KRISHNA UNIVERSITY

MACHILIPATNAM

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. 2015 - 2016

University Emblem

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RULES AND REGULATIONS

The following are the resolutions made by the Board of Studies in Education, KRISHNAUniversity, 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 2015-2017.

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 1year 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 KRISHNAUniversity or an equivalent degree from some other University recognized by the KRISHNAUniversity.

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. Condo nation 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.1. 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 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 / seminar / 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 arrange of the two nearest marks of three independent valuations will be taken will be taken for the purpose of declaring the results.

14. Under Semester System there will be no supplementary examinations apart from the semester and 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
	≥ 8 - ≤ 9	Distinction
	≥ 7 - <8	First Class
	≥ 6 - <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 of 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 substantiative access (achieving expected learning outcomes)

Components of the two-year M.Ed. Programme

A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and Self-development components

Specialization Branches where students choose to specialize in either

1. Elementary Education.

   or

2. Secondary Education.

Research leading to dissertation.

Field attachment/internship.

The programme envisages 92 total credits in core courses and 8 credits for non-core courses: total 100 credits

- Common core courses comprising Perspective courses, Tool courses, Teacher Education courses (Taught courses & practicum) - 56 credits.
- Internship in a Teacher Education institution as a part of the common core in the first year of the programme - 4 credits
- Specializations (taught courses + practicum) - 20 credits.
- Field attachment/internship in the specialization component in the second year - 4 credits
- Research leading to dissertation. - 8 credits

	Total Core	92 Credits
- Non-core courses	(4+4)	- 8 credits
	Total:	**100 Credits**

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.

Two-year M.Ed. Programme: Four components: Credit weightage

- Common core courses(Perspectives, Tools, Teacher Education) (Taught courses & practicum): - 60 %
- Specializations (taught courses + practicum) - percent: - 20 %
- Field attachment/internship (Internship in a teacher education institution as a part of the common core): - 5 %
- Field attachment/internship in the specialization component): - 5 %
- Research leading to dissertation: - 10 %

Common Core: Components of Perspective Courses (Theory and Practicum)
Total: 23 credits

Perspective Courses cover the areas of:

- Perspectives of Educational Psychology - 4 credits
- Educational Studies - 4 credits
- Perspectives of Educational Philosophy - 4 credits
- Perspectives of Educational Sociology - 4 credits
- Guidance and Counseling - 4 credits
- Practicum - 3 credits
-

Common Core: Components of Tool courses (Theory and Practicum)

Total: 21credits

- Fundamentals of Educational Research - 4 credits
- Advanced Educational Research - 4 credits
- ICT in Education - 4 credits
- Advanced Educational Technology - 4 credits
- Practicum - 5 credits

Common Core: Components of Teacher Education courses (Theory)

Total: 12 credits

- Education Planning and Management - 4 credits
- Teacher Education - 4 credits
- Perspectives Research and Issues in Teacher Education - 4 credits

Specialization Components (Theory) Total: 20 credits

- Credits for taught courses and practicum within both the components, i.e. for core courses within specialization, and further specialization within Elementary/Secondary Education specialization - 20 credits

Field Attachment and Internship

Field internship/attachments include:

- Field Internship/attachment in a Teacher Education institution as a part of the common core - 4 credits

Research Leading to Dissertation

- Research/Dissertation related to specialization or foundations - 8 credits
- Students (in close mentorship of a faculty member) are required to plan and conduct a research, and write a thesis.

Core/Specialization Courses: Practicum within Taught Courses

- Organization of workshops, practicum activities and seminars that enhance professional knowledge and skills of the students shall be part of the teaching modality of the various taught courses.

Core/ Specialization Courses: Cross Cutting Areas

- Critical reflection on gender, disability and marginalization would cut-across the core and specialization courses.
- Skills pertaining to ICT and Educational Technology to be integrated in various courses in the programme.
- Yoga Education as an integral part of the curriculum.

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 fourth of the total 510 marks/ 24 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) + inter- semester break +

3 weeks in summer.

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

break.

Total: Four semesters (64 to 72 weeks); + 6 weeks for field attachment during

inter-semester breaks (70 to 78 weeks).

- Apart from the 6 weeks in the various inter-semester breaks, 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.

Programme Structure

The total course comprised of 92 credits: 60 for core courses, 24 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation.

<table>
<tr><th colspan="6">Programme Structure for 2-year Full-Time M.Ed.: 4 Semesters + 1 Summer; 92 Credits</th></tr>
<tr><td>Modality / Components</td><td colspan="2">(e) Taught</td><td>(f) Practicum / Workshop / Seminar</td><td>(g) Internship</td><td>(h) Research Project</td><td>Non Core Paper</td></tr>
<tr><td>(a)Perspectives
23 credits
(e + f)
20 + 3 = 23</td><td colspan="2">Psychology of Education (4 credits); Educational Studies (4 credits); Philosophy of Education (4 credits); Sociology of Education (4 credits); Guidance and Counseling (4 credits)
Practicum (3 credits)</td><td></td><td></td><td rowspan="4">8 credits (preferably in specialization area or in foundations)</td><td rowspan="4">Non-core paper
4 credits
+
4 credits</td></tr>
<tr><td>(b) Tools
21 credits
(e + f)
16 + 5 = 21</td><td colspan="2">Fundamentals of Educational Research (4 credits); Advanced Educational Research (4 credits); ICT in Education (4 credits); Advanced Educational Technology (4 credits); Practicum (5 credits)</td><td></td><td></td></tr>
<tr><td>(c)Teacher Education
12 credits
(e + g)
12 + 4 = 16</td><td colspan="2">Education Planning and Management (4 credits); Teacher Education (4 credits); Perspectives Research and Issues in Teacher Education (4 credits)</td><td>4 credits in a TE institution</td><td></td></tr>
<tr><td>(d) Specializations
20 credits
(e + g)
16 + 4 = 20</td><td colspan="2">Elementary Education (or) Secondary Education (4 credits); Any one of A (or) B (4 credits); Any three of group (A) or (B) (4+4+4=12 credits)</td><td>4 credits based on the choice of specialization cluster</td><td></td></tr>
<tr><td colspan="4">Total Credits = (e + f + g + h) = 92 credits</td><td>8 credits</td><td>8 credits</td><td>8 credits</td></tr>
<tr><td colspan="7">92 credits + 8 credits (2 Non-core Papers) = 100 credits</td></tr>
</table>

This is followed by transacting (Theoretical transactions, workshop / seminar / practicum, internship and dissertation).

<table>
<tr><th colspan="8">Curriculum Organisation for 2-year M.Ed.</th></tr>
<tr><td>Semester 1</td><td>ISB * 1</td><td>Semester 2</td><td>ISB * 2</td><td>Semester 3</td><td>ISB * 3</td><td>Semester 4</td><td>ISB * 4</td></tr>
<tr><td>Perspectives of Educational Psychology (4 Credits)</td><td rowspan="6">Communication skills (1 credit)
Expository Writing (1 credit)
Self development (1 credit)
Dissertation – Review of Research studies and identification of Research Problem – (1 credit)</td><td>Perspectives of Educational Philosophy (4 Credits)</td><td rowspan="6">Dissertation – Research Proposal Presentation (2 credits)

Internship in a Teacher Education Institution (4 Credits)</td><td>Guidance & Counseling (4 Credits)</td><td rowspan="6">Dissertation – Data Collection (2 credits)

Internship in specialization (4Credits)</td><td>Perspectives Research and issues in Teacher education (4 Credits)</td><td rowspan="6">Dissertation – Report writing (6 Credits)
Viva Voce (2 credits)</td></tr>
<tr><td>Education studies (4 Credits)</td><td>Perspectives of Educational Sociology (4 Credits)</td><td>ICT in Education (4 Credits)</td><td>Specialization 4+4+4 = (12 credits)</td></tr>
<tr><td>Fundamentals of Educational Research (4 Credits)</td><td>Advanced Educational Research (4 Credits)</td><td>Specialization 4+4 = (8 credits)</td><td></td></tr>
<tr><td>Educational Planning & Management (4 Credits)</td><td>Teacher Education (4 Credits)</td><td></td><td></td></tr>
<tr><td>Advanced Educational Technology (4 Credits)</td><td></td><td></td><td></td></tr>
<tr><td colspan="8">Field Visit / Practicum</td></tr>
<tr><td>20 credits</td><td>4 Credits</td><td>16 credits</td><td>6 credits</td><td>16 credits</td><td>6 credits</td><td>16 credits</td><td>8 credits</td></tr>
<tr><td colspan="8">Total Credits: 20 + 4 + 16 + 6 +16 + 6 + 16 + 8 = 92</td></tr>
<tr><td colspan="2">Non Core Paper</td><td></td><td>4 Credits</td><td></td><td>4 Credits</td><td></td><td></td></tr>
<tr><td colspan="8">Total: Core and None core = 92 + 8 = 100</td></tr>
</table>

Perspective Courses

Semester	Papers	Title of the paper	Credits	
			Theory	Practicum
I	Paper 1	Perspectives of Educational Psychology	4	1+1+1=3
I	Paper 2	Educational Studies	4	
II	Paper 1	Perspectives of Educational Philosophy	4	
II	Paper 2	Perspectives of Educational Sociology	4	
III	Paper 1	Guidance and Counseling	4	
		Total	20	3

Tool Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Practicum
1	Paper 3	Fundamentals of Educational Research	4	1+2+2=5
I	Paper 5	Advanced Educational Technology	4	
II	Paper 3	Advanced Educational Research	4	
III	Paper 2	ICT in Education	4	
IV	ISB D	Dissertation	---	8
Total			16	13

Teacher Education Courses

Semester	Course Code	Title of the paper	Credits	
			Theory	Internship
I	Paper 4	Education Planning and Management	4	4
II	Paper 4	Teacher Education	4	
IV	Paper 1	Perspectives Research and Issues in Teacher Education	4	
Total			12	4

Specialization Courses

<table>
<tr><td rowspan="2">Semester</td><td rowspan="2">Course Code</td><td rowspan="2">Title of the paper</td><td>Credits</td><td></td></tr>
<tr><td>Theory</td><td>Internship</td></tr>
<tr><td>III

III</td><td>Paper 3
(or)
Paper 7

A .a) Paper 3
A .b) Paper 5
A .c) Paper 6
(or)
B. a) Paper 8
B. b) Paper 5
B. c) Paper 9</td><td>A. Elementary Education
or
B. Secondary Education

Any one of specialization
A or B
<table><tr><td>A (Ele. Edn.)</td><td>B (Sec. Edn.)</td></tr><tr><td>a) Inclusive Education.
b) Life Skills Education.
c) Adult and non formal Education.</td><td>a) Special Education.
b) Life Skills Education.
c) Comparative Education.</td></tr></table></td><td>4

4</td><td>4</td></tr>
<tr><td>IV</td><td>A . 1) Paper 2
A . 2) Paper 3
A . 3) Paper 4
A . 4) Paper 5
A . 5) Paper 6

(or)

B.1) Paper 7
B.2) Paper 3
B.3) Paper 4
B.4) Paper 8
B.5) Paper 6</td><td>Any three from group either A or B
<table><tr><td>A(Ele.Edn.)</td><td>B (Sec.Edn.)</td></tr><tr><td>1.Environmental Education
2. Measurement & Evaluation
3. Curriculum Studies
4. Value Education
5. Human Rights Education</td><td>1. Environmental Education
2. Measurement & Evaluation
3. Curriculum Studies
4. Economics of Education
5. Human Rights Education</td></tr></table></td><td>4+4+4</td><td></td></tr>
<tr><td colspan="3">Total</td><td>20</td><td>4</td></tr>
</table>

Semester-wise Curriculum Organisation

Semester 1

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Psychology	A. Perspective Course	4 credits
Paper 2	Education Studies	A. Perspective Course	4 credits
Paper 3	Fundamentals of Educational Research	B. Tool Course	4 credits
Paper 4	Educational Planning & Management	C. Teacher Education Course	4 credits
Paper 5	Advanced Educational Technology	B. Tool Course	4 credits
		Total	**20 credits**

Inter-Semester Break (ISB) -1

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Communication Skills	Core Practicum	1 credits
ISB P 2	Expository Writing	Core Practicum	1 credits
ISB P 3	Self development	Core Practicum	1 credits
ISB P 4	Dissertation – Review of Research Studies and Identification of Research Problem –	Tool Practicum	1 credits
		Total	**4 credits**

Semester 2

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Philosophy	A. Perspective Course	4 credits
Paper 2	Perspectives of Educational Sociology	A. Perspective Course	4 credits
Paper 3	Advanced Educational Research	B. Tool Course	4 credits
Paper 4	Teacher Education	C. Teacher Education Course	4 credits
		Total	**16 credits**
Paper 5	Non Core Paper		4 credits

Inter-semester Break (ISB) - 2

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Dissertation – Research Proposal Presentation	Tool Practicum	2 credits
ISB I (1)	Internship in a Teacher Education Institution	Teacher Education Practicum	4 credits
		Total	**6 credits**

Semester 3

Papers	**Title of the paper**	**Type of course**	**No. of Credits**
Paper 1	Guidance & Counseling	A. Perspective Course	4 credits
Paper 2	ICT in Education	B. Tool Course	4 credits
		Total	**8 Credits**
Specializations – A or B			
A – Specialization in Elementary Education			
Paper 3	1. Elementary Education	Specialization Compulsory	4 credits
Paper 4 Paper 5 Paper 6	2.Any one of the following a. Inclusive Education b. Life Skills Education c. Adult and non formal Education	Specialization Electives	4 credits
		Total	**8 Credits**
	B – Specialization in Secondary Education		
Paper 7	1. Secondary Education	Specialization Compulsory	4 credits
Paper 8 Paper 5 Paper 9	2.Any one of the following a. Special Education b. Life Skills Education c. Comparative Education	Specialization Electives	4 credits
		Total	8 Credits
Total 3rd Semester			**16 credits**
Paper 10	Noncore paper	Non Core	4 credits

Inter-Semester Break (ISB) – 3

ISB P 1	Dissertation – Data Collection	Tool Practical	2 credits
ISB I (2)	Internship in Specialization	Specialization Practical	4 credits
		Total	**6 credits**

Semester 4

Papers	**Title of the paper**	**Type of course**	**No. of Credits**
Paper 1	Perspectives Research and Issues in Teacher Education	Compulsory	4 credits
Any three of the following papers. (3 x 4 = 12 credits)			
Specializations – A or B			
A – Specializations in Elementary Education			
Paper 2	Environmental Education at Elementary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits
Paper 5	Value Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
		Total	**20 credits**
B – Specializations in Secondary Education			
Paper 7	Environmental Education at Secondary Level.	Specialization Electives	4 credits
Paper 3	Measurement & Evaluation	Specialization Electives	4 credits
Paper 4	Curriculum Studies	Specialization Electives	4 credits

Paper 8	Economics of Education	Specialization Electives	4 credits
Paper 6	Human Rights Education	Specialization Electives	4 credits
Total			20 credits
Total 4th semester			**16 credits**

Inter_Semester Break (ISB) - 4

Papers	**Title of the paper**	**Type of course**	**No. of Credits**
ISB D (1)	Dissertation – Report writing	Specialization Electives	6 credits
ISB D (2)	Viva Voce	Specialization Electives	2 credits
		Total	**8 credits**

Scheme of Examination

Semester -1

Paper	**Course Code**	**Title of the paper**	**No. of Credits**	**Hours per week**	**Max. Marks**		**Total**
					Internal	**External**	
Paper 1	M.Ed 1.1NR	Perspectives of Educational Psychology	4 Credits	4	30	70	100
Paper 2	M.Ed 1.2NR	Education Studies	4 Credits	4	30	70	100
Paper 3	M.Ed 1.3NR	Fundamentals of Educational Research	4 Credits	4	30	70	100
Paper 4	M.Ed 1.4NR	Educational Planning & Management	4 Credits	4	30	70	100
Paper 5	M.Ed 1.5NR	Advanced Educational Technology	4 Credits	4	30	70	100
Inter semester Break 1 (ISB1) – Practicum							
ISB P1	M.Ed ISB1.1	Communication Skills	1 credit		25		100

ISB P2	M.Ed ISB1.2	Expository Writing	1 credit	4	25		
ISB P3	M.Ed ISB1.3	Self development	1 credit		25		
ISB P4	M.Ed ISB1.4	Dissertation – Review of Research Studies and Identification of Research Problem –	1 credit		25		
Total		**1st Semester 20 + 4 = 24 credits**		**24**	**250**	**350**	**600**

Semester – 2

Papers	**Course Code**	**Title of the paper**	**No. of Credits**	**Hours per week**	**Max. Marks**		**Total**
					Internal	**External**	
Paper 1	M.Ed 2.1NR	Perspectives of Educational Philosophy	4 credits	4	30	70	100
Paper 2	M.Ed 2.2NR	Perspectives of Educational Sociology	4 credits	4	30	70	100
Paper 3	M.Ed 2.3NR	Advanced Educational Research	4 credits	4	30	70	100
Paper 4	M.Ed 2.4NR	Teacher Education	4 credits	4	30	70	100
	Total		**16 credits**	**16**	**120**	**280**	**400**
	Inter semester Break 2 (ISB2) – Practicum						
ISB P1	M.Ed ISB2.1	Dissertation – Research Proposal Presentation	2 credits	6	50	---	150
ISBI (1)	M.Ed ISB2.2	Internship in a Teacher Education Institution	4 credits		100	---	
Total 2nd Semester 16 + 6 = 22 credits.				**22**	**270**	**280**	**550**
Paper 5	M.Ed 2.5NR	Noncore paper	4 credits	4	30	70	100

Semester – 3

Papers	Course Code	Title of the paper	No. of Credits	Hours per week	Max. Marks		Total
					Internal	External	
Paper 1	M.Ed 3.1NR	Guidance & Counseling	4 credits	4	30	70	100
Paper 2	M.Ed 3.2NR	ICT in Education	4 credits	4	30	70	100
Total			**8 Credits**	**8**	**60**	**140**	**200**
Specializations – A or B							
A – Specialization in Elementary Education							
Paper 3	M.Ed 3.3a. 1NR	1. Elementary Education	4 credits	4	30	70	100
Paper 4 Paper 5 Paper 6	M.Ed 3.4 A NR M.Ed 3.5 A NR M.Ed 3.6 A NR	2.Any one of the following a. Inclusive Education b. Life Skills Education c. Adult and non formal Education	4 credits	4	30	70	100
	Total		8 Credits	8	60	140	200
B – Specialization in Secondary Education							
Paper 7	M.Ed 3.7 B NR	1. Secondary Education	4 credits	4	30	70	100
Paper 8 Paper 5 Paper 9	M.Ed 3.8 B NR M.Ed 3.5 B NR M.Ed 3.9 B NR	2.Any one of the following a. Special Education b. Life Skills Education c. Comparative Education	4 credits	4	30	70	100
		Total	8 Credits	8	60	140	200

Inter semester Break 3 (ISB3) – Practicum							
ISB P 1	ISB 3.1	Dissertation – Data Collection	2 credits	6	50	---	150
ISB I (2)	ISB 3.2	Internship in Specialization	4 credits		100	---	
Total			6 credits	6	150	---	150
Total 3rd Semester 16+6 = 22 credits				**22**	**270**	**280**	**550**
Paper 10	M.Ed 3.11 NR	Noncore paper	4 credits	4	30	70	100

Semester – 4

Papers	**Course Code**	**Title of the paper**	**No. of Credits**	**Hours per week**	**Max. Marks**		**Total**
					Internal	**External**	
Paper 1	M.Ed 4.1NR	Perspectives Research and Issues in Teacher Education	4 credits	4	30	70	100
Any three of the following papers. (3 x 4 = 12 credits)							
Specializations – A or B							
A – Specializations in Elementary Education							
Paper 2	M.Ed 4a. 2 NR	Environmental Education at Elementary level	4 credits	4	30	70	100
Paper 3	M.Ed 4a. 3 NR	Measurement & Evaluation	4 credits	4	30	70	100
Paper 4	M.Ed 4a. 4 NR	Curriculum Studies	4 credits	4	30	70	100
Paper 5	M.Ed 4a. 5 NR	Value Education	4 credits	4	30	70	100
Paper 6	M.Ed 4a. 6 NR	Human Rights Education	4 credits	4	30	70	100
Total			20 credits	20	150	350	500

B – Specializations in Secondary Education							
Paper 7	M.Ed 4b. 7 NR	Environmental Education at secondary level	4 credits	4	30	70	100
Paper 3	M.Ed 4b. 3 NR	Measurement & Evaluation	4 credits	4	30	70	100
Paper 4	M.Ed 4b. 4 NR	Curriculum Studies	4 credits	4	30	70	100
Paper 8	M.Ed 4b. 8 NR	Economics of Education	4 credits	4	30	70	100
Paper 6	M.Ed 4b. 6 NR	Human Rights Education	4 credits	4	30	70	100
Total			**20**	**20**	**150**	**350**	**500**
Inter semester Break 4 (ISB4) – Practicum							
ISB D (1)	ISB 4.1	Dissertation – Report writing	6 credits	8	---	150	200
ISB D (2)	ISB 4.2	Viva Voce	2 credits		---	50	
Total			8 credits	8	---	200	200
Total 4th semester 16 + 8 = 24 credits				**24**	**120**	**480**	**600**

4 Semesters Total Marks

Semesters	Internal Marks	External Marks	Total
I	250	350	600
II	270	280	550
III	270	280	550
IV	120	480	600
Total	910	1390	2300
Noncore Sem-II	30	70	100
Noncore Sem-III	30	70	100
Total	**970**	**1530**	**2500**

Allotment of Credits and Activities in Inter Semester Breaks (ISB)

Inter Semester Break 1			
S. No	Activities	Credits	Marks
M.Ed ISB 1.1	**Communication Skills** ➢ 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 News paper Article Reading.	1 credit	25
M.Ed ISB 1.2	**Expository Writing** ➢ Creative Writing ➢ Books & Article (Write Up) ➢ Description of places visited. ➢ Writing to an Editor ➢ Writing to the District Collector ➢ Writing about an event / a happening. ➢ TV Script Writing ➢ Play let ➢ Dialogue writing ➢ Poetry (writing poems) ➢ Writing Songs	1 credit	25
M.Ed ISB 1.3	**Self Development** Sub activity (i): Self critical awareness as and when required to ➢ About one's Subject Knowledge ➢ About one's Teaching Competencies ➢ About one's Professional Qualities. ➢ About one's Interpersonal Relations. Sub-activity (ii):- Yoga Practices.	1 credit	25

	➢ Number of yogic exercises learnt ➢ How each yogic exercise helped in the maintenance of one's physical / mental health. Sub-activity (iii):- Meditation Practices. What is the effect of Pranayama ➢ How is it on oneself ➢ How is one helped in the 'let come' & 'let go' of mental status in the cleansing of the mind.		
M.Ed ISB 1.4	Review of Research Studies and Identification of Research Problem	1 credit	25
Inter Semester Break 2			
M.Ed ISB 2.1	A) Dissertation – Research Proposal Presentation Proposal Writing Proposal Presentation	2 credit	50
M.Ed ISB 2.2	**B) Internship in Teacher Education Institution** One Demonstration One Lecture Observation of Micro Teaching Practice – 10 students Observation of Macro Teaching – 5 students.	4 credits	100
Inter Semester Break 3			
M.Ed ISB 3.1	A) Dissertation ➢ Preparation of Research Tool ➢ Data Collection	2 credit	50
M.Ed ISB 3.2	B) 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)	4 credits	100
Inter Semester Break 4			
M.Ed ISB 4.1	Dissertation	6 credits	

	Report Writing Viva	2 credits	200
	Total	**24 credits**	**600**

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 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 KRISHNAUniversity 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.	Rage 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.

12. In each semester, semester grade point average (SGPA) shall be computed as follows.

(The following table shows grades obtained by a student in two semesters)

Paper No.	Credits (Cr)	Sem -1	Sem -2	Sem -3	Sem -4
1	4	A	B	A	A
2	4	B	C	B	B
3	4	C	B	C	B
4	4	D	E	B	A
5	4	A	---	---	---
ISB 1	4	A	---	---	---
ISB 2 Practicum Internship (1)	2 4 } 6	---	B	---	---
ISB 3 Practicum Internship (2)	2 4 } 6	---	---	A	---
Dissertation Viva - voce	6 2 } 8				B

Computation of SGCA SGPA (Sem -I) $\left(\frac{\sum P \times CR}{\sum CR}\right)$

$$= \frac{9\times4 + 8\times4 + 7\times4 + 6\times4 + 9\times4 + 9\times4}{24} = \frac{36+32+28+24+36+36}{24} = \frac{192}{24}$$

$$= 8$$

Similarly,

SGPA (Sem -II) $$= \frac{8\times4 + 7\times3 + 8\times4 + 5\times4 + 8\times6}{22}$$

$$= \frac{32+35+32+20+48}{22} = \frac{167}{22}$$

$$= 7.59$$

Similarly,

SGPA (Sem -III) $$= \frac{9\times4 + 8\times4 + 7\times4 + 8\times4 + 9\times6}{22}$$

$$= \frac{36+32+28+32+54}{22} = \frac{182}{22}$$

$$= 8.27$$

Similarly,

SGPA (Sem -IV) $$= \frac{9\times4 + 8\times4 + 8\times4 + 9\times4 + 8\times8}{24}$$

$$= \frac{36+32+32+36+64}{24} = \frac{200}{24}$$

$$= 8.33$$

13. At the end of course, Cumulative Grade Point Average (CGPA) shall be calculated as follows.

$$\text{CGPA} = \left(\frac{\sum\sum \text{GP}\times\text{CR}}{\sum \text{CR}}\right) \text{ or } \frac{SGPA\,(SEM1) + SGPA\,(SEM2) + SGPA\,(SEM3) + SGPA\,(SEM4)}{4}$$

$$= \frac{8+7.59+8.27+8.33}{4} = \frac{32.9}{4} = 8.04$$

14. 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.

15. The grades secured for the non-core paper will not be considered in the computation of CGPA, but 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

16. 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

Structure of Examination Paper

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)

KRISHNAUNIVERSITY

MASTER OF EDUCATION

1st Year, Semester-I

PAPER 1: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Objectives

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the student understand himself / herself and the learner.
3. To enable the student to understand implications of psychological theories and expositions for education.
4. To acquaint the student with the process of development and assessment of various abilities and traits.
5. To enable the student to design the learning situations suitable to the nature of learners and learning material

6. To acquaint the student with the states of mental health and ill health.
7. To emphasize the students holistic development, (Human Resources Development)

Course Content

Unit 1: Educational Psychology

1. Concept, Nature and Scope of Educational Psychology
2. Methods of educational psychology
3. (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.
4. Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg.

Unit-2: Learning: Implications for Education

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

Unit-3: Individual Differences-Implications for Education.

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

Unit 4: personality, Adjustment and Mental Health

1. Personality

- Concept and Theories of Personality
- Trait and type theory of Eyesenck
- Psychoanalytic approaches – Freud and Jung
- Social – Learning Theory – Bandura

- Humanistic Approach – Roger's and Maslow

2. Indian Theories of Personality

a. Vedic (Upanishadic) view of Personality

b. Buddhistic view of Personality

c. J-Krishnamurti's view of Personality

d. Aurobindo's view of Personality

3. Personality Assessment

a. Personality inventories interview, checklists, observation, Sociometry and situational tests

b. Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion

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 well being 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
9. Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
10. Elizabeth B. Hurlock,(1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
11. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
12. Uday Sankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
13. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
14. Kuppuswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
15. Coleman James C., Abnormal Psychology and Modern Life, Taraporevale Sons & Co., Bombay.
16. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
17. Kuppuswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
18. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
19. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
20. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
21. Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.

22. Jadunath Sinha, Indian Psychology, Vol., 1, 2,3, Mothilal Banarsidass, Bangalore,

23. Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1,2,3. Sage Publications, Delhi.

24. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry

29. Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, USA,

KRISHNAUNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
Paper – 2: EDUCATION STUDIES

Objectives

(1) To acquaint the students with the general development and progress of education prior to independence.
(2) To acquaint the students with general development and progress of education after independence.
(3) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
(4) To enable the students to understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
(5) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
(6) 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. History of Ethics and Moral Educations
2. Philosophy of life and characteristics of Education

3. Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.
4. Education during Buddhit Era and Islamic Education.

Unit – 2: Secondary Education in India

1. Educational Planning – Quality Educaiton
2. Vocationalization of Secondary Education. Report of working group on vocationalization of educators. Report of National review committee on Higher Secondary Education.
3. Programmes of CBSE Schools, Programs of Kendriya Vidyalayas Sarva Shiksha Abhiyan.
4. Secondary Educational Policies.

Unit – 3: Emerging Issues in Higher Education

1. Privatization in Education, Problem of Brain drain . Center state relationship on education
2. Problem of protective discrimination. The language problem. Religion and Education
3. Learning without burden
4. Technical skills of learning. Challenges in Higher Education

Unit – 4: Education and Issues in Development

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.
2. Education of the disadvantaged section
3. Education of children with special needs
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 Zaghloul (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.

KRISHNAUNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
PAPER 3: FUNDAMENTALS OF EDUCATION 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. Meaning, Purposes, Nature and Scope of Educational Research.
2. Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
3. Research Problem: Sources of research problem, characteristics of good research problem,

definition of the research problem, evaluation of the research problem.

4. Related Literature – Purposes of Review; Conducting the literature search using Internet and databases.

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

1. Meaning and Classification of Variables.
2. Meaning, Types and Forms of hypothesis.
3. Population and Sample.
4. Sampling Techniques.

Unit – 3: Tools and Techniques of Data Collection

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

Unit - 4: Descriptive Analysis of Quantitative Data

1. Measures of Central tendencies – Mean, Median, Mode
2. Measures of Dispersion – Range, Q.D., A.D. and S.D.
3. Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z-Scores, T-Scores
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.

KRISHNAUNIVERSITY
MASTER OF EDUCATION

1st Year, Semester - I

Paper – 4: EDUCATIONAL PLANNING & MANAGEMENT

Objectives

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

Course Content

Unit - 1: Principles and Practices of Educational Management

1. Meaning, scope and importance of educational management.

2. Growth of educational management – Historical perspective.
3. Objectives and Principles of educational management.
4. Educational Administration at various levels: a. Centre b. State c. Local bodies and d. Private agencies

Unit - 2: Concepts of Educational Planning

1. Need, Importance and Goals of educational planning
2. Micro and macro models of educational Planning, Approaches of educational planning - Social demand approach , Rate of return approach and Man power requirement approach
3. Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.
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

1. Importance of financing education, Effects of educational financing
2. Demand factors for finance in education, Budgetary control, management and reforms
3. Theoretical basis of educational finance Issues in the finance of education
4. Financing elementary, secondary and higher education

Unit - 4: Quality Management in Education

1. Meaning and importance of Quality
2. Quality in Higher Education
3. Accreditation Concept- Meaning, parameters.
4. Role of NAAC

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)
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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).
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15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
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17. Thurow Laster C.: Investment in Human Capital, Belmont: Wadswarth 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. Raow

KRISHNAUNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - I

PAPER - 5: ADVANCED EDUCATIONAL TECHNOLOGY

Objectives

1. 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.
2. To help the student teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint student teachers with levels, strategies and models of teaching for future improvement.
4. To enable the student teachers to understand about the importance of programmed instructions and researches in Educational Technology.
5. To acquaint the student teachers with emerging trends in Educational Technology
6. To develop awareness about uses of computer and information technology in the field of education
7. To develop understanding about the various aspects of information systems and multimedia developments.
8. To develop various skills to use computer technology for the purpose of education.
9. To inculcate interest about the use of technology in educational research.

10. To make students to understand the contemporary developments in the emerging technologies of education.

Course Content

Unit 1: Introduction to Information Technology

1. Definition Need and Scope of Information Technology
2. Categories of Information: Data, Information, Knowledge, Intellect
3. Types of Information : By Source, By Channel, By Media, By Need
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

1. Theory, Concept, Nature, Process, Components Types, Classroom Communication
2. Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
3. Programmed instruction (linear/branching model) - Origin and types - linear and branching - Development of the programmed instruction material
4. Future priorities in Educational Technology

Unit 3: Technology of Teaching

1. Concept, Structure and Levels of Teaching (Memory Level, Understanding Level, Reflective level)
2. Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV, SITE etc)
3. Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference, Panel Discussion)
4. Action Research (Reflective Process – Progressive Problem Solving)

Unit 4: Interactive Learning Environments

1. Mass Media Approach in Education
2. Instructional Resource Centers
3. Concept and Uses of multimedia, Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio

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.
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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.

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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.

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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

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33. Sinha P K, (1992)Computer Fundamentals, BPB Publication, New Delhi

34. Sportack M A, (1998) Networking Essentials, Tech Media, New Delhi

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KRISHNAUNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - II

Paper 1: PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

Objectives

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

Course Content

Unit 1: Philosophy and Education.

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

Unit 2: Philosophical Bases of Education.

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

Unit 3: Democracy and Education.

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

Unit 4: Current Issues and their Educational Implications.

1. Poverty, Unemployment and Education.
2. Violence and Peace Education.
3. Problems of Nations and solutions through Education.
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.
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 Zaghloul (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.*

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MASTER OF EDUCATION

1st Year, Semester – II

Paper – 2: PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

Objectives

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

Course Content

Unit - 1: Sociology and Education

1. Social Mobility. Meaning, Nature and Scope of Sociological Foundations of Education.
2. Functions of Sociology and utility of Sociology to Teachers.
3. Sociological Aims of Education.
4. Education and

Unit - 2: Concept of Social Organization

1. Characteristics of Social organization
2. Social Groups and characteristics.
3. Social Stratification and Education
4. Concept of Equality in Education and Need for equality of Educational Opportunities.

Unit - 3: Education and Social Change

1. Social Change - Definition, concept and Factors leading to Social Change.
2. Determinants of Socialization. (family, school, peer group, media)
3. Modernization – meaning and characteristics, relationship between education and modernization.
4. Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

Unit - 4: Sociological Determinants - Individual

1. Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.
2. Social Problems. Poverty, Unemployment and Crime.
3. Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities)
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), Philosaphy 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
15. Modernization and Social Change. Rajendra PandeyInequality of Social Change. Ambrebeteille

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MASTER OF EDUCATION

1st Year, Semester - II

Paper - 3: ADVANCED EUCATIONAL RESEARCH

Objectives

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

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

Course Content

Unit – 1: Methods of Educational Research

1. Phenomenology, Philosophical, Ethnological Research
2. Historical Research and Case Studies
3. Survey Research, Analytical Studies, Correlation Studies, Causal-Comparative Studies.
4. Experimental Research and Action Research

Unit – 2: Research Proposal and Research Report

1. Format of Research Proposal
2. Format of Research Report
3. Style of writing the Report, References and Bibliography
4. Evaluation criteria for Research Report and Research Paper

Unit – 3: Examining Relationship or Association

1. Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
2. Regression and Prediction.
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.
4. Computer Data Analysis.

Unit – 4: Inferential Analysis of Quantitative Data

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.
2. Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.
3. Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
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: Merill, 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.

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MASTER OF EDUCATION

1st Year, Semester - II

PAPER – 4: TEACHER EDUCATION

Objectives

To develop an understanding of

1. Concept, development and agencies of Teacher Education
2. Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies.
3. Need for Teacher Education
4. Issues, problems and innovative practices n Teacher Education
5. Research and professionalism n Teacher Education.

Course Content

Unit -1: Introduction to Teacher education

1. Meaning and nature of teacher education
2. Need, scope and objectives of teacher education
3. Changing context of teacher education in the Indian scenario
4. Changing context of teacher education in the global scenario

Unit - 2: Development of Teacher Education

1. Teacher Education in Pre-independence India.

2. Teacher Education in post-independence India.
3. National policy on teacher education, 1986.
4. Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching, programmed instruction etc.

Unit – 3: Agencies and Institutions of Teacher Education.

1. Agencies of Teacher Education at the state level and their role and functions.
2. Agencies of teacher education at the national level and their role and functions.
3. Agencies of Teacher Education at the international level and their role and functions.
4. Institutions of Teacher Education, DIET,CTE,IASE,RTE

Unit – 4: Major Issues and Problems of Teacher Education

1. Maintaining standards in Teacher Education – admission policies and procedures, recruitment of teacher educators
2. Service conditions of teacher educators
3. Quality management of teacher education
4. Privatization, Globalization and Autonomy in Teacher Education.

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.

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MASTER OF EDUCATION

1st Year, Semester - II

NON-CORE PAPER - 5: HUMAN VALUES & PROFESSIONAL ETHICS

Objectives

This course input is indeed

1. 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.
2. 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, such a holistic trustful perspective forms the basis of values based living in a natural way.
3. 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.

Thus, this course is intended to provide a much needed orientational input in values education to the young enquiring minds.

Course methodology

1. The methodology of this course is universally adaptable, involving a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self- exploration, and not of giving sermons. Whatever is found as truth or reality is stated as proposal and student are facilitated to verify it in their own right based on their natural acceptance experiential validation,.
4. This process of self exploration takes the form of a dialogue between the teacher and the student to begin with, and within the student himself/herself finally.
5. This self-exploration also enables them to evaluate their pre-conditionings and present beliefs.

Course Content

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

1. Concept, need and nature of education in human values.
2. Basic guidelines, content and process of value education.
3. (i) Self exploration: its concept and process; Natural acceptance and experiential validation as the mechanism for self exploration. (ii) Continuous happiness and prosperity - a look at basic human aspirations. (iii) Right of understanding, relationship and physical facilities- the basic requirement for fulfillment of aspirations of every human beings with their correct prosperity. (iv) Understanding happiness and prosperity correctly – a critical appraisal of the current scenario
4. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

Unit - 2: Understanding Harmony in the Family and Society- Harmony in Human relationship

1. (i) Understanding the characteristics and activities of 'I' and harmony in 'I'. (ii) Understanding the harmony of I with the Body: Sanyam and Swasthya : correct appraisal of physical needs, meaning of prosperity in detail Programs to ensure sanyam and swasthya. (iii) Understanding harmony in the family – the basic unit of human interaction.
2. Understanding values in human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripli; Trust (Viswas) and respect (Samman)as the foundational values of relationship
3. (i) Understanding the meaning of Viswas; Difference between intention and competence. (ii) Understanding the meaning of sommon, Difference between respect and differentiation; the other

salient values in relationship. (iii) Understanding the harmony in the Sah-astitva as comprehensive Human Goals

4. Visualizing a universal harmonious order in society: undivided society (*Akhand –Samaj*) Universal Order(*Sarvabhum –Vyawastha*)-from family to world family!

Unit - 3: Understanding Harmony in Nature and Existence – whole existence as co-existence

1. Understanding harmony in nature.
2. Interconnectedness and self regulation in nature
3. Understanding existence as co-existence(sah-astiva) of mutually interacting units in all- pervasive space
4. Holistic perception of harmony at all levels of existence

Unit - 4: Implication of the above holistic understanding of Harmony on professional ethics.

1. (i) Natural acceptance of human values. (ii) Definitiveness of ethical human conduct.
2. (i) Basis for humanistic education, humanistic constitution and humanistic universal order. (ii) Strategy for transition from the present state to universal human order.
3. Competence in professional ethics.
    a. Ability to utilize the professional competence for augmenting universal human order,
    b. Ability to identify the scope and characteristics of people friendly and echo friendly production system,
    c. Ability to identify and develop appropriate technologies and management patterns for about production systems,
4. (i) Case studies of typical holistic technologies, management modules and production systems. (ii) At the level of individual: as socially and ecologically responsible, professionals. (iii) At the level of society: as mutually enriching institutions and organizations.

Practicum

(1) One seminar

(2) One assignment.

Practice exercises and case studies.

Text Books and Reference Materials

a. The Text Book

R R Gaur, R Sangak, G P Bagaria, 2009, A Foundation course in Human Values and professional thics, Excel Books Private Limited , New Delhi.

b. Teachers Manual

R R Gaur, R Sangak, G P Bagaria, 2009, Teachers's Mamual: A Foundation course in Human Values and professional thics, Excel Books Private Limited , New Delhi.

Video CD of Teachers Orintation workshop will be made available on website.

Reference Books

1. Ivan Illich,1974,Energy &enquiry, the trinity press, Worcester, and Harper Collins, USA
2. E.F Schumacher, 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. A N 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.)

Relevant websites, CDs, Movies and Documentaries

1. Value Education Websites, http://www.uptu.ac.in

2. Story of stuff, http://www.Storyofstuff.com

3. AL Gore, An Inconvenient Truth, Paramount Classics, USA

4. Charlie Chaplin, Modern Times, United Artist, USA

5. IIT Delhi, Modern Technology the Untold Story

6. Anand Gandhi, Right here right now, Cycle wala production

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester –III

PAPER 1: GUIDANCE AND COUNSELING

Objectives

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

Course Content

Unit 1: Fundamental Concepts of Guidance

1. Concept, Assumptions and Need of guidance. Purpose, and Functions of Guidance. Scope , Types of Guidance and Significance of Guidance
2. Guidance at different levels – Primary, Secondary and Higher Secondary School stages.
3. Agencies of Guidance – National, State and local levels.

4. Role of the teacher in Guidance

Unit 2: Educational and Vocational Guidance

1. Principles of Educational Guidance. Problems of Guidance. Guidance and classroom learning. Guidance for special learners. Induction Programme. Guidance and curriculum
2. Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference , Industrial Visit, Simulated Interview, Vocational Counseling.
3. Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance
4. Nature of work, various motives associated with work. Occupational Information.

Unit 3: Personal and Group Guidance

1. Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance
2. Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance
3. Procedure and techniques of group guidance.
4. Family, Health, Marital, Legal, Educational, Vocational guidance

Unit 4: Counselling Process and Testing in Guidance Service

1. Concept, nature, principles of counselling. Characteristics of good counselling. Counselling for adjustment. Conduction of counselling, Interview for exceptional children.
2. Counselling approaches – directive, non-directive. Group counselling vs. Individual counselling
3. Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality. Administering, scoring and interpretation of test scores.
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 McGrow 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

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - III

PAPER - 2: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

Objectives

On completion of this course the students will be able to

1. Explain the concept and scope of ET.
2. Explain the different instructional designs.
3. Understand the nature and scope of ICT in Education.
4. Appreciate the applications of ICT in Education.
5. Understand the process of ICT integration in teaching and learning.
6. Appreciate the scope of ICT for improving the personal and professional competence of teachers.
7. Understand the components and basic functionality of computer.
8. Know the instructional applications of internet and Web resources.
9. Understand the process of locating research studies available in the Internet and the use of online Journals and books.
10. Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

Course Content

Unit 1: Introduction to Information and Communication Technology

1. Meaning, Nature, Scope and Significance of ICT.
2. ICT resources for teaching and learning.
3. Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
4. Role of ICT in personality development and professional development.

Unit 2: **Computer, Internet and World Wide Web**

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. The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.
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.
4. Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information storage and Management

1. Data and Information: Types of data, File management.
2. Data storage and Data base management
3. Meaning, Characteristics and benefits of cloud computing.
4. Management information systems in the field of education.

Unit –4: ICT Applications in Education

1. E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages of E-learning; Limitations of E-learning.
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.

3. E–Journals and E–Books: Meaning, types, salient features and availability of E- Journals; Meaning, nature and significance of E – Books.
4. Electronic portfolio.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

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

14. Shukla, Satish, S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.
15. Simmons, C. & Hawkins, C. (2009). Teaching ICT. New Delhi: Sage Publications.
16. Sinha, P.K. & Sinha, P (2011). Computer Fundamentals, 6th Edition. New Delhi: B.P.B Publications.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - III

SPECIALIZATION A - ELEMENTARY EDUCATION

PAPER – 3: ELEMENTARY EDUCATION (Compulsory)

Objectives

1. To make the students understand the nature and historical development of elementary education.

2. To enable the students to examine the development of elementary education policy in India after independence; and

3. To enable the students to understand the concept and objectives of elementary education and the rationale for universal elementary education;

4. To enable the students to know different policies and provisions of elementary education.

5. To develop an understanding in students about different strategies of improving elementary education.

6. To make the students to understand and apply the techniques useful in realising universalisation of elementary education.

7. 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. History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE,1986 & Yashpal]
2. Aims, objectives and rationale of elementary education
3. Constitutional provisions and directive principles related to elementary education
4. Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals

Unit 2: Universalisation of Elementary Education

1. Concept , meaning, objectives and justification of UEE
2. Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out)
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]
4. Participation of NGOs in achieving UEE goals

Unit 3: Strategies and Programmes in Elementary Education

1. Involvement of Panchayat Raj and Village Education Committees in educational planning and management and DPEP
2. SSA, OBB, Access to school and school mapping
3. MDMS, Retention of children and Prevention of dropout rate
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

1. Objectives, principles and organization of curriculum
2. Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT),Peer Learning(PL) and Co-operative
   Learning(CL)]
3. Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation]
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

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

SPECIALIZATION - B

PAPER – 4: INCLUSIVE EDUCATION (Elective)

Objectives

On completion of this course the students will be able to

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

Course Content

Unit 1: Introduction to Inclusive Education

1. Definition, concept and importance of inclusive education.

2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for all children.

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

1. International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990)
2. National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PIED, DPEP, PWD and SSA
3. Initiatives for the gifted and talented children
4. Current Laws and Policy Perspectives supporting Integrated Education

Unit 3: Preparation for Inclusive Education

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

Unit 4: Children with Diverse Needs

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

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
3. 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)

4. Dr.Digumarthi Bhaskar Rao, Dr.B. Prasad Babu: Perspectives in primary Education and Inclusive Education, (D.Ed). Sri Nagarjuna Publishers, Guntur. (Telugu Version)
5. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
6. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
7. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
9. . Daniels Harry, & Garner Philip, (1999) (Inclusive Education (World Yearbook of Education).ISBN.07494 2237 8 (hb).
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_mannual.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.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

SPECIALIZATION – A & B

PAPER – 5: LIFE SKILLS EDUCATION (Elective)

Objectives

To enable the prospective teacher-educators

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

Course Content

Unit 1: Concept and Scope of Life Skills

1. Need for the development of skills.

2. Understanding of human resources.

3. Significance of Life skills Education.

4. Development of the learners through Life skills Education.

Unit 2: Cognitive Skills Development

1. Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.
2. Components of each cognitive skill
3. The various strategies to be used for the development of cognitive skills (Brain storming, Block busting)
4. Qualities of the skill developed person in each cognitive skill

Unit 3: Development of other Psycho-social Skills

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

Unit 4: Development of Coping Skills

1. Concept of coping skills-Coping with Emotions and Coping with Stress.
2. Components of coping with emotions and coping with stress.
3. The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises)
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

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

SPECIALIZATION - A

PAPER – 6: ADULT AND CONTINUING EDUCATION (Elective)

Objectives

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

Course Content

Unit 1: Introduction to Adult Education

1. Concept of adult education, objectives of adult education
2. Importance of adult education for economic, social and political development of India.

3. Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy
4. Problems of adult education.

Unit 2: Methods and Techniques of Adult Education

1. Forms of adult education : Remedial, continuing, workers and mass media.
2. Methods of adult education : Teacher dominated method, co-operative method and mass media methods.
3. Administrative structure of adult education
4. organization of adult education programmes at the field level, training of adult education functionaries

Unit 3: Agencies of Adult Education

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

Unit 4: Continuing Education

1. Meaning, Definition and growth of the concept.
2. Nature and Scope of continuing education.
3. Importance of continuing education.
4. Problems in continuing education.

Practicum

(1) One Seminar
(2) One Assignment

Reference Books

1. Ansari, N.A. Adult Education in India, S.Chand & Co. New Delhi (1990).
2. Apple J.W., Problems in Continuing Education, Mc.Graw Hill, New York (1974).
3. Yadav, Rajendersingh, Adult Education Concept, theory and practice, The Associated Publishers, New Delhi, (2002).

4. Bordia, Anil, Kidd,& J.A Draper : Adult Education : A Book of Readings, New Delhi, Indian Adult Education Association,1977.
5. Grover, R.P. and Chopra, Rita: Adult Education, The Indian Publishers, 1998.
6. Kundu, C.L. : Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi, 1986.
7. Govt. of India : National Policy on Education, 1986.
8. Govt. of India : National Policy on Education, Programme of Action, 1986
9. Nanda, V.K. : Adult education and Human Resource Development, Anmol Publishers, 1998.
10. Sodhi, T.S. : Adult Education : A Multidisciplinary Approach, Ludhiana : Kataria,1987

KRISHNAUNIVERSITY

MASTER OF EDUATION

2nd Year, Semester – III

SPECIALIZATION – B - SECONDARY EDUCATION

PAPER - 7: SECONDARY EDUCATION (Compulsory)

Objectives

1. To enable the students understand the nature, significance and the historical development of Secondary Education.
2. To enable the students understand the rationale and objectives of Secondary Education.
3. To enable the students to know about the different Institutions which provide Secondary Education.
4. To enable the students understand the different challenges and problems at the Secondary Education stage.
5. To enable the students know the various efforts of the State in the provision of Secondary Education.
6. 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. What is meant by Secondary Education? Significance and major objectives of Secondary Education
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?
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.
4. The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and it's recommendations.

Unit 2: Indian Government, Constitution and Secondary Education.

1. National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adiseshaiah Commission Report, Janardhan Reddy Commission Report, Yashpal Committee Report, and the POA 1992.
2. Constitutional Provisions and their respective Implications for Secondary Education.
3. Different types of Institutions providing Secondary Education viz. Navodaya Schools, Kendreeya Vidyalayas, A.P.Residential Schools, Gurukul Pathashalas etc.
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.

1. Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.
2. Secondary Education a 'Runway' for future education and careers.
3. Secondary Education- A terminating point or a 'Y' junction for the youth.
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.

1. Problems of enrollment and continuance.
2. Education of the differently - abled children.
3. Quality and Quantity of facilities- material and human.

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.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

SPECIALIZATION - B

PAPER - 8: SPECIAL EDUCATION (Elective)

Objectives

1 The student is able to acquire knowledge regarding various disabilities

2 To equip the students with ability to identify individuals with disabilities

3 To make students understand the need and types of rehabilitative measures

4 To train students to apply the techniques of educational interventions

5 To create awareness among public on the issues of disabilities and rehabilitation

6 To motivate students to act as agents in controlling the disabilities

Course Content

Unit 1: Meaning and Scope of Special Education

1. Concept of Impairment, Disability and Handicap. Classification of Exceptional Children. Brief History of Special Education

2. Nature and Scope of Special Education. Importance and need of Segregated – Integrated - Inclusive Education

3. Concessions and facilities for persons with Disabilities

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 Physical Impairment

1. Visual Impairment : Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances

2. Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.

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

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

Unit 3: Children with Mental Retardation and Learning Disability

1. Definition, Nature, Classification, Identification and Characteristics of mental retarded.
2. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Peri-natal and Post-natal causes. Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.
3. Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia
4. Preventive measures of learning disability. Educational Provisions – Multisensory Approach, and Behavioural approach

Unit 4: Educational Intervention and Preparation of Special Teachers

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.
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.

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. Curriculum for teacher preparation and transaction modes

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 Countires, Assessment, Curriculum and Instruction. University of Alberta , Alberta .
2. Evan, P. and Verma, V. (Ed.) (1990) Special Education. Past Present and Future. The Faimer 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, Secundarabad.

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.

ACARYA NAGARJUNA UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

PAPER – 9: COMPARATIVE EDUCATION (Elective)

Objectives

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms the prevailing trends in those countries.
4. 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.
5. 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. Introduction to Comparative Education: Need Meaning, scope & objectives of comparative education.

2. Major concepts of comparative education.
3. Sociological, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.
4. Approach used in comparative education.

Unit 2: Comparative Education at National and International Levels

1. Trends in comparative education Modern trends in world education – National and global.
2. Role of U.N.O. in improving educational opportunities among the member countries.
3. Official organs of the U.N.O. and their educational activities.
4. Mufti culturalism in education.

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

1. School Education (Elementary & Secondary) : USA, UK, Russia, Japan, India
2. Higher Education: USA, Russia, UK, India.
3. Teacher Education: USA, Russia, UK, India.
4. Open Learning : India, Japan, USA, Russia, U.K

Unit 4: Issues that can be solved by Education

1. Causes & solutions for Problems prevailing in developing countries
2. Poverty, Unemployment and Terrorism
3. Population explosion, Casteism and communalism
4. Illiteracy

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,RoutledgeandKeganPaulLtd.,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.)”, Arya Book 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).

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – III

NON-CORE PAPER 10: PSYCHOLOGY AND LIFE

Objectives

1. To enable the students to understand psychology as an applied subject
2. To enable the students to understand himself / herself
3. To enable the students to understand emotions
4. To design a good learning situation
5. To acquit the student with states of mental health
6. To enable the student to develop into a holistic personality.

Course Methodology

1. It is a process of self knowing.
2. Self knowing helps in emotional control
3. It is a process of improving.
4. It helps in self motivation and developing memory creativity.
5. It helps in maintain mental health.
6. I t helps in developing positive attitude towards life.

Course Content

Unit 1: Meaning and Nature of Psychology

1. Meaning and Methods of psychology
2. Cognitive capacities-perception, cognition, memory, thinking, reasoning, problem solving, imagination
3. Affective capacities-feelings, attention, attitudes, interests
4. Human development

Unit – 2: Emotions and Emotional Disorders

1. Emotions- Meaning and types
2. Emotional expressions, bodily expressions, vocal expressions, Gestures and communications
3. Emotions and social behaviour
4. Emotional disorders- fear, anxiety, anger and violence

Unit 3: Learning, Memory, Motivation A Nature nd Creativity

1. Learning- meaning and types, learning difficulties
2. Memory-types, improvement of memory and reasons for forgetting
3. Motivation-types, motivation and achievement, self motivation, attributions for success and failures
4. Creativity – Concept, process , development of creativity , blocks for creativity

Unit 4: Personality and Mental Health

1. Meaning and theories of personality, assessment
2. Positive attitude towards life, Successful social life and importance of fitness
3. Mental disorders, defense mechanisms
4. Personality in the new era

Practicum

(1) One Seminar
(2) One Assignment

Reference Books

1. Mangal S.K., (2002), General Psychology, Prentice – Hall of India, New Delhi.

2. Chauhan S.S., (1982), General Psychology, Vikas Publishing House, New Delhi.
3. Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
4. Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
5. Elizabeth B. Hurlock,(1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
6. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
7. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
8. Coleman James C., Abnormal Psychology and Modern Life, Taraporevale Sons & Co., Bombay.
9. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
10. Kuppuswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
11. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
12. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
13. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
14. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

PAPER - 1: PERSPECTIVE, RESEARCH & ISSUES IN TEACHER EDUCATION (Compulsory)

Objectives

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with existing practices regarding structute, curriculum and evaluation in the education.
3. To enable the student to understand teaching and training techniques.
4. To enable the student to organize various types of student teaching programme.
5. To enable the student to know the concept and practice of evaluation in teacher education.
6. To acquaint the student with the innovative practice in teacher education.
7. To develop in the student professional ethics and to develop in the student the commitment to the profession.
8. To acquaint the student with different agencies of teacher education in India and their rules and functions.

9. To acquaint the student with the role of professional organization of teacher educators.
10. To help the student to understand major issues and problems of teacher education.

Course Content

Unit 1: Teacher Education at Pre-Primary and Primary Levels

1. Objectives of Teacher Education Programme at pre Primary and Primary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels.

Unit 2: Teacher Education at Secondary and Higher Secondary Levels

1. Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels

Unit 3: Research in Teacher Education

1. Nature and Scope of Research Teacher Education.
2. Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions)
3. Trends in Research in Teacher Education
4. Implications of Research for Teacher Education.

Unit 4: Teacher Education as a Profession

1. Concept of Profession and Professionalism
2. Developing Professionalism, Professional Ethics and Professional Code of Ethics of Teacher Educators.

3. Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.
4. Relationship between Teacher Effectiveness and Professional Ethics.

Practicum

(1) One Seminar

(2) One Assignment

Reference Books

1. Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
3. Chaurasia, G., Innovations and Challenges in Teacher Education, Vikas Publications, New Delhi, 19773
4. Devgowda, A.C. Teacher Education in India, Bangalore Book Bureau, Bangalore, 1973.
5. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
6. Ebel, R.L. (ED), Teacher Education, Americal Association of Colleges, for Teacher Education, Queenta, 1956.
7. Goodigs R, et al. Changing Priorities in Teacher Education Nicholos Publication Co., New York, 1982.
8. Government of India Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
9. Government of India University Commission, Government of India, New Delhi, 1947.
10. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
11. 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.
12. Hilgased, FH (ED) Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
13. Harvilas, S. and Naik, J.P.A History of Education in India, Macmillan and Co. Bombay, 1951.
14. Jangire, N.K., Technology of Classroom Questioning, National Publication House, Daryaganj, New Delhi, 1982.

15. Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
16. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
17. Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
18. Mitzal H.E., Encyclopedia of Educational Research (Section of Teacher Educational Programme), The Force press New York, 1982.
19. Nyjirhu S.N, (ed), Education of teacher of India (Vol.1)S.Chand and Co. Delhi.1968
20. N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
21. NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
22. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
23. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
24. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
25. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
26. Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
27. Singh I.C., Micro Teaching: An Innovation in Teacher Education, National Psychological Corporation, Kacheri Ghat, Agra 1979.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - 1V

SPECIALIZATION -A : AT ELEMENTARY LEVEL

Paper – 2: ENVIRONMENTAL EDUCATION (Elective)

Objectives

To Enable the students to

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

Course Content

Unit 1: Introduction

1. Concept, importance, scope, Aims and Objectives of Environmental Education
2. Guiding principles and foundations.
3. Relationship between man and Environment.
4. Ecological and psychological perspective

Unit 2: Environmental Hazards

1. Environmental pollution: physical, air, water, noise, chemical
2. Extinction of flora and fauna, deforestation, soil erosion
3. Need for conservation, preservation and protection of rich environmental heritage.
4. Programme of environmental education for primary education institutions.

Unit 3: Features of Curriculum for Environmental Education

1. Special nature of curriculum on environmental education.
2. Concept of environment and ecosystem. Nature system earth and biosphere abiotic and biotic components. Natural resources, abiotic resources.
3. Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
4. Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

Unit 4: Methods and Approaches of Environmental Education

1. Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches. Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films, and TV
2. 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.
3. Programme of environmental education for primary, secondary and higher education institutions.
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.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

SPECIALIZATION A AND B

PAPER- 3: MEASUREMENT AND EVALUATION (Elective)

Objectives

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

Course Content

Unit 1: Introduction to Measurement and Evaluation

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.
2. Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.
3. Criterion referenced and Norm referenced evaluation.
4. Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

Unit –2: Essentials of Test Construction

1. Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.
2. Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.
3. Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.
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

1. Measurement of Attitudes: Thurston's method of equal-appearing intervals, Likert's method of Summated ratings, Guttmann's scale.
2. Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records.
3. Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test.
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

1. Continuous and Comprehensive evaluation

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.
3. Choice Based Credit System of Teaching and Evaluation.
4. Computers in Evaluation.

Practicum

(1) One Seminar
(2) One Assignment

Reference Books

1. Adams, G.S. (1964) *Measurement and Evaluation in Education, Psychology and Guidance*. New York: Holt, Rinehart and Winston.
2. Antony Stella (2001) *Quality Assessment in Indian Higher Education*: Issues of Future Perspectives, Bangalore, Allied Publishers Ltd.
3. Antony Stella and A. Granom (2001) *Assessment and Accreditation in Indian Higher Education*: New Delhi Books Plus.
4. Arun Kumar Singh (1986). Tests Measurement and Research Methods in Behavioural Sciences. New Delhi: Tata Mc Graw-Hill Publishing Company Limited.
5. Baker, E.L and Quellmalz, E.S Ed. (1980) *Educational Testing and Evaluation*. London: Sage Publications.
6. Baron, D. and Bernard, H.W. (1958) *Evaluation Techniques for Classroom Teachers*. New York: McGraw- Hill Book Co., Inc.
7. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Ha*ndbook on Formative and Summative Evaluation of student Learnin*g, New York: McGraw – Hill Book Co.
8. Bradfield, M.J. and Moredock, H.S. (1957) *Measurement and Evaluation in Education*. New York: The Macmillan Company.
9. Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment,* New Delhi : NCERT.
10. Ebel, R.L. (1966) *Measuring Educational Achievement*. New Delhi: Prentice – Hall of India Pvt. Ltd.

11. Furst, E.J (1958) *Constructing Evaluation Instruments*. New York, Longmans., Green and Co.

12. Greene, H.A. Jorgensen, a. N., Gerberich, J.R (1954) *Measurement and Evaluation in the Secondary School.* New York: Longmans, Green and Co.,

13. Greene, H.A., Jorgensen, A.N. Gerberich, J.R. (1953) *Measurement and Evaluation in the Elementary School.* New York: Longmans, Green and Co.

14. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching.* London: Collier – Macmillan Ltd.

15. Gronlund, N.E. (1970) *Stating Behavioral Objectives for Classroom Instruction.* London: The Macmillan Co.

16. Marmar Mukhopadhyay (2001) *Total Quality Management in Education,* New Delhi, NIEPA.

17. Meherns, A.W. and Lehman, I.J. (1978) *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston.

18. Milliman, J. and Darling – Hammond, L. (1990) *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. New Delhi: Sage Publications.

19. Nunally, J.C. (1964) *Educational Measurement and Evaluation*. New York: McGraw-Hill Book Company.

20. Patel, R. N. (1985) *Educational Evaluation – Theory and Practice*. Delhi: Himalaya Publishing Co.

21. Phillips, C. R (1968) *Evaluation and the Work of the Teacher.* California: Wadsworth Publishing Co. Inc.

22. Popham, W. James (1975) *Educational Evaluation*. New Jersey: Prentice – Hall, Inc.,

23. Puttaswamaiah, K. (1979) *Fundamental of Applied Evaluation*. New Delhi: Oxford and IBH Publishing Co.,

24. Schwartz, A and Tiedeman, S . C. (1957) *Evaluating Student Progress in the Secondary School*: New York: David Mckay Company, Inc.

25. Singh, Pritam (1989) *Handbook of Pupil Evaluation,* Bangalore: Allied Publisher Ltd.

26. Stanley, J. C (1964) *Measurement in Today's School*, New Jersey: Prentice – Hall, Inc.

27. Stanley, J.C. and Hopkins, K.D. (1978) *Educational Psychological Measurement and Evaluation.* New Delhi: Prentice Hall of India Pvt. Ltd.

28. Stronge, J.H. Ed. (1997) *Evaluating Teaching*. California: Corwin Publications, Inc.

29. Throndike, R. L. and Hagen, E. (1970) M*easurement and Evaluation in Psychology and Education*. New Delhi: Wiley Easter Pvt Ltd.

30. Tuckman, B.W (1972) *Conducting Educational Research*. New York: Harcourt Brace Jovanrich Inc.

31. Wandt, E. and Brown, G.W (1957) *Essentials of Educational Evaluation*. New York: Holt, Rinehart and Winston.

32. Wrightone, J.W Justman, J. and Robins, I (1956) *Evaluation in Modern Education*, New Delhi: Eurasia Publishing House (Pvt) Ltd.

33. Yadav, M.S. and Govinda, R (1977) *Educational Evaluation: A Package of Auto-Instructional Material* Ahmedabad: Sahitya Mudranalaya.

34. Prem Kumar Jha Assessment and Evaluation in Higher Education, Vista International Publishing house

35. Robert Linn etal "Measurement and Assessment in Teaching" Pearson International education. 9th Edition.

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KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

SPECIALIZATION A & B

PAPER - 4: CURRICULUM STUDIES (Elective)

Objectives

The course will enable the student teacher to

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

Course Content

Unit 1: Introduction to Curriculum

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

Unit 2: Curriculum Planning

1.Meaning of Curriculum Planning, Principles of Curriculum Construction

2.Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related

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

4.Principles and approaches of curriculum organization.

Unit 3: Curriculum Development and Transaction

1. Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.
2. Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered
3. Role of Administrators in implementation and evaluation of curriculum.
4. Meaning, need and strategies for curriculum change.

Unit 4: Curriculum Evaluation

1. Concept, need and importance of Curriculum Evaluation
2. Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post- testing.
3. Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and social approaches.
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.

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. Ltd.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

SPECIALIZATION -A

PAPER – 5: VALUE EDUCATION (Elective)

Objectives

1. To enable the students understand the need, nature and scope of Value Education.
2. To enable the students understand the importance of values and classification of values.
3. To enable the students understand the role of different people and media in fostering values.
4. To enable the students understand the approaches, teaching strategies and models of Value Education.
5. 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. Concept, Need and Nature of values.
2. Meaning and Classification of Values.
3. Sources of Values
4. Values and Education – Their relationship and Significance of Value Education.

Unit 2: Models of Value Education

1. Value Clarification Model
2. Social Action Model
3. Consideration Model
4. Rationale Building Model

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

1. Form and content of Value Education at different stages.
2. Different approaches to Value Education- Direct, Indirect and Integrated approaches.
3. Strategies and Techniques for Value Education at different stages.
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.

1. Role of Parents and Peer Group
2. Role of School and Teachers
3. Role of Religion and Media
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 Chakrabarthi (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.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

SPECIALIZATION A & B

PAPER - 6: HUMAN RIGHTS EDUCATION (Elective)

Objectives

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

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

Course Content

Unit 1: Concept, meaning and history of human rights

1. Concept Meaning Need, Objectives and principles of human rights education,
2. Classification of Human Rights.

3. Evolution and Historical Development of Human Rights in the global context.

4. Education as an agency to sensitize students towards human rights.

Unit 2: Indian constitution and Commissions on Human Rights

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

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

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

4. Barriers in implementing Human Rights.

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

1. Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.
2. Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities
3. Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.
4. Training teachers for Human Rights Education.

Unit 4: Human Right violations and emerging issues

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

2. Tribal rights and forest protection

3. Environmental issues and sustainable development

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

1. Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
2. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
3. Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
4. Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : Authors Press.
5. Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
6. Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
7. Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
8. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd
9. Peter, U. (2005). Human rights and development. India: Kumarian Press.
10. Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.
11. Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian
12. Institute of Human Rights Education.
13. Gopal, B. (2001).Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
14. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
15. Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
16. Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
17. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
18. Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
19. National Council for Teacher Education, (1996). Human Rights and National Values: Self Learning Module. New Delhi: NCTE Publication.
20. Mehta, P.L. and Neena Verma, (1995). Human rights under the indian constitution. New Delhi: Deep and Deep Publications.
21. Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
22. Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and Deep Publications.

23. Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: Health Education Authority and UNICEF, U.K.
24. Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep and Deep Publications.
25. Agarwal ,J.C, Education for values,environment and Human Rights,Shipra Publicatins, New Delhi.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester – IV

SPECIALIZATION - B

PAPER – 7: ENVIRONMENTAL EDUCATION AT SECONDARY LEVEL (Elective)

Objectives

1. To make students about the concept, importance scope and aims of environmental education
2. 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.
3. To orient students with various components of environment for preparing a curriculum for environmental education.
4. To enable the students to develop various methods and strategies for realizing the objectives of environmental education.
5. 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. Concept, importance and scope
2. Aims and objectives
3. Guiding Principles and Foundations
4. Relationship between ,man and environment
5. Sociological and psychological Perspectives

Unit 2: Environmental Hazards

1. Environmental pollution: physical, air water, noise, chemical
2. Extension of flora & fauna, deforestation, soil erosion.
3. Need for Conservation, preservation and protection of Rich environmental heritage.
4. Programme of environmental education for secondary and higher education institutions.

Unit 3: Environment and Eco-system

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

Unit 4: Environmental Problems, Legislation and Education

1. Effect of manmade and natural disaster on environment. Role of educational institutions in disaster management. Concept and importance of sustainable development.
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.
3. International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference(2002). Environmental Movements : Chipko, silent valley, Narmada Bachao.
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.

KRISHNAUNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester - IV

SPECIALIZATION - B

PAPER – 8: ECONOMICS OF EDUCATION

Objectives

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

Course Content

Unit 1: Basic Concepts of Economics of Education

1. Concept, scope, significance, recent trends in economics of education.
2. Education as consumption and investment
3. The concept and measurement of Human Capital.
4. Education and its relation to Human Resource Development

Unit 2: Education and Economic Development

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

Unit 3: Costs and Benefits of Education

1. Determinants of Educational Costs.

2. Problems in the Measurement of Costs and Benefits in Education.
3. Cost-Benefit Analysis in Education.
4. Concept of Rate of Returns and Returns to Education

Unit 4: Economic Reforms and Education

1. Relationship between Poverty, Schooling and Education
2. Privatization of State Education - Public - Private partnership in education
3. Globalization and Education
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: Wadswarth 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

Krishna University ::Machilipatnam

M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-1: Perspectives of Educational Psychology (Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a). What is the scope of Educational Psychology ?

Or

(b). Mention the current trends in Educational Psychology.

2. (a).What are the problems in old age?

Or

(b).Explain the Indian theory of development ?

3. (a) What are the Education Implications of Thorndike's laws of learning ?

Or

(b) Differentiate between Pavlov and Skinner's conditioning.

4.(a) How is information processed?

Or

(b) Mention Gagne's levels of learning.

5. (a) List out the cognitive abilities.

Or

(b)What are Gardner's types of Intelligence?

6. (a) List out few intelligence tests.

Or

(b) How do you foster creativity in primary school children?

7. (a) Explain social learning theory of Bandura.

Or

(b)What is Roger's contribution to Humanism?

8. (a) How did J.Krishnamurti view personality?

Or

(b) What is sociometry?

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a) Discuss Erikson's stages of Development .

Or

(b)Explain Lewin's field theory.

10.(a) Write about Freud's Psychoanalysis.

Or

(b)Explain the Neurotic and Psycho-somatic disorders.

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M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-2: Educational Studies(Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a) What do you understand by Moral Education?

Or

(b) What is the importance of Ethics Education?

2. (a)List out the various characteristics of Education?

Or

(b)Explain the aspects of Karma and Religion in the Vedic system of Education?

3. (a)What are the salient features of the Buddhist Education?

Or

(b) What is Vocationalisation of Secondary Education?

4.(a) Enumerate the advantages and disadvantages of Privatization in Education?

Or

(b)Explain how the language problem in the Indian Education System was solved.

5. (a)Explain the importance and need of Population Education.

Or

(b)How can Education help in Environmental Protection and Preservation?

6. (a)What are the ways in which the Education of children with special needs be formulated.

Or

(b)What is the importance of Information and Communication Technology in Education?

7. (a)What are the various challenges that need to be met in Higher Education?

Or

(b)Should Education be a responsibility of the Centre or the State? Why?

8. (a) Explain the concept 'learning without burden'.

Or

(b)What is the contribution of Sarva Shiksha Abhiyan to Education?

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a) What are the problems of Secondary Education in India? State the measures to solve them.

Or

(b)Draw a comparison between the Navodaya and Kendriya Vidyalayas.

10.(a)Suggest various measures to the quality of Higher Education.

Or

(b)' Morality is caught and not taught'- in the light of this statement suggest a suitable Moral Education programme.

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M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-3: FUNDAMENTALS OF EDUCATIONAL RESEARCH(Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a) Write about the scope of Educational Research.

Or

(b) What are the characteristics of Quality Educational Research?

2. (a)Explain the criteria for selection of a research problem?

Or

(b)What is review of related literature and what are its purposes?

3. (a)Write about the meaning and types of variables.

Or

(b) What do you mean by hypothesis? Describe different types of hypothesis with examples.

4.(a)Explain about 'population' and 'sample' with examples?

Or

(b) Describe the various techniques of sampling in Educational Research.

5. (a)What are the merits and Demerits of ' interview ' technique in data collection.

(b)Distinguish various tools of data collection in educational research?

6. (a)What do you mean by Validity and Reliability of a research tool?

Or

(b)Describe the principles of construction of tools and techniques.

7. (a)Explain about measures of relative position.

Or

(b) Compute Mean, Median and S.D for the distribution of scores: 24,36,30,28,22,27,29.

8. (a)Distinguish between Q.D, A.D, AND S.D

Or

(b)What are the properties of normal probability curve?

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a) What is Educational Research? Explain the different types of Educational Research.

Or

(b) What is sampling? Explain about Sampling Techniques.

10.(a) Explain the administration of tools and techniques.

Or

(b)Write the basic attributes of a good Research tool with suitable explain.

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M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-3: FUNDAMENTALS OF EDUCATIONAL RESEARCH(Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a) Write about the scope of Educational Research.

Or

(b) What are the characteristics of Quality Educational Research?

2. (a)Explain the criteria for selection of a research problem?

Or

(b)What is review of related literature and what are its purposes?

3. (a)Write about the meaning and types of variables.

Or

(b) What do you mean by hypothesis? Describe different types of hypothesis with examples.

4.(a)Explain about 'population' and 'sample' with examples?

Or

(b) Describe the various techniques of sampling in Educational Research.

5. (a)What are the merits and Demerits of ' interview ' technique in data collection.

(b)Distinguish various tools of data collection in educational research?

6. (a)What do you mean by Validity and Reliability of a research tool?

Or

(b)Describe the principles of construction of tools and techniques.

7. (a)Explain about measures of relative position.

Or

(b) Compute Mean, Median and S.D for the distribution of scores: 24,36,30,28,22,27,29.

8. (a)Distinguish between Q.D, A.D, AND S.D

Or

(b)What are the properties of normal probability curve?

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a) What is Educational Research? Explain the different types of Educational Research.

Or

(b) What is sampling? Explain about Sampling Techniques.

10.(a) Explain the administration of tools and techniques.

Or

(b)Write the basic attributes of a good Research tool with suitable explain.

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M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-4: EDUCATIONAL PLANNING &MANAGEMENT(Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a)Write the meaning. Scope of Educational management.

Or

(b)Write the historical perspective of Educational Management.

2. (a)Write about objectives of Educational management.

Or

(b)Write about Principles of Educational management.

3. (a)Write about the need and importance of Educational Planning.

Or

(b)Write about any one approaches of Educational Planning.

4.(a)Explain Education Decentralized planning process.

Or

(b)Note different sources of finance for education in India.

5. (a)How can you control .manage budget in Education.

or

(b)How allocation of Education budget is being done?

6. (a)Write the Effects of Educational planning

Or

(b).State different sources of finance for Education in India.

7. (a)Define meaning of quality management in Education and importance.

Or

(b)Write about quality in Education.

8. (a)Explain Accreditation concept

Or

(b)Write about Role of NAAC.

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a)Discuss Educational Administration at various levels in India.

Or

(b)Explain in Detail about the costs and benefits of Education.

10.(a)Write about planning. process of National and state level.

Or

(b).Justify UGC role in Enhancing higher education through accreditation concept.

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M.ED DEGREE EXAMINATION

FIRST SEMESTER

Paper-5: ADVANCED EDUCATIONAL TECHNOLOGY(Model Paper)

Time: 3:00 Hours **Max.Marks:70**

SECTION – A

Answer the following questions. Each question carries 5 Marks.
Answer should not exceed 1 ½ pages. **(5 x 8 = 40 M)**

1 . (a)Write about need and scope of Information Technology

Or

(b) Explain various types of Information ?

2. (a) Write briefly about components types, classroom communication?

Or

(b) Write about categories of Information.

3. (a) Explain about models of teaching.

Or

(b) Write the concept and levels of teaching.

4.(a)Describe various techniques of Higher learning?

Or

(b)Write about future priorities in Educational Technology.

5. (a)Explain briefly about the use of CCTV, CAI in the field of education .

(b) Explain team teaching and Educational games.

6. (a) Write about Action Research.

Or

(b)Write about the need and uses of Instructional Resource centers.

7. (a)Write a note on Mass media approach in Education.

Or

(b)Explain SITE and how it promotes the process of teaching.

8. (a) How do you develop multimedia and its application in Education.

Or

(b) Write the concept and uses of multimedia, Multimedia Building block.

Section-B **(2X15=30m)**

Answer the following using internal choice. Each question carries 15 marks. Answer should not exceed 5 pages.

9. (a)Write the theory ,nature and process of classroom communication.

Or

(b)What is Programmed Instruction .write its origin and types.

10. (a) Describe various techniques of Higher Learning in with suitable examples.

Or

(b)Write about Data Base packages ,MS-Excel ,Data Entry in computer and Data Analysis .

M.Ed .Degree Examination, Model Paper1-2015
First Semester

Paper I -PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

TIME-3Hrs **Maximum: 70 Mrs**

Part -A 8x5=40 Mrs

Part A has EIGHT questions with internal choice
All questions must be answered following internal choice
Each question carries 5 Marks.

1(a) Write the utility of educational Psychology for teacher

(OR)

(b)Explain introspection and observation methods.

2(a) Discuss about the infancy and childhood stage.

(OR)

(b)Explain the theory of Chomsky.

3(a) Explain skinners theory of learning

(OR)

(b) Discuss about any two behaviouristic theories of learning

4(a) Write any five tenets of Levin theory of learning .

(OR)

(b)Suggest measures for identification and fostering of creativity

5(a) what are the characteristics of creativity? Explain

(OR)

(b)Describe Gardner's theory of intelligence.

6(a) Explain intra and inter individual differences.

(OR)

(b)Explain the concept and characteristics of personality

7(a) Write about Psychoanalytic approaches of Freud

(OR)

(b)Explain about integrated personality.

8(a) Explain mental health and hygiene and process of adjustment and Conflict with example.

(OR)

(b)Define mental health .Briefly state the concepts of mental health.

Part - B 2x15=30 Mrs

Part B has TWO questions with internal choice

All questions must be answered following internal choice

Each question carries15 Marks.

9(a) What are projective techniques ? Discuss about any five projective techniques that you know of .

(OR)

(b)What are the factors responsible for mental ill health? Explain the various type of neurotic and psychosomatics disorder.

10(a)Explain the social learning theory of bandura and discuss its significance in the context of modern day Indian needs and challenges to eduation in general

(OR)

(b)Learning is an active process not a passive adaptation - discuss.

M.Ed .Degree Examination ,Model Paper2 -2015

First Semester

Paper I -PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

TIME-3Hrs **Maximum:70 Mrs**

Part -A 8x5=40 Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries 5 Marks.

1(a)Write briefly about the nature and scope of educational psychology.

(OR)

(b)Write about the methods of educational psychology.

2(a) Discuses about the adolescence stage .

(OR)

(b)Explain theory of Ericson's.

3(a) Write any Five tenets of Tolman theory of learning

(OR)

(b)What are the specific characteristics of information processing in learning.

4(a) Explain Gangne's levels of learning.

(OR)

(b) Explain Hull's theory of learning.

5(a) Explain of intra and inter individual differences.

(OR)

(b)Write very briefly Guilford's Emotional intelligence theory.

6(a)What is creativity ? Write about nature and process of creativity.

(OR)

(b)Write about cognitive and affective abilities of intelligence.

7(a)Write trait and type theory of Eyesenck's

(OR)

(b)Explain social learning theory of Bandura's

8(a) what are the main principles of Maslow's theory of Humanistic Approach.

(OR)

(b) Explain the Vedic view of personality.

Part -B 2x15=30 Mrs

Part B has TWO question with internal choice

All questions must be answered following internal choice

Each questions carries15 Marks.

9(a) Write about personality theories .How they are classified .

(OR)

(b) Define personality .Explain the factors which contribute for the of development personality.

10(a) Describe Rorschach ,TAT and CAT.

(OR)

(b) Describe the Indian theory of psychological development.

M.Ed DEGREE EXAMINATIONS

Model paper 1-2015 First Semester

Paper II -EDUCATION STUDIES

TIME-3Hrs **Maximum:70 Mrs**

Part -A 8x5=40 Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries1 5 Marks.

1. a) Explain the philosophy of life and characteristics of education.

(OR)

b) Explain the concept of morality

2. a) Write about spiritual and materialistic education

(OR)

b) Explain about Buddhist education system

3. a) What is the concept of secondary educational policies

(OR)

b) Explain vocationalization of secondary education

4. a) Write about educational planning - quality education

(OR)

b) Discuss the programmers of CBSE school

5. a) Explain about learning without burden

(OR)

b) Explain about technical skills of learning

6. a) What are the merits and demerits of privatization and education

(OR)

b) Explain the problem of protective discrimination

7. a) Define value crises and how it effects peace education

(OR)

b)What is the role of family and community in educating children with special needs

8. a) Define the process of communication with help of class room

(O R)

b) Explain the education of the disadvantaged section

Part - B 2x15=30 Mrs

Part B has TWO questions with internal choice
All questions must be answered following internal choice
Each questions carries1 15 Marks.

9. a) What is the role of school and teachers in population

(OR)

b) State the professional ethics of teaching profession

10. a) Discuss a bout philosophy of life originations in the Vedas aspect of religion supremacies of karma action ,place of spiritual and materia listic education

(OR)

b) Discuss the vocational education at secondary level

M.Ed DEGREE EXAMINATIONS

Model paper 2 -2015 -First Semester

Paper II - EDUCATION STUDIES

TIME-3Hrs **Maximum:70**

Mrs

Part -A 8x5=40

Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries1 5 Marks.

1. a) Explain the history of ethics and moral education

(OR)

b) Discuss the significance of Islamic education

2. a) Explain philosophy of life originates in the Vedas -aspect of religion

(OR)

b) Write about philosophy of life and characteristics of education

3. a) Explain the educational planning - quality education

(OR)

b) Discuss about the merits and demerits of vocational education.

4. a) Explain the programmed of K.V.S schools

(OR)

b) Write about secondary educational policies

5. a) Write about center state relationship on education

(OR)

b) Explain the learning without burden

6. a) What are the technical skills of learning

(OR)

b) Explain the problem of protective discrimination

7. a) How can education for rural development

(OR)

b) What is the use of environmental education?

8. a) Write about importance of girls education

(OR)

b) Explain about tribal education

Part -B

2x15=30 Mrs

Part B has TWO questions with internal choice

All questions must be answered following internal choice

Each questions carries1 15 Marks.

9. a) What is the role of the school and family in education children with special needs

(OR)

b) Discuss about the history of ethics and moral education.

10. a) Discuss about privatization in education problem of Brain drain .

(OR)

b) Explain about programmes of CBSE schools, KVS and SSA.

M.Ed .Degree Examination ,Model Paper 1-2015
First Semester

Paper-III FUNDAMENTALS OF EDUCATION RESEARCH

TIME-3Hrs Maximum:70 Mrs

Part -A 8x5=40 Mrs

Part A has EIGHT questions with internal choice.

All questions must be answered following internal choice.

Each question carries 5 Marks.

1(a) Define the term Educational Research and explain need and scope of educational research

(OR)

(b) Define a research problem what are the characteristics of a good research problem

2(a) Explain qualitative research and quantitative research. Compare and contrast .

(b) What are the characteristics of Applied research .

3(a)What is a variables ? Explain the types of variables in educational research.

(OR)

(b)Define Hypothesis and Describe different types of hypothesis with examples.

4(a)What do you mean by sample ? Describe different types of sampling techniques with one example.

(OR)

(b)Briefly explain the procedure to be adopted in preparing and using a questionnaire as a data gathering tool.

5(a)Briefly explain reliability and validity.

(OR)

(b)Explain Merits and limitations of interview.

6(a)Briefly explain about Rating scales in educational research.

(OR)

(B)Discuss the principles of construction tools and techniques.

7(a) Discuss about the properties and uses of normal probability curve(NPC).

(OR)

(b)What is standard score? when do you require them.

8(a) Compute mean, median and mode for scores
26,31,35,46,52,43,26,26,41,52.

(OR)

(b) Find the Standard deviation to the given data.
3,6,10,17,13,4,7,22,18,10

Part -B 2x15=30 Mrs

Part B has TWO questions with internal choice
All questions must be answered following internal choice
Each question carries 15 Marks.

9(a)What do you mean by applied and action research ? Explain action research and applied research. Compare and contrast

(OR)

(b)Describe the different tools and techniques that are commonly adopted in educational research .

10(a)What do you mean by reliability of test ? Explain the methods followed i establishing reliability of a test.

(OR)

(b) What are the different measures of variability ? Calculate Q.D for the following data .

5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
1	2	6	8	13	9	6	3	2.

M.Ed .Degree Examination, Model Paper 2-2 015
First Semester

Paper III FUNDAMENTALS OF EDUCATION RESEARCH

TIME-3Hrs Maximum:70 Mrs

Part -A 8x5=40 Mrs

part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries 5 Marks.

1(a)What do you mean by Action Research ? Explain steps in Action Research

(OR)

(b)Define Research and Educational Research and explain Characteristics of Educational Research .

2(a) What do you mean by Research Problem and Describe Sources of Research problem

(OR)

(b)Explain the merits and limitations about Quantitative, Qualitative and mixed research.

3(a) What are the characteristics of good hypothesis.

(OR)

(b)What is a variables ? Explain the types of variables in educational research.

4(a)What do you mean by sample and Describe its Characteristics.

(OR)

(b)Explain the Evaluation of the problem in Research.

5(a)Define Rating scale and Explain the types of Rating Scales with one example.

(OR)

(b)Define observation and Explain their types and merits and limitations of observation

6(a) Discuss the good characteristics of Questionnaire.

(OR)

(b)Define validity and explain the Methods of following in establishing Validity of a test

7(a) What is standard score? Convert the following scores into Z Scores

and T.Scores. 20,30,40,50,60,70 and 80.
(For T.Score assume M = 100 ; SD = 20)

(OR)

(b)Describe the merits and limitations of Mean, Median &Mode.

8(a) What are the properties and applications of N P C

(OR)

(b)Explain skewness and kurtosis

Part -B 2x15=30 Mrs

Part B has TWO questions with internal choice
All questions must be answered following internal choice
Each questions carries 15 Marks.

9(a) Define the terms population and sample explain the various methods of sampling techniques with examples.

(OR)

(b)Define review of Related literature and explain purposes of review and sources of review of related literature

10(a)Define measures of variability ? Find any two measures for the follow ing data.

7-14	15-21	22-28	29-35	36-42	43-49	50-56	57-63
8	12	15	25	30	27	13	10

(OR)

(b) The following are scores obtained by two group;

	11 Year group	14 Year group
M	48	56
SD	8	12
N	500	800

On the assumption of normal distribution how 11years old obtain more than the mean of 14 years old.

M.Ed-DEGREE EXAMINATIONS,MODEL PAPER1

First Semester

Paper 4 - Education Planning of Management

TIME-3Hrs **Maximum:70**

Mrs

Part -A 8x5=40

Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries5 Marks.

1(a) Give he differences between Autocratic and democratic Administration

(OR)

(b) Explain the meaning ,scope and importance of educational management

2(a) What are the objectives and principles of educational management

(OR)

(b)State the educational functions functions of state government

3(a) What is instructional planning and what are its objectives ?

(OR)

(b)Explain about Need, importance and goals of educational planning.

4(a) Write about Social demand approach

(OR)

(b) Explain the External aid for education budgeting

5(a) Explain the planning process - National and state level

(OR)

(b) What is the importance of financing education

6(a) Discuss about demand factors for finance in education

(OR)

(b) Explain the financing elementary education

7(a) Explain The quality in Higher Education

(OR)

(b) What is the meaning and importance of Quality?

8 (a) Explain the Accreditation concept, Meaning parameters

(OR)

(b) \Write about the role of NAAC

Part -B 2x15=30 Mrs

Part B has TWO questions with internal choice.

All questions must be answered following internal choice.

Each question carries15 Marks.

9(a)What are the Administrative duties of Headmaster

(OR)

(b) What are the Principles and Functions of Educational Administration

10(a) Discuss about the role of NAAC

(OR)

(b) Explain Sources of finance for education in India

(1) Public funding of education (2) Fees

(3)Student loans (4) Education cess.

M.Ed DEGREE EXAMINATIONS, MODEL PAPER 2

First Semester

Paper 4 - Education Planning of Management

TIME-3Hrs **Maximum:70 Mrs**

Part -A 8x5=40

Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each question carries 5 Marks.

1(a)What are the Principles of educational Management

(OR)

(b)Explain the meaning Scope and importance of Educational management.

2(a)Write about Educational Administration State level .

(OR)

(b)Explain the growth of Education of Management .

3(a) Write the need and importance of Educational planning .

(OR)

(b)What are the micro and Macro models of educational planning.

4(a) Write about Education in Five Year Plans

(OR)

(b)What are the Sources of financing for Education in India

5(a) What is the importance of financing education

(OR)

(b) Write about financing Secondary and higher education

6(a) Discuss about the overcall basis of educational finance issues in the finance of education

(OR)

(b)Explain the demand factors for finance in education

7(a) Explain about meaning and importance of quality

(OR)

(b) Discuss about quality in Higher education.

8(a) Explain the Accreditation Concept - Meaning , Parameters

(OR)

(b) Write about Role of NAAC

Part -B 2x15=30 Mrs

part B has TWOS questions with internal choice

All questions must be answered following internal choice

Each questions carries1 5 Marks.

9(a) What are the important Commissions and Boards that will give suggestions to be central govt in development of education

(OR)

(b) Discuss about Educational administration at Various levels

(a) Centre (b)State (c)Local bodies (d) Private agencies

10(a)Explain about Approaches of educational Planning social demand approach ,Rate of return approach and man power requirement approach

(OR)

(b) Explain about financing elementary , Secondary and higher education.

M.Ed DEGREE EXAMINATIONS,MODEL PAPER 1

First Semester

Paper V - ADAVANCED EDUCATIONAL TECHNOLOGY

TIME-3Hrs **Maximum:70 Mrs**

Part -A 8x5=40 Mrs

part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries1 5 Marks.

1(a) What do you mean by educational technology ?Explain the Scope of Educational technology.

(OR)

(b) Describe the process of Communication.

2(a) Elucidate the role of Information Technology in Education.

(OR)

(b) What are the different Sources of information .

3(a) Define computer Assisted Instruction. What are the Instructional modes of computer assisted Instruction

(OR)

(b) Describe the different multimedia building blocks

4(a)What are the multimedia applications for teacher education

(OR)

(b) Describe the various techniques that can be adopted for modification of teacher behavior.

5(a) How would you perform the functions of (1) Data entry and (2)Exporting and Importing of files in Ms - Excel

(OR)

(b) Explain with example the procedures involved statistical applications in Ms - Excel .

6(a)How do you become all effective Communicator ?

(OR)

(b)What is Classroom interaction analysis?

7(a) What are the instructional modes of computer?

(OR)

(b) Explain mass media approach is Educational Technology?

8(a) Explain the principles of programmed learning .

(OR)

(b) What are the elements of e-leaning ? Write the characteristics of the e - learning ?

Part -B

2x15=30 Mrs

part B has TWO questions with internal choice

All questions must be answered following internal choice

Each questions carries1 15 Marks.

9(a) Explain the role of different emerging trends in Education Technology ?

(OR)

(b) Education technology has come to play a vital role in improving the effectiveness of the teaching learning pross-Discuss .

10 (a) Discuss about the types ,process and barriers of classroom communication

(OR)

(b) Define System approach .Explain the various steps involved is it . How can it be applied to the Field of Education.

M.Ed DEGREE EXAMINATIONS

Model paper 2-2015 First Semester

Paper V -ADVANCED EDUCATIONAL TECHNOLOGY

TIME-3Hrs **Max:70 Mrs**

Part -A 8x5=40

Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries 5 Marks

1. a) Write the nature and significance of educational technology ?

(OR)

b) Explain the concept of teaching and learning process

2. a) Describe the process of communication

(OR)

b) What are the barriers of communication?

3. a) What are the important aspects of the teaching learning process ?

(OR)

b) What are the principles of programmed learning?

4. a) What are the chief characteristics of MS- Excel ?

(OR)

b) What do we mean by multi - media package?

5. a) Explain the multimedia software

(OR)

b) Explain the important of mass media Approach to education

6. a) What are the instructional modes of computers ?

(OR)

b) What are the functions of an operating system ?

7. a) What is MS-Excel what are different steps in starting / teaching Excel ?

(OR)

b) What are the multimedia application for teacher education.

8. a) Explain about menu bar in word document

(OR)

b) Describe the important components of MS - Office .

Part -B 2x15=30 Mrs

Part A has EIGHT questions with internal choice

All questions must be answered following internal choice

Each questions carries 15 Marks

9 a) Describe the various techniques that can be adopted for modification of teacher behavior ?

(OR)

b) What are models of teaching ? How are they classified?

10. a) Explain with examples the procedure involved statistical applications in MS - Excel .

(OR)

b) What are communication protocols and channels? How are they useful in communication /Information transmission ?