriculum & Syllabus,
- 1.2 Bases of Curriculum, foundations of curriculum philosophical, sociological, psychological and educational
- 1.3 The Curriculum process and its stages
- 1.4 Curriculum Issues – Discipline based issues, Subject-wise National Curriculum Framework –NCF 2005, NCTECF 2009, APSCF 2011.

Unit 2: Curriculum Planning

- 2.1 Meaning of Curriculum Planning, Principles of Curriculum Construction
- 2.2 Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related

2.3 Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20th century & possible future trends

2.4 Principles and approaches of curriculum organization.

Unit 3: Curriculum Development and Transaction

3.1 Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.

3.2 Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered

3.3. Role of Administrators in implementation and evaluation of curriculum.

3.4. Meaning, need and strategies for curriculum change.

Unit 4: Curriculum Evaluation

4.1 Concept, need and importance of Curriculum Evaluation

4.2 Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post-testing.

4.3 Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and social approaches.

4.4 Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Aggarwal, J.C. (1990). Curriculum Reforms in India. Delhi: Doaba House.

2. Mamidi, M.R. and Ravishankar, S. (1984). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers.
3. Kelly, A.V. (1989). Theory and Practice. London; Paul Chapman Publishing.3
4. Cronback, J.Lee (1964). Evaluation for Course Improvement in New Curriculum. New York : Harper & Row
5. John Dewey (1966). The Child & the Curriculum – The School & Society.
6. Ornstein, C. & Hunkins, P. (1988). Curriculum, Foundations, Principles and Issues.
7. D.Warwick (1975) : Curriculum Structure & Design, University of London Press.
8. Bhatt,B.D and Sharma,S.R. (1992) : Principles of Curriculum Construction, Delhi: Kanishka Publishing House.
9. Bloom, B.S (1977). Try-out and Revision of Educational Materials and Methods. In Lewy, A. (ed). Handbook of Curriculum Evaluation, Paris: UNESCO
10. Doll, R.C. (1986). Curriculum Improvement. Boston: Allyn and Bacon
11. Jenkins, D. (1976). Curriculum Evaluation. Milton Keynes: The Open University Press.
12. Malhotra, M.M. (1985). Curriculum Evaluation and Renewal. Manila : CPSC Publication.
13. Robert, M. & Mary, J. (1983). Curriculum Evaluation. In Pinchas, Tamir (ed) (1985). The Role of Evaluators in Curriculum Development. London: Croom Helm.
14. Stephen, W. & Douglas, P. (1972). Curriculum Evaluation. Bristol: NFER Publishing Co.

(MED 402)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

PAPER- II: MEASUREMENT AND EVALUATION (Core)

- To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
- To help the student understand relationship between measurement and evaluation in education.
- To orient the student with tools and techniques of measurement and evaluation.
- To develop the skills and competencies in construction and standardization of tests.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To enable students to prepare and use different kinds of psychological tests.
- To equip students with skills to handle data and interpret results.
- To enable students to participate in examination reforms.
- To help students to carry out examination and evaluation work.

Course Content

Unit 1: Introduction to Measurement and Evaluation

- 1.1 Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.
- 1.2 Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process

of Evaluation.

1.3 Criterion referenced and Norm referenced evaluation.

1.4 Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

Unit –2: Essentials of Test Construction

- 2.1 Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.
- 2.2 Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.
- 2.3 Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.
- 2.4 Norms for Interpretation of Test Scores – Age, Grade, Percentile and Standard score norms (Z-scores, T-Scores, C-Scores).

Unit 3: Trait Measurement Devices

- 3.1 Measurement of Attitudes: Thurston’s method of equal-appearing intervals, Likert’s method of Summated ratings, Guttman’s scale.
- 3.2 Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records.
- 3.3 Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test.
- 3.4 Measurement of Assessment: Self Report technique: Rating Scales, Problem check-lists and Projective techniques: Rorschach and Thematic Apperception Test

Unit 4: New Trends in Measurement and Evaluation

- 4.1. Continuous and Comprehensive evaluation
- 4.2. Marking and reporting methods (concept and current use): Written description of performance, Letter grades, Number grades, percentage grades, Pass-fail report, Profiles, Parent-teacher conference, Progress report.
- 4.3. Choice Based Credit System of Teaching and Evaluation.
- 4.4. Computers in Evaluation.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

2. Adams, G.S. (1964) *Measurement and Evaluation in Education, Psychology and Guidance*. New York: Holt, Rinehart and Winston.
3. Antony Stella (2001) *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*, Bangalore, Allied Publishers Ltd.
4. Antony Stella and A. Granom (2001) *Assessment and Accreditation in Indian Higher Education*: New Delhi Books Plus.
5. Arun Kumar Singh (1986). *Tests Measurement and Research Methods in Behavioural Sciences*. New Delhi: Tata Mc Graw-Hill Publishing Company Limited.
6. Baker, E.L and Quellmalz, E.S Ed. (1980) *Educational Testing and Evaluation*. London: Sage Publications.
7. Baron, D. and Bernard, H.W. (1958) *Evaluation Techniques for Classroom Teachers*. New York: McGraw- Hill Book Co., Inc.
8. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student Learning*, New York: McGraw – Hill Book Co.
9. Bradfield, M.J. and Moredock, H.S. (1957) *Measurement and Evaluation in Education*. New York: The Macmillan Company.
10. Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*, New Delhi : NCERT.
11. Ebel, R.L. (1966) *Measuring Educational Achievement*. New Delhi: Prentice – Hall of India Pvt. Ltd.
12. Furst, E.J (1958) *Constructing Evaluation Instruments*. New York, Longmans., Green and Co.
13. Greene, H.A. Jorgensen, a. N., Gerberich, J.R (1954) *Measurement and Evaluation in the Secondary School*. New York: Longmans, Green and Co.,
14. Greene, H.A., Jorgensen, A.N. Gerberich, J.R. (1953) *Measurement and Evaluation in the Elementary School*. New York: Longmans, Green and Co.
15. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier – Macmillan Ltd.

16. Gronlund, N.E. (1970) *Stating Behavioral Objectives for Classroom Instruction*. London: The Macmillan Co.
17. Marmar Mukhopadhyay (2001) *Total Quality Management in Education*, New Delhi, NIEPA.
18. Meherns, A.W. and Lehman, I.J. (1978) *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston.
19. Milliman, J. and Darling – Hammond, L. (1990) *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. New Delhi: Sage Publications.
20. Nunally, J.C. (1964) *Educational Measurement and Evaluation*. New York: McGraw-Hill Book Company.
21. Patel, R. N. (1985) *Educational Evaluation – Theory and Practice*. Delhi: Himalaya Publishing Co.
22. Phillips, C. R (1968) *Evaluation and the Work of the Teacher*. California: Wadsworth Publishing Co. Inc.
23. Popham, W. James (1975) *Educational Evaluation*. New Jersey: Prentice – Hall, Inc.,
24. Puttaswamaiah, K. (1979) *Fundamental of Applied Evaluation*. New Delhi: Oxford and IBH Publishing Co.,
25. Schwartz, A and Tiedeman, S . C. (1957) *Evaluating Student Progress in the Secondary School*: New York: David Mckay Company, Inc.
26. Singh, Pritam (1989) *Handbook of Pupil Evaluation*, Bangalore: Allied Publisher Ltd.
27. Stanley, J. C (1964) *Measurement in Today's School*, New Jersey: Prentice – Hall, Inc.
28. Stanley, J.C. and Hopkins, K.D. (1978) *Educational Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India Pvt. Ltd.
29. Stronge, J.H. Ed. (1997) *Evaluating Teaching*. California: Corwin Publications, Inc.
30. Thronidike, R. L. and Hagen, E. (1970) *Measurement and Evaluation in Psychology and Education*. New Delhi: Wiley Easter Pvt Ltd.
31. Tuckman, B.W (1972) *Conducting Educational Research*. New York: Harcourt Brace Jovanrich Inc.
32. Wandt, E. and Brown, G.W (1957) *Essentials of Educational Evaluation*. New York: Holt, Rinehart and Winston.

33. Wrightone, J.W Justman, J. and Robins, I (1956) *Evaluation in Modern Education*, New Delhi: Eurasia Publishing House (Pvt) Ltd.
34. Yadav, M.S. and Govinda, R (1977) *Educational Evaluation: A Package of Auto-Instructional Material* Ahmedabad: Sahitya Mudranalaya.
35. Prem Kumar Jha *Assessment and Evaluation in Higher Education*, Vista International Publishing house
36. Robert Linn etal “Measurement and Assessment in Teaching” Pearson International education. 9th Edition.
37. D. Smith *History of Measurement and Evaluation*. Commonwealth publishers New Delhi.

(MED 402)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

PAPER - III: INFORMATION AND COMMUNICATION TECHNOLOGY

(ICT)IN EDUCATION (Core)

Objectives

On completion of this course the students will be able to

- Understand the concept and scope of ET.
- Understand different instructional designs.
- Understand the nature and scope of ICT in Education.
- Appreciate the applications of ICT in Education.
- Understand the process of ICT integration in teaching and learning.
- Appreciate the scope of ICT for improving the personal and professional competence of teachers.
- Understand the components and basic functionality of computer.
- Know the instructional applications of internet and Web resources.
- Understand the process of locating research studies available in the Internet and the use of online Journals and books.
- Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.
- Understand cloud computing.
- Appreciate the role of MIS in Education
- Know the use of Electronic portfolio.
- Understand the utility of Data storage.

Course Content

Unit 1: Introduction to Information and Communication Technology

1.1 Meaning, Nature, Scope and Significance of ICT.

1.2 ICT resources for teaching and learning.

- 1.3 Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
- 1.4 Role of ICT in personality development and professional development.

Unit 2: Computer, Internet and World Wide Web

- 2.1 Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.
- 2.2 The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.
- 2.3 The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.
- 2.4 Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information storage and Management

- 3.1 Data and Information: Types of data, File management.
- 3.2 Data storage and Data base management
- 3.3 Meaning, Characteristics and benefits of cloud computing.
- 3.4 Management information systems in the field of education.

Unit –4: ICT Applications in Education

- 4.1 E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages of E-learning; Limitations of E-learning.
- 4.2 Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.
- 4.3 E–Journals and E–Books: Meaning, types, salient features and availability of E- Journals; Meaning, nature and significance of E – Books.
- 4.4 Electronic portfolio.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

2. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Arulsamy, S. & Sivakumar, P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Barton, R. (2004). *Teaching Secondary Science with ICT*. Mc. Graw Hill International.
5. Bhaskara Rao, Digumarti (2013). *Vidya Samachara Sankethica Sastram (ICT in Education)*. Guntur: Master minds Publications.
6. Cambridge, D. (2010). *E-Portfolios for Lifelong learning and assessment*. John Wiley and Sons.
7. Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson.
8. Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
9. Intel Teach to the Future – Pre-Service Binder – Version 2.0.
10. Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
11. Mangal, S.K. & Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
12. Norton, P. (2011). *Introduction to Computers, 7th Edition*. New Delhi: Tata McGraw-Hill Education Private Limited.
13. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
14. Sharma, R.A. (1991). *Technology of Teaching*. Meerut: Loyal book depot.
15. Shukla, Satish, S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.
16. Simmons, C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
17. Sinha, P.K. & Sinha, P (2011). *Computer Fundamentals, 6th Edition*. New Delhi: B.P.B Publications.

(MED 404A)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - 1V

**Paper – IV A: ENVIRONMENTAL EDUCATION AT
ELEMENTARY LEVEL**

(Generic Elective)

Objectives:

To Enable the students to

- Understand the relationship between Human Beings and their Environment.
- Develop sensitivity towards Environmental Disaster Management.
- Acquire an understanding of the process of Environmental Education.
- Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

Course Content

Unit 1: Introduction to Environmental Education.

- 1.1 Concept, importance, scope, Aims and Objectives of Environmental Education
- 1.2 Guiding principles and foundations.
- 1.3 Relationship between man and Environment.
- 1.4 Ecological and psychological perspective

Unit 2: Environmental Hazards

- 2.1 Environmental pollution: physical, air, water, noise, chemical
- 2.2 Extinction of flora and fauna, deforestation, soil erosion
- 2.3 Need for conservation, preservation and protection of rich environmental heritage.
- 2.4 Programme of environmental education for primary education institutions.

Unit 3: Features of Curriculum for Environmental Education

- 3.1 Concept of environment and ecosystem.

- 3.2 Nature system earth and biosphere a biotic and biotic components. Natural resources, a biotic resources.
- 3.3 Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- 3.4 Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

Unit 4: Methods and Approaches of Environmental Education

- 4.1 Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- 4.2 Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films, and TV
- 4.3 Conservation of Natural Resources: Concept, need and Importance. Ways of Conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage.
- 4.4 Programmes for Environmental protection Environment and Legislation: The water (prevention and control pollution)Act, 1974. The environment (protection)Act,1986. The wild life (Protection) Act,1972. The motor Vehicles Act, 1988. The Air (Prevention and Control of pollution) Act,1 989. The Indian Forest Act, 1927.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. Desh Bandhu & R.Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
2. Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd.Hyderabad.
3. Singh R.B.& Suresh Misra (1996) : Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
4. Trivedi P.R.Sharma P.L.& Sudershan K.N.(1994): Natural environment and constitution of India. Ashish Publishing house,New Delhi.

5. Deshbandhu and G.Berberet (1987) : Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
6. Gregory, K.J.and walling, D.E.(1981) Man and Environment Process, Butterworths,London.
7. Kumar, V.K.(1982) A study of Environmental pollution, Tara Book Agency,Varanasi.
8. Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
9. Saxena, A.B. (1986) Environmental Education, National Psychological corporation,Agra.
10. Dani,H.M.(1986): Environmental Education, Chandigarh,Publication Bureau,Punjabuniversity.
11. Nanda,K.v.(1997), Environmental Education,New Delhi,:APH Publishing Corpn.
12. Saxena,A.B.(1986), Environmental Education,Agra : National Psychological corpn.
13. Sharma, R.C.(1981), Environmental Education, NewDelhi : Metropolitan Book Co.,
14. NCERT,(2000) National Curriculum Framework 2000.New Delhi.NCERT Press.
15. NCTE,(2005), Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press.

(MED 404B)
ANDHRA KESARI UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – IV
PAPER –IV B : ENVIRONMENTAL
EDUCATION
AT SECONDARY LEVEL
(Generic Elective)

Objectives

- To make students about the concept, importance scope and aims of environmental education
- To acquaint the students with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient students with various components of environment for preparing a curriculum for environmental education.
- To enable the students to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the students to understand about various projects in the area of environmental studies in different countries.

Unit 1: Introduction to Environmental Education

- 1.1 Concept, importance and scope, Aims and objectives
- 1.2 Guiding Principles and Foundations
- 1.3 Relationship between ,man and environment
- 1.4 Sociological and psychological Perspectives

Unit 2: Environmental Hazards

- 2.1 Environmental pollution: physical, air water, noise, chemical
- 2.2 Extension of flora & fauna, deforestation, soil erosion.

2.3 Need for Conservation, preservation and protection of Rich environmental heritage.

2.4 Programme of environmental education for secondary and higher education institutions.

Unit 3: Environment and Eco-system

- 3.1 Natural systems, earth & Bio-sphere, a biotic and biotic components
- 3.2 Natural resources, abiotic resources.
- 3.3 Human systems-human beings as part of environment, human adaptations to environmental resources.
- 3.4 Systems – Industrial growth, Technological and scientific growth, Technological inventors and their impact on the environmental system.

Unit 4: Environmental Problems, Legislation and Education

- 4.1 Effect of manmade and natural disaster on environment. Role of educational institutions in disaster management. Concept and importance of sustainable development.
- 4.2 Global Environmental Problems: Global warming, ozone depletion, e-waste and population explosion. Waste management: e-waste, medical waste, nuclear waste, solid and liquid waste.
- 4.3 International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference(2002). Environmental Movements : Chipko, silent valley, Narmada Bachao.
- 4.4 Legislation: Indian forest act of 1927 & Wildlife protection act of 1972. Archeological and historic preservation act of 1974. The water (Prevention and control of pollution) act of 1974. The air (Prevention and Control of pollution) act of 1981. The environment (Protection) act of 1986.

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

- 16. Desh Bandhu & R. Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
- 17. Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd. Hyderabad.
- 18. Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
- 19. Trivedi P.R.Sharma P.L.& Sudershan K.N.(1994): Natural environment and constitution of India. Ashish Publishing house,New Delhi.

20. Deshbandhu and G.Berberet (1987) : Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
21. Gregory, K.J.and walling, D.E.(1981) Man and Environment Process, Butterworths,London.
22. Kumar, V.K.(1982) A study of Environmental pollution, Tara Book Agency,Varanasi.
23. Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
24. Saxena, A.B. (1986) Environmental Education, National Psychological corporation,Agra.
25. Dani,H.M.(1986): Environmental Education, Chandigarh,Publication Bureau,Punjabuniversity.
26. Nanda,K.v.(1997), Environmental Education,New Delhi,:APH Publishing Corpn.
27. Saxena,A.B.(1986), Environmental Education,Agra : National Psychological corpn.
28. Sharma, R.C.(1981), Environmental Education, NewDelhi : Metropolitan Book Co.,
29. NCERT,(2000) National Curriculum Framework 2000.New Delhi.NCERT Press.
30. NCTE,(2005), Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press.

(MED 405A)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

**PAPER – V A : HUMAN RIGHTS EDUCATION
(Open Elective)**

Objectives

At the end of the course, the teacher educators will be able to

- understand the concept, meaning of human rights
- understand the need for human rights education
- select and use the appropriate methods of teaching with respect to human rights education
- understand the evolution of human rights movement at the international and national level
- understand the role and functions of international and national level institutions to enforce human rights
- understand and analyze the issues related to human rights violations with regard to the marginalized sections
- understand the role of various agencies in promoting human rights education

Course Content

Unit 1: Concept, meaning and history of human rights

- 1.1. Concept, Meaning Need, Objectives and principles of human rights education,
- 1.2. Classification of Human Rights.
- 1.3. Evolution and Historical Development of Human Rights in the global context.
- 1.4. Education as an agency to sensitize students towards human rights.

Unit 2: Indian constitution and Commissions on Human Rights

- 2.1 . Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive principles of State Policy, women and child rights.

2.2. Human Rights Commissions: NHRC, SHRC, Human Rights Courts. Their composition and

functions.

2.3. International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross

2.4. Barriers in implementing Human Rights.

Unit 3: Curriculum, methods of teaching and agencies of Human Rights Education

3.1 Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.

3.2 Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities

3.3 Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.

3.4 Training teachers for Human Rights Education.

Unit 4: Human Right violations and emerging issues

4.1 Ragging - Eve Teasing , Human Trafficking – War and Terrorism , Child Labour – Exploitation of Labour , Patriarchism,– Domestic Violence – Sexual Harassment – Female Infanticide

4.2. Tribal rights and forest protection

4.3. Environmental issues and sustainable development

4.4. Traditions, culture and Human Rights

Practicum

(1) One Seminar

(2) One Assignment

Internship

Building a human rights garden on the school grounds and giving a case study based report as a required project by each student

Reference Books

2. Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.

3. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
4. Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
5. Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : AuthorsPress.
6. Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
7. Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
8. Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
9. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd
10. Peter, U. (2005). Human rights and development. India: Kumarian Press.
11. Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi:Kanishka Publishers.
12. Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian
13. Institute of Human Rights Education.
14. Gopal, B. (2001).Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
15. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
16. Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
17. Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
18. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
19. Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
20. National Council for Teacher Education, (1996). Human Rights and National Values: SelfLearning Module. New Delhi: NCTE Publication.
21. Mehta, P.L. and Neena Verma, (1995). Human rights under the indian constitution. New Delhi:Deep and Deep Publications.
22. Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
23. Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and DeepPublications.
24. Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: HealthEducation Authority and UNICEF, U.K.
25. Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep

and DeepPublications.

(MED 405B)

ANDHRA KESARI UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

**PAPER – V B: HUMAN VALUES & PROFESSIONAL ETHICS
(Open Elective)**

OBJECTIVES:

- To help the students appreciate the essential complementary in between 'values ' and 'Skill' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a holistic perspective among students towards life, it's realities, professions and happiness based on a correct understanding of the human reality and the rest of Existence which forms the basis of values based living in a natural way.
- To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.
- To understand the role of a human being in ensuring harmony in society and nature.
- To distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work..

Unit – 1: Concept, Need, Nature and Process for Value Education

- 1.1 Concept, need and nature of education in human values.
- 1.2 Basic guidelines, content and process of value education.
- 1.3 Self-exploration- concept and process: 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration

- 1.4 Understanding happiness and prosperity correctly – a critical appraisal of the current scenario-Method to fulfill the above human aspirations.

Unit – 2: Harmony in the Human being,in the Family and Society and in Human Relationship

- 2.1 Understanding the characteristics and activities of one self.
- 2.2 Understanding needs and the activities of the self and the body
- 2.3 Understanding harmony in the family and the values in human relationship.
- 2.4 Understanding the meaning of foundational values and Visualizing a universal harmonious order in society.

Unit – 3: Understanding Harmony in Nature and Existence – Whole Existence as Co-Existence

- 3.1 Understanding harmony in nature.
- 3.2 Inter-connectedness and Self-regulation in nature.
- 3.3 Understanding existence as co-existence.
- 3.4 Holistic perception of harmony at all levels of existence.

Unit – 4: Professional Ethics – Holistic Understanding of Harmony

- 4.1 Acceptance of human values – value based life and profession.
- 4.2 Professional ethics and ethical human conduct.
- 4.3 Competence in professional ethics – current scenario.
- 4.4 Human rights violation and social disparities.

References Books:

1. Ivan illich, 1974, Energy & enquiry, the trinity press, Worcester, and Harper Collins, USA.
2. E.F. SACHUMACHER, 1973, small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Susan George 1976, how the other Half dies, Penguin press, Reprinted 1986, 1991.
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972 Limits to Growth – Club of Rome’s report, Universe Books.

5. ANagaraj, 1998, Jeevan Vidya ek Parichay, Divya Path Santhan, Amarkathak,
6. P.L Dhar, RR Gaur, 1990, Science and Humanism, Common wealth Publishers,
7. AN Tripathy, 2003, Human Values, New Age International Publishers.
8. Subbas Palekhar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amaravati.
9. E G Seebhas & Robert L. Berry,2000, Fundamentals of Ethics for Scitist &Engineers,Oxford University Press
10. M Govindrajan, S Natrajan & V. S Senthil Kumar, Engineering E (including Human Values), Estern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee,2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004,Indian Ethos and Modern Management, New Royal Book Co... Lucknow. Reprinted 2008.
13. Somanath Saraf (2002), *Education in Human Values*, Vikas Publishing House, Delhi.
14. Nassema, C. (2002), *Human Rights Education - Conceptual and Pedagogical Aspects*, Kanishka Publishers, New Delhi.
15. Ruhela , S.P.(1986), *Human Values and Education*, Sterling Publishers Pvt. Ltd. New Delhi.
16. Radhashyam Sarangi, (1994), *Moral Education in Schools*, Deep & Deep Publications PVT Ltd., New Delhi.
17. Vedanta Kesari (2001), *Values; The Key to a Meaningful Life*, Sri Rama Krishna Math, Chennai.
18. William Lilie, (1990), *An Introduction to Ethics*, Allied Publishers, New Delhi
19. Peter Tomlinson and Margret Quinton, (1986), *Values Across the Curriculum*, The Falmer Press, Philadelphia.
20. Mackie, J.C., (1983), *Ethics*, Penguin Books Ltd., England
21. Mujeeb M., (1971), *Education and Traditional Values* , Meenakshi Prakashan, Delhi
22. K. Satchidananda Murthy, (1986), *The Quest for Peace*, Ajanta Publications, Delhi-7
23. G.N. Raul, *Values and Education in Independent India*, The Associated Publishers, Ambala Cantt

24. Avivashilingam. T.S. (1983) *Inculcation of Social, Ethical and Spiritual Values in Education* , Sri Rama Krishna Mission Vidya, Coimbatore.
25. M. Pia Nazarethrjm with Maria E Waples (1978) *Personal Values*, AINACS, Anand (Kaira Dt.)
26. A.N.Tripaty, Human Values, New Age International Publishers, 2003
27. 2. Bajpai.B.L., Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted, 2004
28. 3. Bertrand Russell, Human Society in Ethics and Politics

**M.Ed. DEGREE
EXAMINATION**
First Semester
Paper-I- PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

Time: Three hours

Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

Answer EIGHT of the following questions

1. (a) Write short notes on branches of philosophy.

Or

(b) How is the knowledge of Educational Philosophy useful to prospective teacher educators?

2. (a) Explain in brief individual and social aims of education.

Or

(b) Write a note on speculative function of philosophy.

3. (a) Discuss the educational implications of existentialism.

Or

(b) Mention the contributions made by Dewey to educational thought and practice.

4. (a) Write short notes on kinds and instruments of knowledge?

Or

(b) Explain briefly metaphysics and education.

5. (a) Explain in brief the fundamental rights and duties of citizens.

Or

(b) Discuss nature of inequalities and measures to address them.

6. (a) What is the importance of Democratization of Education?

Or

(b) Briefly explain the contribution of Islam to value formation.

7. (a) What measures do you suggest to remove poverty and unemployment problem in India.

Or

(b) Mention a few problems which India is facing today by her neighboring countries. What measures do you suggest to minimize it?

8. (a) Mention the reasons for violent approach amongst the college or University students against authority even for a simple issue which can be solved easily. Suggest remedies to obtain peace in the campus?

Or

(b) Explain the importance of national integration. What can the schools do to achieve it?

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) To what extent is it correct to say that pragmatism is characteristically an American philosophy? Discuss its contribution to educational theory and practice.

Or

- (b) How can education for Democracy be given in schools? Explain.

- 10 (a) "Both philosophy and education go hand in hand. Education depends on philosophy for its guidance and philosophy depends on education for its own formulation." Discuss their close relationships.

Or

- (b) "One wonders why this world of ours, having every opportunity of cooperating for the progress of humanity, loses itself always in conflict, in violence and in hatred" – Nehru Examine this statement and suggest educational means through which we may bring about International Understanding.

**M.Ed. DEGREE
EXAMINATION**

First Semester

PAPER - II PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Time : Three hours

Maximum 70 marks

SECTION- A (8 x 5 = 40 marks)

Answer the following questions. Each question

carries 5 marks Answer should not exceed

1½ pages.

1. (a) Describe the current concern and trends in Educational psychology.

Or

- (b) Explain the nature and scope of educational psychology.

2. (a) Explain the observation method of educational psychology with its merits and demerits.

Or

- (b) Discuss the contribution of psychology to Education.

3. (a) Write note on principles of human development.

Or

(b) Discuss the educational implementation of Piaget's theory.

4. (a) Explain the psycho-social stages of development.

Or

(b) Explain Indian theory of psychological development briefly.

5. (a) Discuss the behaviouristic view point of learning.

Or

(b) Write a note on Vygotsky-construction of learning.

6. (a) Discuss the education implication of Gestalt theory of learning.

Or

(b) Explain Gagne's classification of learning.

7. (a) Explain the concept of trait and type theory of Eysenck.

Or

(b) Write a brief note on J. Krishnamurti view of personality

8. (a) Write a note on non-projective techniques of personality assessment.

Or

(b) Explain the principles of mental hygiene.

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a) Discuss the concept and mechanism of Adjustments. Write the preventive measure at personal level and environmental level.

Or

- (b) Compare and contrast the psycho analytic approach of personality - Freud and Jung.

10. (a) Compare and contrast the vedic (upanishad) and Buddhist view of personality.

Or

- (b) Discuss the Lewin and Tolman theory of learning write their educational implementation to Education.

(MED 103)

**M.Ed. DEGREE
EXAMINATION**

First Semester

Time: Three hours

Maximum 70 marks

Paper-III- FUNDAMENTALS OF EDUCATIONALRESEARCH

PART A - (8 x 5 = 40 marks) Answer the
following questions.

Answer should not exceed 1₂ pages.

1. (a) Define Educational research. What is the nature of educational research?

Or

- (b) "Action research is a tool in the hands of any teacher to improve his teaching". Justify.

2. (a) What are the precautions one would take while presenting literature reviewed from the Internet.

Or

- (b) What are the sources and characteristics of a good research problem?

3. (a) What are variables? How are they classified?

Or

- (b) Define

- (i) Population
- (ii) Sampling
- (iii) Sampling errors
- (iv) Sample
- (v) Sampling frame

4. (a) What is hypothesis? What are the functions of Hypothesis in educational research?

Or

(b) Distinguish between probability and non probability sampling techniques.

5. (a) What are the uses and limitations of rating scales as data collection tools.

OR

(b) What are the different types of Interviews? How is a good Interview conducted?

6. (a) How would you evaluate a researcher's made tool of data collection.

Or

(b) What are the principles of tool construction?

7. (a) Calculate measures of Central tendency for the following data

Scores: 8 5 6 8 3 7 1 9

Or

(b) Define the different measures of relative position.

8. (a) What are the characteristics of Normal Probability Curve.

Or

(b) Calculate range, variance and standard deviation for the following data.

Scores 17 20 22 24 26 26 28 30 34 36

PART B- (2 x 15 30 marks)

Answer the following using internal choice Each questions carries 15 marks.

Each answer should not exceed 5 pages.

9. (a) What is a normal probability curve. What are the measure of divergence from normality? How are they calculated? Discuss.

Or

(b) Educational research is more quantitative, applied and action research oriented. Are you happy with this or would like to suggest changes. Explain.

10 (a) Describe the source, characteristics and evaluation criteria of a research problem. Or

(b) Discuss in detail how you would draw a random sample using any 4 random sampling techniques. What are the criteria of a good sample?

**M.Ed. DEGREE
EXAMINATION**

First Semester

Paper-IV A- ADVANCED EDUCATIONAL TECHNOLOGY

Time: Three hours

Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

PART A – has EIGHT questions with internal choice.

All questions must be answered following internal choice Each
question carries 5 marks

1. (a) Explain the scope of Information Technology.

Or

(b) What are the different types of information?

2. (a) Explain the categories of information technology.

Or

(b) Explain the role of internet in providing information services?

3. (a) Explain the process of classroom communication. What are the components that affect classroom communication ?

Or

(b) Differentiate between psychological models and modern models of Teaching ?

4. (a) Discuss emerging trends of development and expansion of educational p
Technology.

Or

- (b) Explain the process of developing the programmed instruction material.

5. (a) Explain the levels of teaching .

Or

- (b) What are the advantages and disadvantages of team teaching?

6. (a) Differentiate seminar and conference with respect to their objectives?

Or

- (b) What are the steps in Action research?

7. (a) What are the building blocks of multimedia?

Or

- (b) Bring out the role and importance of instructional resource centre.

8. (a) What is the significance of mass media approach in education ?

Or

- (b) How is computer helpful in data analysis?

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.
Each question carries 15 marks.

Answers should not exceed 5 pages.

9. (a) What is CAI? Explain the concept, principles and applications of CAI in education.

Or

- (b) 'Changes in educational technology impacts the future instructional strategies'. Elucidate.

10. (a) Discuss about the innovation that ICT Mediated teaching has brought about?

Or

- (b) How does MS- Excel helpful in data analysis. Explain any five functions of 'Excel' with examples.

**M.Ed. DEGREE
EXAMINATION**

First Semester

PAPER - IV B. PERSONALITY DEVELOPMENT

Time: Three hours

Maximum 70 marks

SECTION- A (8 x 5 = 40 marks)

Answer the following questions. Each question carries 5 marks Answer should not exceed 1½ pages.

1. (a) What are the dimensions of personality?
Or
(b) Write about the significance of personality development?
2. (a). What are the hurdles in achieving success?
Or
(b) . As a teacher how do you recognize the gradual growth inthe personality of the child?
3. (a). What is the concept of leadership?
Or
(b). What are the qualities of leadership?
4. (a). What are the types of leadership?
Or
(b). Mention the functions of leadership?

5. (a) . Distinguish between intra individual and inter individual causes of a conflict?
Or
(b) . How do you resolve a conflict between you and your friend?
6. (a) . Write about the concept of conflict.
Or
(b) . How do you use proactive and reactive mechanism in resolving conflicts?
7. (a) . Write the differences between positive and negative attitude?
Or
(b) . What are the factors for D motivation?
8. (a) . How do you participate in group discussions?
Or
(b) . How do you develop problem solving in your students as an aspect of personality development?

(M.Ed. 104 B)

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks.

Answers should not exceed 5 pages

9. (a) Write about the Freud's theory of personality.
Or
(b) What are the qualities of a successful leader?
10. (a). Explain the concept of self-esteem and its advantages
Or
(b) .What is resume building ? How do you prepare your resume to apply for a teacher job?

(MED 105A)

**M.Ed. DEGREE
EXAMINATION**

First Semester

Paper-V A- EDUCATIONAL PLANNING ANDMANAGEMENT

Time: Three hours

Maximum 70 marks

PART A -(8 x 5 = 40 marks)

Answer the following questions. Each
question carries 5 marks

1. (a) Discuss the historical perspective about growth of Educational Management.

Or

- (b) Explain the principles of Educational Management.

2. (a) Explain the educational administration at center level.

Or

- (b) Write about the need and importance of Educational Planning.

3. (a) What do you mean by decentralized planning? Explain its merits and demerits.

Or

(b) How is the allocation of funds for Education being done?

4. (a) State different types of cost of Education.

Or

(b) Write about any one approach of educational planning.

5. (a) Explain the theoretical basis of educational finance.

Or

(b) What are the effect of Educational Financing?

6. (a) Discuss the budgetary control in Education.

Or

(b) What are the main issues in finance of Education?

7. (a) Critically evaluate role of NAAC in quality management in Education.

Or

(b) Discuss the parameter for the quality management in Education.

8. (a) Enumerate the initiatives of the government of India for improving quality in Education.

Or

(b) Explain the concept of Accreditation in Education?

(MED 105A)

PART B- (2 x 15 30 marks)

Answer the following using Internal choice

Each questions carries 15 marks.

- 9, (a) Explain the policies and initiatives of Government of India for the development of higher education.

Or

- (b) Write a note on sources of finance for Education in India.

10. (a) State the role of NAAC in enhancing quality in higher education.

Or

- (b) Discuss the planning strategies in India that are been followed.

(MED 105B)

**M.Ed. DEGREE
EXAMINATION**

First Semester
Paper-V B- ECONOMICS OF EDUCATION

Time: Three hours

Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

Answer the following questions with internal choice.

Each question carries five marks.

1. (a) Define economics of education. Write down its scope.

Or

- (b) Classify the concept of economics of education with examples.

2. (a) How education play an important role for human resource development?

Or

- (b) Write a short note on "Education as consumption and investment."

3. (a) What is the role of privatization on Education?

Or

- (b) Write a short note on "Globalization and Education."

4. (a) Describe in short the public private partnership in Education.

Or

(b) Write down briefly cost benefit analysis in Education.

5. (a) How Liberalization affects positively in the field of Education?

Or

(b) Write a short note on “Market and Education.”

6. (a) What is relationship between politics of development and Education?

Or

(b) Explain briefly the causes of poverty in India.

7. (a) Describe the role of Education in migration.

Or

(b) Clarify the concept of Rate of Returns with reference to Education.

8. (a) Write down the determinants of educational costs.

Or

(b) Enumerate the problems measuring costs and benefits in Education.

PART B- (2 x 15 30 marks)

Answer the following using Internal choice

Each questions carries 15 marks.

9. (a) Explain in detail the concept of human capital development- Describe the different methods and techniques of measurement of human capital.

Or

- (b) Explain in detail the contemporary economic reforms in India and their impact on Education.

10. (a) Discuss the relationship between poverty, schooling and Education in detail.

Or

- (b) Explain in detail the economic liberalization policies in India and their impact on Education.

(M. ED 201)

M Ed DEGREE EXAMINATION

(Regular)

Second Semester

**Paper – 1: PERSPECTIVES OF EDUCATIONAL
SOCIOLOGY**

(w.e.f. batch admitted during 2023-2024)

Time: Three hours

Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

Answer EIGHT of the following questions

Each question carries 5 marks

Answer should not exceed 1½ pages.

1. (a) Discuss in brief the relationship between sociology and education

Or

(b) Write a note on various types of social mobility

2. (a) Mention in brief sociological aims of education.

Or

(b) How is the knowledge of sociology useful to a teacher.

3. (a) What do you mean by social organization. Mention any two characteristics of social organization.

Or

(b) Explain the characteristics of social stratification.

4. (a) What do you mean by social groups. Mention any four characteristics of social groups.

Or

(b) What is the need for equality of educational opportunities?

5.(a) What are the factors that determine social change?

Or

(b) Describe in brief the role of agencies in the process of socialization

6.(a) Explain in brief the attributes of modernization.

Or

(b) Write a note on cultural lag and cultural pluralism.

7.(a) Write a note on sociological determinants.

Or

(b) Mention a few steps to eradicate poverty in India.

8. (a) Write short notes on Scouts and Guides.

Or

(b) What is your responsibility as a teacher towards upliftment of society?

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks.

Answer should not exceed 5 pages.

9.(a) What educational programmes do you suggest to develop social values in children?

Or

(b) Education is the modification of the behavior and culture is expressed and lived in our behavior. Discuss the statement in the light of relationship between education and culture.

10.(a) Bring out the interconnections between role, status and power.

Or

(b) Explain in detail the various functions of sociology within the society.

M Ed DEGREE EXAMINATION

(Regular) Second Semester

Paper – II: ADVANCED EDUCATIONAL RESEARCH

(w.e.f. batch admitted during 2023-2024)

Time: Three hours

Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

Answer EIGHT of the following questions

Each question carries 5 marks

Answer should not exceed 1½ pages.

1.(a) What is Phenomenological research? What are the kinds of problems studied in such research?

Or

(b) Give examples for different types of data collection sources in historical research? Explain how the data collected is evaluated and authenticated?

2. (a) Distinguish between correlation studies and casual comparative studies.

Or

(b) What is the action research? Explain how case study technique could be used for action research with help of an illustrative example

3. (a) What is a research report? what are the different types of reports? Describe briefly.

Or

(b) Describe the APA style of presenting references and bibliography.

- 4 (a) What criteria would be used to evaluate an M.Ed.dissertation?.

Or

(b) Distinguish between research proposal and the research article.

5. (a) Discuss the use of chi-square test as

- a. test of association
- b. test of goodness of fit

Or

(b) What is multiple regression? Write down multiple regression equation involving three variables and more than three variables

6. (a) Calculate Spearman correlation coefficient for following data

	A	B	C	D	E	F	G	H
Score in English	25	49	70	22	60	78	40	62
Score in Telugu	32	54	90	53	71	68	50	56

Or

(b) Discuss the utility of use of statistics in educational research.

7. (a) Explain with the help of examples the different errors that one would commit while testing a Hypothesis.

Or

(b) Define and illustrate concepts of

- (i) Inferential statistics
- (ii) Standard error
- (iii) Degrees of freedom
- (IV) Level of significance
- (v) Sampling distribution

8. (a) Discuss when, how and where would you compute ANCOVA. What are the assumptions you would make while computing ANCOVA.

Or

(b) Test the significance of the difference between percentage 76 and 88 computer for the occurrence of a certain behavior for two groups of 150 boys and 180 girls.

(M. ED 202)

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) Describe the nature, types, advantages and limitations of different types of experimental designs.

Or

(b) Two groups of school children are matching for mean and standard deviation on a group intelligence test the records of two groups upon a battery of learning test are as follows :

	Group 1	Group 2
Mean	38	43
Standard deviation	8.2	13.1
Number	50	60

The correlation of group intelligence test and learning battery in the entire group from which the two groups are drawn is 0.55. Is the difference between the two groups significant at 0.05 level?

10.(a) calculate the coefficient of contingency for the following data:

		Fathers Eye Color		
		Black	Blue	Hazal
Spouse Eye Color	Black	184	80	20
	Blue	73	120	14
	Hazel	15	16	50

Or

(b) Distinguish between qualitative and quantitative research methods discuss in detail about

- (i) Case studies
- (ii) Philosophical studies and
- (iii) Analytical studies with reference to nature procedure advantages and limitations

M Ed DEGREE EXAMINATION

(Regular/Supplementary)

Second Semester

Paper – III: EDUCATION STUDIES(Core)

(w.e.f. batches admitted during 2023-2024)

Time: Three hours Maximum 70 marks

PART – A - (8 x 5 = 40 marks)

Answer EIGHT of the following questions

Each question carries 5 marks

Answer should not exceed 1½ pages.

- 1.(a) Write about the significance of Ethics and Moral Education.
Or
(b) What are the characteristics of education?
- 2.(a) What do you know about the educational Planning in India?
Or
(b) What is vocationalisation of Secondary Education?
3. (a) Describe the problems of vocational education and can we solve these problems.
Or
(b)The role of Kendriya Vidyalaya in formatting Secondary Education. Write a note on it.4.
- 4(a) What are the contributions of Islamic education System?
Or
(b) Write about the similarities between Vedic and Islamic philosophy.
5. (a) How can we control the wastage and stagnation at school level? Give some useful suggestions.
Or
(b) Write a note on the privatisation of education.
6. (a) Write a note on Secondary Educational Policies.
Or
(b) Write a note on Sarva Shiksha Abhiyan. How was the program helpful in the eradication of illiteracy?
7. (a) Give some suggestions about improving the quality

of education.

Or

- (b) What are the challenges in Higher Education?
8. (a) Chalk out a plan for 'Learning without burden'
Present your ideas.

Or

- (b) How will you address the problems of protective
discrimination in the name of religion.

(M. ED 203)

SECTION B (2 x 15 = 30 marks)

Answer the following using internal choice.

Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) How can you integrate ICT successfully in the educational system at all levels? Present a detailed plan on its implementation.

Or

- (b) Write notes on the following. What are the constitutional provisions for
(i) Health Education
(ii) Value Education
(iii) Girls' Education

- 10.(a) Critically examine the quality concerns at the Higher Education in India. Identify the areas which are required to be improved.

Or

- (b) Write notes on the following
(i) Education for Minorities
(ii) Education of children with special needs
(iii) Environmental Education

(M. ED 204A)

**M.Ed. DEGREE EXAMINATION,
Fourth Semester
Paper I IV A –ELEMENTARY EDUCATION
(w.e.f. batch admitted during 2023-2024)**

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ pages

1. (a) Define and differentiate the elementary education as a fundamental right and elementary education as legal right.

Or

- (b) Differentiate between the recommendations of the NEP 1968 and NPE 1986 in regard to elementary education in India.

2. (a) Role of Non-Governmental Organizations in promoting Elementary education in India. Critically examine it.

Or

- (b) Examine the significance of KGBV in promoting education among rural girls in the light of elementary education.

3. (a) Discuss the role of Operation Blackboard in improving status of elementary education in India.

Or

- (b) Compare the progress of minorities with SC/ST in regard to Elementary education in India.

4. (a) Discuss the role of online resources and e-resources for

quality elementary education in India.

Or

(b) Examine the objectives of elementary education in relation to its practices in the Indian schools.

5. (a) What do you understand by CCE? Provide some suitable Examples for the practice of CCE in Indian schools.

Or

(b) Suggest the ways to improve learning achievement in government Elementary schools in India.

6. (a) Examine the effectiveness of CCE in elementary education in India.

Or

(b) Write a note on the Mahila Samakya Scheme and its relevance to Elementary Education in India.

7. (a) Differentiate between computer assisted learning and blended learning in the context of Elementary Education.

Or

(b) Examine the problems of evaluation system in Elementary Education in India.

8. (a) What do you understand by multigrade teaching? Explain with reference to elementary school.

Or

(b) Define and differentiate between peer-learning and cooperative learning.

PART B – (2 x 15 = 30 marks)

Answer the following questions with internal choice, Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) “Learning outcomes in Elementary Education is the biggest challenge” critically examine with suitable references.

Or

(b) How Sarva Shiksha Abhiyan revolutionized school education in India? Discuss in detail.

10. (a) Can “Right to Education” ensure quality education in Indian schools? Write critical explanation with positive and negative sides of universalization.

Or

(b) What are the initiatives taken by the Government of India to promote quality Elementary Education during last two decades?

(M. ED 204B)

M.Ed. DEGREE EXAMINATION,

Fourth Semester

Paper IV B –SECONDARY EDUCATION

(w.e.f. batch admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ pages

1. (a) Explain the meaning and significance of Secondary Education.

Or

- (b) What are the objectives of of Secondary Education?

2. (a) Discuss Wood’s Despatch with reference to of Secondary Education in India.

Or

- (b) Discuss major recommendations of Secondary Education Commission.

3. (a) What are the problems of Secondary Education?

Or

- (b) How far do you agree with the present “Non-Detention Policy” that is being implemented in secondary schools?

4. (a) Write the constitutional provisions related with secondary Education.

Or

(b) What do you understand my RMVA programme?

5. (a) What do you mean by Co-curricular Activities? Why such activities should be organized in secondary schools?

Or

(b) How will you impart value education through your teaching subject at secondary level?

6. (a) What is the impact of privatization on secondary schools run by government and other local bodies?

Or

(b) Discuss the significance of vocational education.

7. (a) What suggestions do you have to improve the quality of education at secondary level.

Or

(b) Explain the role of center and state governments in the administration of Secondary Education.

8. (a) What is the role of Secondary Education for future education and careers?

(b) How SUPW can be effecting implemented in secondary Schools?

PART B – (2 x 15 = 30 marks)

Answer the following questions with internal choice,

Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) Discuss the role of Secondary Education in personality development of the students.

Or

- (b) Highlight the present status of Secondary Education in your state with reference to the principles of equity and equality.

- 10 (a) Discuss how Secondary Education can prepare good citizen of India through it's curricular, co-curricular and extra-curricular activities.

Or

- (b) What inputs did you like to give with regard to Secondary Education for making an effective national policy on education?

(M. ED 205A)

**M.Ed. DEGREE EXAMINATION
Second Semester
Paper VA– SPECIAL EDUCATION
(Elective Foundation Course)**

**Time: Three hours
(w.e.f. the batch admitted during 2023-2024)**

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

**Answer the following questions with internal
choice, Each question carries 5 marks.**

Answer should not exceed 1 ½ page.

1. (a) Describe the concept of impairment disability and handicap.

Or

(b) Explain the history of special education in India.

2. (a) What is the nature and scope of special
education?

Or

(b) Describe briefly importance of inclusive education.

3. (a) What are the facilities of disabled in an inclusive education?

Or

(b) List the National Institutes of handicapped and describe the importance of
national institute for handicapped.

4. (a) What are the recommendations of NPE 1986 for education of disabled?

Or

(b) What is the role of RCI in the rehabilitation of disabled?

5. (a) Define blindness and what are the preventive measures to avoid visual impairment?
Or
(b) What are the characteristics of visual impairment?
6. (a) How a school can become barrier free environment?
Or
(b) What are the fore natal causes of Mental Retardation?
7. (a) Define Learning disability. How to identify a learning-disabled child?
Or
(b) What are the preventive measure of mental retardation?
8. (a) Describe the concept main streaming.
Or
(b) What is a resource room?

(M. ED 205A)

PART B – (2 x 15 = 30 marks)

Answer any TWO questions with internal choice,

Each question carries 15 marks.

Each answer should not exceed 5 pages

9. (a) Describe PWD Act 1995.
Or
(b) Define Hearing Impairment and describe the amplification devices for the hearing-impaired.
10. (a) Describe the role of family and community in educating a ‘differently abled’ child.
Or
(b) Explain the competencies of teachers and teacher educators.

(M. ED 205B)

M.Ed. DEGREE EXAMINATION,

(Regular)

Second Semester

Paper VB – COMPARATIVE EDUCATION

(Elective Foundation Course)

(w.e.f. the batch admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

SECTION A – (8 x 5 = 40 marks)

Answer EIGHT questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ page.

1. (a) What is the need and importance of comparative education?
Or
(b) What are the factors of comparative education?
2. (a) Write short notes on global trends in comparative education.
Or
(b) What are the educational activities of the UNO?
3. (a) What are the objectives of school education in USA and UK?
Or
(b) Compare higher education in USA and UK?
4. (a) Explain the concept of Open learning with suitable examples.

Or

(b) What are the problems of developing countries?

5. (a) What are the drawbacks of Indian educational system explain?

Or

(b) According to you which countries teacher education is best? Why?

6. (a) What are the effects of asterism in India on educational system?

Or

(b) What measures do you suggest to eradicate beggary in our country?

7. (a) How does the knowledge of comparative education help an individual?

Or

(b) What are the causes of economic inequalities in India?

8. (a) What can we learn by understanding foreign educational system?

Or

(b) What is cross disciplinary approach?

(M. ED 205B)

SECTION B – (2 x 15 = 30 marks)

Answer TWO questions with internal choice,

Each question carries 15 marks.

Each answer should not exceed 5 pages

9. (a) What are the problems of multicultural society? How does it affect the educational system?

Or

(b) What are the functions of UNO in promoting educational opportunities among the members of the countries?

10. (a) How does the knowledge of educational system of various countries help us?

Or

(b) What are the educational problems of our country? Which one is important? Why?

(M. ED 301)

EXAMINATION, FEBRUARY 2021.

Third Semester

Paper I – GUIDANCE AND COUNSELLING

(w.e.f. the batches admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

SECTION A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ page.

1. (a) Brief out the concept of Guidance.
Or
(b) List out the Agencies of Guidance.
2. (a) Explain the Types of Guidance.
Or
(b) Elucidate the Need and Scope of the Guidance.
3. (a) What are the Principles of Educational Guidance.
Or
(b) What is the need of Guidance for special learners?
4. (a) Explain the importance of Vocational Counselling.
Or
(b) What is importance of Vocational Guidance?
5. (a) What is the Role of Counsellor in Personal Guidance?
Or
(b) Brief out the Scope and Principles of Group Guidance.

6. (a) Enlist Techniques in Group Guidance.
Or
(b) Elucidate the Family and Health Guidance.
7. (a) Explain the concept and Guidance and Counselling.
Or
(b) What are the uses of tents in Guidance and counseling?
8. (a) Elucidate the Group Counselling.
Or
(b) Write about the Directive Approaches in Counselling.

(M. ED 301)

SECTION B – (2 x 15 = 30 marks)

**Answer the following questions with internal
choice, Each question carries 15 marks.**

Each answer should not exceed 5 pages

9. (a) Write an essay on Varies types of Guidance Services.
Or
(b) Explain the Guidance at different levels.
10. (a) Theories of Vocational Guidance – Holland and Anne Roes – Explain.
Or
(b) List out the characteristics of Good Counselling?

M.Ed. DEGREE EXAMINATION, OCTOBER 2021.

Third Semester

Paper II – TEACHER EDUCATION

(w.e.f. the batches admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer EIGHT questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ page.

1. (a) Why is it essential for the teachers to have the knowledge of Teacher Education? Give five reasons.
Or
(b) What is the scope of teacher education?
- 2 (a) What is the importance of NPE1986?
Or
(b) What practical problems have you observed during internship?
- 3 (a) What is the role and functions of state institutes of Education?
Or
(b) What are the causes of poor quality of students in teacher educational institutions?
- 4 (a) What is the purpose of establishing IASE?
Or
(b) What are the objectives of establishing NCTE
- 5 a) Justify the inclusion of pre-primary teacher education programme as a professional course.
Or
(b) Discuss the objectives of teacher education at senior secondary level.
- 6 a) Discuss about nature of research in teacher education.
Or
(b) What do we mean by professional commitment and accountability of teacher educators?
- 7 a) Describe the areas that could be included under teaching and teacher characteristics to undertake research?
.
Or
(b) Discuss the implications of research in teacher education.

8 a) Justify the nomenclature of teacher educational programmes as “Professional programmes”.

Or

(b) What are the recent trends in research in teacher education?

(MED 302)

PART B – (2 x 15 = 30 marks)

**Answer the following questions with internal choice,
each question carries 15 marks.**

Answer should not exceed 5 pages.

9 (a) Describe the norms and standards to be maintained to run a primary teacher education program.

Or

(b) Present a comparative picture of objectives of teacher education at different levels starting from preprimary to senior secondary level.

10 (a) Discuss in detail the trends of research in teacher education.

Or

(b) Discuss how the different components of teacher effectiveness, teacher commitment and teacher competencies can be measured by the different types of performance appraisals of teachers.

(MED. 303)

M.Ed. DEGREE EXAMINATION, FEBRUARY 2022

(Regular) Third Semester

Paper III – LIFE SKILLS EDUCATION

(Skill Oriented Course)

(w.e.f. the batch admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

SECTION A – (8 x 5 = 40 marks)

Answer the following questions by following internal choice.

Answer should not exceed 1 ½ Pages.

1. (a) Explain the concept of life skills.
Or
(b) Explain the need for the development of life skills among students.
2. (a) What is the significance of life skills education in 21st Century classrooms?
Or
(b) Explain the role of life skills in overall development of the learners.
3. (a) What are the stages of 'Creative thinking'?
Or
(b) Explain the components of 'Critical thinking'.
4. (a) What are the steps involved in problem solving?
Or
(b) Write a brief note on the different cognitive skills.
5. (a) Write a short note on block busting.
Or
(b) What is the process of taking an effective decision?

6. (a) What is empathy? How do you make your students empathetic towards others?

Or

(b) Write the components of self-awareness.

7. (a) What is stress? How does stress influence an individual's performance?

Or

(b) Delineate the importance of interpersonal relationships in social life.

8. (a) What are the uses of relaxation skills? Explain any one relaxation techniques.

Or

(b) Explain the role of emotional intelligence in coping with emotions.

(MED. 303)

SECTION B – (2 x 15 = 30 marks)

Answer ALL questions.

9. (a) Explain in detail the various strategies to develop effective communication skills.

Or

(b) Write an essay on the development of psychosocial skills among learners.

10. (a) Explain various strategies to develop effective decision-making skills among the students.

Or

(b) Explain the role of meditation and relaxation exercises in coping with stress and emotions.

(M. ED 304A NR)

M.Ed DEGREE EXAMINATION

(Regular)

Third

Semester

**Paper VI A ADULT AND NON FORMAL EDUCATION
(Generic Elective)**

(w.e.f. the batch admitted during 2023-2024)

Time Three hours

Maximum 70 marks

SECTION A – (8 x 5 = 40)

**Answer EIGHT questions with internal
choice Each question carries 5 marks**

Answer should not exceed 1 ½ pages.

1. (a) what are objectives of adult education.

Or

(b) Explain the Importance of Adult education for economic development.

2. (a) What is the difference between functional literacy and literacy?

Or

(b) What do you understand by Teacher dominated method?

3. (a) What are the problems of adult education programme?

Or

(b) What are the non-governmental agencies of adult education?

4. (a) What are the recommendations of NPE (1986) regarding adult education?

Or

(b) Explain the nature of non-formal education.

5. (a) What is the difference between adult education and non-Formal education?

Or

(b) What is the difference between the regular and distance? Mode courses?

6. (a) Explain the administrative structure of adult education.

Or

(b) Explain the concept of continuing Education.

7. (a) What is the structure of continuing Education?

Or

(b) What are the needs of the adult learning?

8. (a) What are the needs of the students who are pursuing their education through continuing education?

Or

(b) What are the similarities between adult and continuing education?

(M. ED 304A)

PART – B – (2 x 15 = 30 marks)

Answer the following questions with internal choice

Each question carries 15 marks.

Answer should not exceed 5 pages

9. (a) Why do we need adult education programmes? How does it promote social economical development of our country?

Or

- (b) What are the objectives of continuing education? How does it cater to the needs of the learner?
10. (a) What are the various norms of adult primary programmes Explain about them in detail?
- (b) What are the problems of adult and continuing education? What measures do you suggest to improve them?

(MED. 304B)

**M.Ed. DEGREE EXAMINATION, FEBRUARY 2022
(Regular) Third Semester
Paper IVB – INCLUSIVE EDUCATION
(Generic Elective)**

(w.e.f. the batch admitted during 2023-2024)

Part A has eight questions with internal choice

All questions must be answered following internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ page.

Time: Three hours

Maximum: 70 marks

1. (a) Describe briefly the concept of Inclusive education.
Or
(b) State the need and importance of Inclusive education.
2. (a) Differentiate between the concept of Integrated and Segregated education.
Or
(b) What do you mean by special education?
3. (a) Explain briefly the advantages of inclusive education for all children.
Or
(b) Enumerate the recommendations of NPE (1986-92) and SSA with reference to Inclusive education.
4. (a) What are the current laws and policies supporting integrated Education in India?
Or
(b) Describe the role and functions of IEDC and DPEP in the field of Inclusive education.
5. (a) Write a note on the meaning and concept of diverse needs.

Or

(b) Why do we need remedial Education?

6. (a) Explain briefly any one approach of inclusive education.

Or

(b) Discuss briefly the role of community members for supporting inclusive of children with diverse needs.

7. (a) What are the different causes of school's backwardness among students?

Or

(b) How parents can play an important role in promotion of Inclusive education?

8. (a) What do you mean by multiple disabilities? Support your answer with the help of suitable examples.

Or

(b) Explain the causes of visual impairment.

(MED. 304B)

SECTION B – (2 x 15 = 30 marks)

Answer ALL questions.

9. (a) Enumerate the historical perspectives on education of children with diverse needs in detail.

Or

(b) Explain in detail about the various initiatives of inclusive education at World level.

10. (a) Who are gifted children? How do you identify gifted children? Suggest educational programmes for gifted children.

Or

(b) What are the causes of hearing impairment? Describe the different approaches of teaching the students with hearing impairment.

(M.ED 305A)

M.Ed. DEGREE EXAMINATION,

Third Semester

Paper VA – VALUE EDUCATION

(Generic Elective)

(w.e.f. batches admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ pages.

1. (a) Discuss the relationship between Values and Education.

Or

(b) Elucidate the different classifications of Values

2. (a) Short note on consideration model and social action model.

Or

(b) Which are the sources of Values?

3. (a) Justify the role of parents in promoting value education.

Or

(b) What do you mean by value crisis?

4. (a) Explain various teaching techniques to be adopted in value education.

Or

(b) State the content of Value Education at elementary level.

5. (a) Bring out the needs of Value Education.

Or

(b) Write the benefits of religion as a strong source of values.

6. (a) Is direct method of teaching helpful for value education?

Justify.

Or

(b) Define the term Value education.

7. (a) What is the contribution of society to value formation?

Or

(b) What is the best stage of inculcating values of the students?

Justify.

8. (a) List the ways to instill values in the secondary school students.

Or

(b) What are the values propagated by the Indian Philosophy?

PART B – (2 x 15 = 30 marks)

Answer the following questions with internal choice, Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) Critically analyze the role of media and school in value formation.

Or

(b) Examine the contribution of two criminal personalities of the world to value education.

10. (a) Elucidate the need and importance of orientation on value education to Prospective teachers.

Or

(b) Explain the contribution of a teacher to value formation – Justify.

(M. ED 305B)

M. Ed DEGREE EXAMINATION

Third Semester

Paper V B – WOMEN EDUCATION

(w.e.f. the the batches admitted during 2023 – 2024)

Time: Three hours

Maximum 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice

Each question carries 5 marks

Answer should not exceed 1 ½ page.

1.(a) What is the need for women education?

Or

. (b) What was the status of women education in the Pre-Independence period?

2.(a) Mention any two recent trends in women education.

Or

(b) What are the important recommendations of educational committees on women education?

3.(a) Mention the Gender diversities and disparities in enrolment,

Or

(b) How to provide education for the marginalized women.

4.(a) Write a note on skill development for women.

Or

(b) What is the importance of Entrepreneurship for Women?

5.(a) Discuss on the health and healing practices prevalent among women in India.

Or

.(b) Write a short note on ‘Maternal and Child Health (MCH)’

6.(a) What are the factors that influence the mental health of women?

Or

.(b) What is Life Cycle Approach to Women's Health?

7.(a) Explain the obstacles confronted by women in achieving empowerment.

Or

(b) Write about Global Gender Gap Index (GGGI).

8.(a) What is the role of NGOs in Women Development

Or

(b) Mention any two government programmes for promoting economic empowerment of women in India.

(M. ED 305B)

PART – B – (2 x 15 = 30 marks)

Answer the following questions with internal choice

Each question carries 15 marks

9.(a) Write in detail about the National Committees and Commissions for Women.

Or

.(b) What is Entrepreneurship? What are its traits? What factors do contribute to the Entrepreneurship of Women?

10.(a) Explain clearly about the significance of National Health Policy and Programmes for Women in India.

Or

.(b) Mention the Women's Rights and Constitutional provisions for Women in India.

M.Ed. DEGREE EXAMINATION

Fourth Semester

Paper I – CURRICULUM STUDIES

(w.e.f. batches admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

**Answer the following questions with internal
choice, Each question carries 5 marks.**

Answer should not exceed 1 ½ pages.

1. (a) Write the meaning and definitions of curriculum.
Or
(b) What are the scope of curriculum?
2. (a) Write about the foundations of curriculum.
Or
(b) Explain the curriculum processes.
3. (a) How do you plan for curriculum construction?
Or
(b) What do you understand by environmental base of curriculum planning?
4. (a) What are the approaches of curriculum organization?
Or
(b) Write about 20th century trends in curriculum planning at various levels.
5. (a) What do you understand by development try-out in curriculum?
Or
(b) Explain the role of teachers in curriculum development.
6. (a) What do you mean by need for curriculum change?

Or

(b) Explain the role of administrators in evaluation of curriculum.

7. (a) What are the sources of curriculum evaluation?

Or

(b) What do you mean by norm – referenced testing?

8. (a) Why should a curriculum re constructed?

Or

(b) What are the evaluation approaches related to individual?

(M. ED 401)

PART B – (2 x 15 = 30 marks)

**Answer the following questions with internal
choice, Each question carries 15 marks.**

Answer should not exceed 5 pages.

9. (a) What do you mean by curriculum issues? Discuss discipline-based issues mentioned in National Curriculum Framework (NCF-2005).

Or

(b) Describe the developmental and Socio – Economic base of curriculum planning.

10. (a) Explain the models of curriculum development.

Or

(b) What are the sources of curriculum evaluation? Discuss about pre-testing and post-testing aspects of curriculum evaluation.

M. Ed DEGREE EXAMINATION

Fourth Semester

Paper III2– MEASUREMENT AND EVALUATION

(w.e.f. the thatch admitted during 2023 – 2024)

Time: Three hours

Maximum 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice

Each question carries 5 marks

Answer should not exceed 1 ½ pages.

1. (a) what is the role of evaluation in education?
Or
(b) what is measurement? How does it differ from Evaluation?
2. (a) Differentiate between 'Interval' and Ratio scales with examples?
Or
(b) Differentiate between 'Criterion reference' and Norm referenced' Evaluation?
3. (a) What are the uses of Teacher made test and standardized Test?
Or
(b) How do you measure interests?
4. (a) What is validity? What are different types of validity?
Or
(b) What are the factors that influence reliability?
5. (a) What are C – Scores? How are they computed?
Or
(b) What are T – Scores? Discuss uses of T scores

6. (a) Discuss about “Thematic Appreciation Test?

Or

(b) What are the advantages and disadvantages of “Projective Techniques”?

7. (a) Differentiate between ‘non – verbal and ‘Performance Tests’ of Intelligence?

Or

(b) What are the advantages of using Computers in Evaluation?

8. (a) Explain the major challenges in using CCE (Continuous Comprehensive Evaluation)

Or

(b) Explain briefly about choice Based credit system of Teaching and Evaluation?

(M.Ed. 402)

PART – B – (2 x 15 = 30 marks)

Answer the following questions with internal choice Each question carries 15 marks.

Answer should not exceed 5 pages

9. (a) Explain the process of item – analysis and its importance in test construction.

Or

(b) Discuss any one method of estimating reliability of an achievement test along with its merits and demerits.

10. (a) Explain the significance of Self – reporting technique. What suggestions and precautions would you like to offer while using self-reporting technique of evaluation?

Or

(b) Suggest significance guidelines to use progress reports, for Evaluation. What aspects of a student do these reports reveal?

M.Ed. DEGREE EXAMINATION,

Fourth Semester

Paper III– INFORMATION AND COMMUNICATION

TECHNOLOGY(ICT) EDUCATION

(w.e.f. the batch admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Part A has eight questions with internal choice

All questions must be answered following internal choice,

Each question carries 5 marks. A

nswer should not exceed 1 ½ page.

1. (a) Write the meaning and Nature of ICT in Education?
Or
(b) What are the applications of ICT in 'Evaluation'?
2. (a) Explain the role of ICT in Personality Development of a Student.
Or
(b) 'ICT has immense potential for Professional Development of teachers' – Justify.
3. (a) What are the functions of Operating Systems?
Or
(b) What are the Hardware and Software requisites for internet connection?
4. (a) Differentiate 'Web pages' and 'HTML'.
Or
(b) What are Elements of Educational Multimedia?
5. (a) Differentiate 'Data and Information'. What are the different types of data?
Or

(b) What is 'Database Management'? Explain its significance in School management.

6. (a) What is 'Cloud Computing'? Explain its benefits to Educational Research.

Or

(b) Explain the importance of 'Data Storage' and File management'.

7. (a) What are 'E-Journals'? Explain the salient features.

Or

(b) Write a short note on "E-Learning and Classroom Dynamics"?

8. (a) What is a 'Virtual Campus'? What are the different functions of Virtual Campuses?

Or

(b) Write a note on Electronic Portfolio.

(M. ED 403)

PART B – (2 x 15 = 30 marks)

Part - B shall have TWO questions with internal choice Two questions need to be answered with internal choice, Each question carries 15 marks.

9. (a) What is 'Educational Multimedia'? Explain its elements and application to the field of Education.

Or

(b) Describe the ICT resources for Research and Administration.

10. (a) What is Management Information System? Discuss the merits of management Information Systems in the field of Educational Administration.

Or

(b) What is web based learning? Discuss the principles, advantages and disadvantages of web based learning.

(M. ED 404A)

M.Ed. DEGREE EXAMINATION

Fourth Semester

Paper IVA – ENVIRONMENTAL EDUCATION AT ELEMENTARY
LEVEL

(Generic Elective)

(w.e.f. batch admitted during 2023-2024)

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5-mark

Answer should not exceed 1 ½ pages.

1. (a) What is the importance of Environmental Education.

Or

(b) Explain the relationship between man and Environment.

2. (a) What are the psychological perspectives of Environmental Education?

Or

(b) What are the foundations of Environmental Education?

3. (a) Explain Physical and air pollution with suitable examples.

Or

(b) What are the causes of water pollution?

4. (a) What are the causes of Soil erosion? Explain.

Or

(b) Explain the nature of programmes of environmental Education carried out at Primary Level.

5. (a) What do you mean by ecosystem? Explain.

Or

(b) Write about biotic components of nature system.

6. (a) What are the impact of scientific and technological invention on the environmental system?

Or

(b) What are the impact of industrial growth on the environmental system?

7. (a) Why treating Environment Education as a separate subject now? Explain.

Or

(b) What is the role of project and exhibition in developing environment education?

8.(a) Write about the nature water prevention and control Pollution Act 1974.

Or

(b) Write about the wildlife Protection Act 1972.

(M. ED 404A)

PART B – (2 x 15 = 30 marks)
Answer the following questions with internal choice, Each question carries 15 marks.

Answer should not exceed 5 pages.

9. (a) Discuss the ecological perspectives of Environmental Education.

Or

(b) Discuss the need for conservation, preservation and protection of rich Environmental heritage.

10. (a) Explain the natural resources. Describe about Biotic resources.

Or

(b) Discuss in detail the Air prevention and control of Pollution Act 1989

**M.Ed. DEGREE EXAMINATION,
Fourth Semester
Paper IV B – ENVIRONMENTAL EDUCATION AT SECONDARY LEVEL
(w.e.f. batch admitted during 2023-2024)**

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ page.

- 1 (a) What are the aims and objectives of Environmental Education?
Or
(b) Explain the guiding principles and foundations of Environmental Education at Secondary level.
2. (a) Describe the relationship between human being and environment.
Or
(b) Describe the psychological perspectives of environment education.
- 3.(a) Explain the environmental pollution.
Or
(b) What are the causes of extinction of flora and fauna?
- 4.(a) Explain the impact of deforestation on environment.
Or
(b) What types of activities can be planned for environmental education at secondary education institutions?
- 5.(a) Explain the Earth and Biosphere.
Or
(b) What do you mean by natural resources? Explain abiotic resources.

6. (a) What do you mean by human systems and human adaptations to environment?

Or

(b) Describe the impact of technological and scientific growth on environment and Eco system.

7, (a) Discuss the role of educational institutions in disaster management.

Or

(b) Describe the nuclear, solid and liquor-waste and their mechanism of management.

8. (a) Write about the Stockholm conference – 1972.

Or

(b) Write about the Johannesburg conference 2002.

(M. ED 404B)

PART B – (2 x 15 = 30 marks)

Answer the following questions with internal choice,

Each question carries 15 marks.

Each answer should not exceed 5 pages

9.(a) Explain the need for conservation, preservation and protection of rich environmental heritage.

Or

(b) Discuss the concept and importance of sustainable development.

10.(a) Discuss the Global environmental problems Global warming, ozone depletion and e-waste.

Or

(b) Describe the different environmental movements – Chipko movement, Silent valley movement and Narmada Bachao movement.

(M. ED 405A)

**M.Ed. DEGREE EXAMINATION,
Fourth Semester**

**Paper VA – HUMAN RIGHTS EDUCATION
(Open Elective)
(w.e.f. batches admitted during 2023-2024)**

Time: Three hours

Maximum: 70 marks

PART A – (8 x 5 = 40 marks)

Answer EIGHT questions with internal choice,

Each question carries 5 marks.

Answer should not exceed 1 ½ pages.

1. (a) Explain the need and scope of human right education.
Or
(b) Discuss about the role of international court of justice in protection of human rights.
2. (a) Discuss the reasons for relations of human rights.
Or
(b) Describe the power of the national human rights commission.
3. (a) Human rights education adfafdjfla an which all individuals are independent equal and fearless discuss.
Or
(b) What are the fundamental rights guaranteed to the citizens of India by the constitution?
4. (a) What are cultural rights? How are the cultural rights of India citizens promoted and protected?
Or
(b) How could religious agencies be means for disseminating promoting human rights education? Explain?

5. (a) Discuss the role of proactive media in focusing on Human rights relations in India.

Or

(b) Suggest ideas to eliminate human trafficking.

6. (a) Identify the internationally recognized human rights and categories them.

Or

(b) What are the problems of protecting human rights in a cultural diversity?

7. (a) Discuss the instructions from dfafj Human Rights Education at the ssss

Or

(b) What are the harriers in implementing Human Rights Education suggest fdasdf to overcome them.

8. (a) Examine the nature of human rights traditional India cultures.

Or

(b) Describe the directive principle of state policy with reference to human rights protection.

(M. ED 405A)

PART B – (2 x 15 = 30)

Answer TWO questions

With internal choice,

Each question carries 15 marks.

Answer should not exceed 5 pages

9. (a) Write about the curriculum of HRE in primary and secondary level.

Or

(b) Discuss the objectives principles and methods of human rights education.

10. (a) Discuss in detail the role of UNICEF in promoting the right of children in the world.

Or

(b) How does protection of environment promote human rights? Critically examine.

(M. ED 405B)

M. Ed DEGREE EXAMINATION

Fourth Semester

Paper V B – Human Values and Professional Ethics

Specialization – B

(w.e.f. the batches admitted during 2023 – 2024)

Time: Three hours

Maximum 70

marks

PART A – (8 x 5 = 40 marks)

Answer the following questions with internal choice

Each question carries 5 marks Answer should not exceed 1 ½ page.

1. (a) Write about the concept of human values.
Or
(b) What is Self-Exploration?
- 2.(a) What is the process of Value Education?
Or
(b) What is the right way of understanding happiness and prosperity?
- 3.(a) What are the needs of self and body/
Or
(b) How do you understand the characteristics of one self?
- 4.(a) “Family is a natural laboratory to understand human relationships”. Explain
Or
(b) What are foundational values?
- 5.(a) What is meant by harmony in nature?
Or
(b) Write about inter-connectedness in nature.
- 6.(a) What is meant by Self-regulation in nature?
Or
(b) How do you relate value-based life and profession.?
- 7.(a) Define and explain personal ethics and professional ethics.
Or
(b) Discuss the defects in ethical human conduct.

8.(a) What is ethical human conduct? Explain it in terms of values, policies and character.

Or

(b) How do you ensure competence in professional ethics?

(M. ED 405B)

PART – B – (2 x 15 = 30 marks)

Answer the following questions with internal choice Each

question carries 15 marks.

Answer should not exceed 5 pages.

9.(a) What is the need of four value education in the present day professional oriented education?

Or

(b) How can we visualize a universal harmonious order in society.

10.(a) What do you mean by a holistic perception of harmony at all levels of existence.

Or

. (b) Discuss the need to focus on professional ethics.

