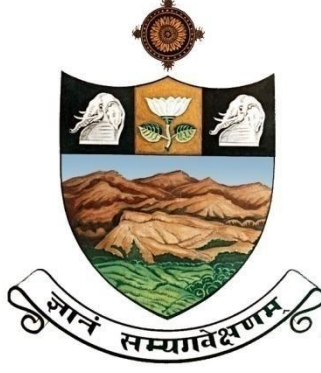


**SRI VENKATESWARA UNIVERSITY
DEPARTMENT OF EDUCATION
TIRUPATI – 517 502**



**TWO YEAR DEGREE OF MASTER OF
EDUCATION-REGULAR PROGRAMME**

*(Based on UGC Guidelines for CBCS, 2015; NCTE 2014, NEP 2020, NHEQF,
APSCHE Guidelines 2025-26)*

CBCS-SEMESTER SYSTEM

(w.e.f. 2025 – 2027)

December -2025

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S.V. University, Tirupati

**TWO YEAR DEGREE OF MASTER OF EDUCATION-REGULAR
PROGRAMME**

As per the Action Plan of NEP 2020

CBCS-SEMESTER SYSTEM

(w.e.f. 2025 – 2027)

RULES AND REGULATIONS

The following are the resolutions made by the Board of Studies in Education, Sri Venkateswara University as per the action plan of NEP-2020 for the Two-Year M.Ed. Regular Programme (CBCS- Semester System), which will come into force with effect from the academic year 2025 – 2026.

1. Admission

Candidates shall be admitted into Two-year M.Ed. degree programme strictly in accordance with the rank secured at the entrance test, if any, or the rank determined based on the marks secured in the qualifying examination or based on any other criteria defined by the University from time to time, following the rules of reservation of seats for various categories of students. The applicants for the 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
(B.El.Ed./B.Sc.Ed./B.A.Ed./B.Sc.B.Ed./B.A.B.Ed./B.Com.B.Ed.)

2. No candidate shall be admitted to the programme of the Two-year Degree of Master of Education (Regular), unless he/she has taken the B.Ed. degree in Sri Venkateswara University or an equivalent degree from other Universities recognised by the Sri Venkateswara University.

3. Duration and Course of Study

The normal duration of the M.Ed.programme 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 a minimum of 100 working days.

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 research project on an approved topic duly examined and approved by a panel of examiners.



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5. Time for the Completion of the Programme

The students have to complete the M.Ed. The programme spans a period of two years, with a maximum duration of 5 years from the date of joining the course.

6. Attendance

Candidates shall put the attendance not less than 75% of the total instructional hours in the prescribed course in each semester, including field work, practicum, internship, project work, seminars, assignments, extension work etc. Condonation on shortage of attendance may be granted by the University authority to the candidates who have put in attendance of 75% and above on the submission of a certificate from a Medical Practitioner and also on payment of condonation fees prescribed by the University from time to time.

7. Candidates who have put in less than 75% of attendance are not eligible for the grant of condonation on the 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 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, forms an integral part of the curriculum. Participation in such activities is considered official. However, the total period of such participation shall not exceed two weeks in a semester.
10. Instruction in various courses shall be provided by the college as per the scheme of instruction and syllabi prescribed by the University.
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 course carries 100 marks, of which 70 marks are earmarked for the Semester–end Examination and 30 marks for Internal Assessment to be awarded by the teacher concerned. Based on two internal tests for 10 marks (Two internal tests are conducted, and the performance of the best of the two will be taken), 10 marks for presentation of a paper in seminars / group discussions, and 5 marks for assignment, and 5 marks for attendance. However, a student must take the tests/seminar / group discussions, and assignment. The



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minimum qualifying marks for the internal assessment in theory courses shall be 15 out of 30 and 50% in the other practicum.

13. There will be double valuation of theory courses of the Semester-end Examination. The average of two will be taken. In case of a difference of above 20 % of marks between the two valuations, it will be sent for a third valuation. In such cases, the marks awarded at the 3rd valuation will be taken for the purpose of declaring the results.
14. Under the Semester System, there will be no supplementary examinations apart from the Semester Examinations.

15. Passing Standards

A candidate should secure a minimum of 40% of marks in each semester-end theory course of the University examination and an aggregate of 50% of marks of all the courses 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 the theory course of a semester (Semester-end Examination + Internal Marks put together), they will be permitted to reappear for those courses only when the University conducts the examinations.

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.

S. No.	Range of Marks	Grade letter	Grade Point (CGPA)
1	91-100	O (Outstanding)	10
2	81-90	A+ (Excellent)	9
3	71-80	A (Very Good)	8
4	61-70	B+ (Good)	7
5	51-60	B (Above Average)	6
6	41-50	C (Average)	5
7	40	P (Pass)	4
8	Bellow 40	F (Fail)	0
9	Ab (Absent)	Absent	AAA



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The statutory requirement for eligibility to enter as an Assistant Professor in Colleges and Universities in the disciplines of Arts, Sciences, Commerce, etc. is a minimum average mark of 50% and 55% in relevant postgraduate degree, respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly, cut-off marks shall be fixed for grade B and B+ based on the guidelines of the statutory bodies (UGC and NCTE) of the relevant disciplines.

17. Award of Ranks

Only those candidates who appeared and successfully completed all the theory courses and the practicum of each semester at the first appearance are eligible for the award of ranks.

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 is 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 Headmasters with specialisation either in Elementary Education (up to Class VIII) or in Secondary Education (Classes VI-X).

Overall Thrust: Fostering Quality in Teacher Education:

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

- Effective for meeting the objectives,
- Relevant and responsive to the school education system,
- Mediated by adequate and appropriate inputs and teaching-learning processes,
- Equitable,
- Resource-efficient, and
- Capable of ensuring substantive access (achieving expected learning outcomes).

Components of the two-year M.Ed. Programme:

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



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Specialization Branches where students choose to specialize in either Elementary Education or Secondary Education, Research leading to Research Project (Dissertation, Seminar, and Viva-voce), and Field immersion/ attachment/internship.

Assessment of Student Learning:

- For each theory course, 30% marks to be assigned for internal assessment and 70% marks for the semester-end examination conducted by the University.
- The bases of internal assessment shall include individual/group assignments, seminar presentations, field attachment internship appraisal reports, project reports, etc.

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 (72 weeks) + 6 weeks for field attachment during inter-semester break for a total of 78 weeks.

Apart from the 6 weeks in the various inter-semester breaks, 3 weeks are to be allocated to the field attachment and internship.

Each year, students are required to put in at least 200 working days, exclusive of admission days and inclusive of examination days.



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SRI VENKATESWARA UNIVERSITY
SVU COLLEGE OF ARTS
DEPARTMENT OF EDUCATION, TIRUPATI – 517502

Redesigned curricular framework of 2-year M.Ed., programme with coursework in first 3 semesters and project work in 4th semester of 2 year (*Choice Based Credit System :: Based on UGC Guidelines for CBCS, 2015; NCTE Regulations, 2014; NEP-2020; NHEQF; APSCHE Guidelines*) (with effect from the academic year 2025-26 onwards)

MASTER OF EDUCATION

SEMESTER -I

SEMESTER -I								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	MED 101	Perspectives of Educational Psychology	6	4	70	30	100
2		MED 102	Educational Philosophy	6	4	70	30	100
		MED 103	Measurement and Evaluation	6	4	70	30	100
4	*SOC	MED 104	Life skills Education	6	4	70	30	100
5		MED 105	Personality Development and soft skills	6	4	70	30	100
Total				30	20	350	150	500

- *CC (Core Courses)
- *SOC (Skill Oriented Courses)

SEMESTER -II

S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	MED 201	Teacher Education	6	4	70	30	100
2		MED 202	Advanced Educational Research	6	4	70	30	100
		MED 203	Educational Sociology	6	4	70	30	100
4	*SOC	MED 204	ICT in Education	6	4	70	30	100
5		MED 205	Psychology – Learner and life	6	4	70	30	100
6	*OOTC	MED 206	Open Online Trans disciplinary Course -1 (or) Educational studies	6	4	70	30	100
Total				36	24	420	180	600
7	**Project course-1 (ISB)	MED 207	Internship – I (ISB) Communication skills Expository writing & self development	4	4	-	100	100

- *CC (Core Courses)
- *SOC (Skill Oriented Courses)
- *OOTC (Open Online Trans disciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., ** Project Course (Inter Semester Break)



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SEMESTER-III								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	MED 301	Guidance and counseling	6	4	70	30	100
2		MED 302	Inclusive Education	6	4	70	30	100
3		MED303	Advanced Education Technology	6	4	70	30	100
4	*SOC	MED 304	Secondary Education	6	4	70	30	100
5		MED 305	Environmental Education	6	4	70	30	100
6	*OOTC	MED 306	Open Online Trans disciplinary Course -2 (or) Issues and Research in Teacher Education	6	4	70	30	100
			Total	36	24	420	180	600
7	**Project course –II (ISB)	MED 307	Internship-II (Teacher Education Institutions) One demonstration, one lecture, observation micro & macro teaching	4	4	-	100	100

- *CC (Core Courses)
- *SOC (Skill Oriented Courses)
- *OOTC (Open Online Trans disciplinary Course) - Students can choose any relevant course of his/ her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
- ** Project Course (Inter Semester Break)

SEMESTER -IV								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*OOSDC	MED 401A	Open Online Skill Development Courses / Instructional Designs	---	4	---	---	100
				6	4	70	30	100
		MED 401B	Open Online Skill Development Courses / Transforming Education through AI Tools	---	4	---	---	100
				6	4	70	30	100
2	PW	MED 402	Project Work (A. Dissertation-200 B-Seminar- 50 Vivo-voice-50)	24	12	100	200	300
			Total	36	20	240	260	500
			Total Semesters (I+II+III+IV)	146	96	1430	970	2400

* OOSDC (Open Online Skill Development Course)- Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)



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NOTE:

List of SWAYAM Courses for inclusion under Open Online Transdisciplinary Courses in different semester as per the choice of the Department concerned. It may please be noted that this list is not exhaustive. (URL: [Swayam](#))

Chairperson, BOS / HOD concerned may please explore the URL cited above for suitable courses as per the requirement.

a) Energy Literacy

By Prof Chetan Singh Solanki

URL: [Energy Literacy - Course](#)

b) English Grammar for Employability

By Dr. Vipin Kumar Tyagi | KIET Group of Institutions, Ghaziabad, U.P. India

URL: [English Grammar for Employability - Course](#)

c) Environment Natural resources and Sustainable Development

By Prabhakar Rao Jandhyala | University of Hyderabad

URL: [Environment Natural resources and Sustainable Development - Course](#)

d) Introduction to Peace and Conflict Resolution

By Mr. Ajay Mahurkar, Prof. Zuchamo Yanthan | Indira Gandhi National Open University, New Delhi

URL: [MGP-005 Introduction to Peace and Conflict Resolution - Course](#)

Research Projects:

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

- A. Research Project work should start during the second 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 Research Project 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.



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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. 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.
3. Students who have not put-in the required attendance during year / semester will not be permitted to sit for the examinations.
4. Hall tickets issued shall be carefully preserved by the students.
5. The prescribed examination fee shall be paid in the respective college office on or before the stipulated date.
6. 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 Research Project shall be valued by two examiners, one of them being an examiner residing outside the University area. The average marks of the 2 independent valuations shall be considered for eligibility for pass in the examination. In case of disparity of 20% of marks or more, papers and Research Project shall be referred to a third examiner and the marks awarded by the third examiner will be the final marks..
2. In each paper, the internal marks 20% shall be awarded keeping in view the regularity of attendance, one assignment and seminar and two internal tests in each paper of the semester.
3. There shall be a viva voce for the Research Project to be conducted by a panel of examiners comprising an external examiner from outside S.V.University, BOS Chairman in Education and The Principal of the College /Head of Department will act as internal member to coordinate the viva-voce examination.
4. A Candidate shall be declared to have passed in the examination, if he obtains 40% of the marks in each paper and in Research Project 50% and also on aggregate.
5. A candidate who fails in Part II Research Project 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. Practicum in the Inter Semester Breaks (ISB) and Internship has to be recorded in the form of project records and evaluated internally.



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8. 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, Group discussion and Assignment and+ 5 Marks for Attendance).
9. At the end of each semester after evaluation of theory, practicum, internship and dissertation marks will be converted into grade letter and grade point (G.P) to every paper. From the grade points semester grade point average (SGPA) at the end of each semester and Cumulative grade point average (CGPA) at the end of all four semesters will be calculated. The details about SGPA & CGPA are shown below.

S. No.	Range of Marks	Grade letter	Grade Point
1	91-100	O (Outstanding)	10
2	81-90	A+ (Excellent)	9
3	71-80	A (Very good)	8
4	61-70	B+ (Good)	7
5	51-60	B (Above Average)	6
6	41-50	C (Average)	5
7	40	P (Pass)	4
8	Bellow 40	F (Fail)	0
9	Ab (Absent)	Absent	0



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**DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester-I**

CC-M.Ed-101: 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: Scope of Educational Psychology

1. Concept, Nature and Scope of Educational Psychology.
2. Methods of educational psychology.
3. Contribution of psychology and Indian psychology to Education.
4. Current concerns and trends in educational psychology.

2. Human Development: Implications for Education

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

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



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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. **Personality Assessment:** Personality inventories interview, checklists, observation, Sociometry and situational tests Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion
3. **Adjustment :** Introduction of Adjustment, Characteristics of Adjustment, Barriers of Adjustment, Areas of Adjustment, School/College Maladjustment Causes, Frustration – Conflicts, Defense Mechanism, Types of Adjustment, Concept and mechanisms of adjustment
4. **Mental Health:** Introduction to mental health , , Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level, Types of Psychological disorders-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.



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6. Cronbach L.J., (1970), Essentials of Psychological Testing, Harper and Row, New York.
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8. Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
- 9.Elizabeth B. Hurlock,(1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
10. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
11. Uday Sankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
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13. Kuppuswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
14. Coleman James C., Abnormal Psychology and Modern Life, Taraporevale Sons & Co., Bombay.
15. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
16. Kuppuswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
17. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
18. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
19. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
20. Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.
21. Jadunath Sinha, Indian Psychology, Vol., 1, 2,3, Mothilal Banarsidass, Bangalore,
22. Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1,2,3. Sage Publications, Delhi.
23. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry
24. Krishnamurti J., On Self Knowledge, Krishnamurti Foundation of India, Chennai.
25. Krishnamurti J., Freedom from the Known, Krishnamurti Foundation of India, Chennai.
26. Krishnamurti J., Education and Significance of Life, Krishnamurti Foundation of India, Chennai.
27. Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, US



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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
CC-M.Ed-102: 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.
- 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.



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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, Equality and Democratization of Education.
- 4) Secularism- contribution of Bhagavat Gita, Islam, Buddhism and Christianity to value formation.

Unit 4: Current Issues in Education and their Implications

- 1) Poverty, Unemployment and Education.
- 2) Violence and Peace Education.
- 3) Problems of Nation and solutions through Education.
- 4) National Integration and International Understanding.

Practicum

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

Reference Books

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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.
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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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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1stYear, Semester - I
CC-M.Ed-103: MEASUREMENT AND EVALUATION

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).



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Unit 3: Trait Measurement Devices

1. Measurement of Attitudes: Thurston's method of equal-appearing intervals, Likert's method of Summated ratings, Guttman'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 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.



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7. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student Learning*, New York: McGraw – Hill Book Co.
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.
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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.,



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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.
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30. Tuckman, B.W (1972) *Conducting Educational Research*. New York: Harcourt Brace Jovanrich Inc.
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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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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
SOC-M.Ed-104: LIFE SKILLS EDUCATION

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: Introduction to Life Skills Education

1. Nature of Life Skills Education at formative stage
2. Need and importance of Life Skills Education
3. Classification of Life skills
4. Classification of knowledge
5. Growth and Development of the learners' Life Skills at various stages of Education

Unit 2: Development of Cognitive Skills

1. Skill development through cognitive theory of learning
2. Creative Thinking, Critical Thinking, Decision Making and Problem Solving Skills
3. Components of each Cognitive Skill.
4. Strategies of Cognitive Skills -Brain storming and Block busting
5. Qualities of the skill developed person in each Cognitive Skill

Unit 3: Development of Psycho-Social Skills

1. Development of Psychosocial skills
2. Meaning and nature of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.
3. Components of psycho-social skills
4. Learners 'Group discussion, Role-play, Narration, and Sharing
5. Qualities of the person dealing the psycho-social issues

Unit 4: Development of Coping Skills

1. Meaning and nature of coping skills
2. Coping skills for Emotions and Stress
3. Components of coping with emotions and coping with stress.
4. Coping strategies through Yoga, Meditation, Relaxation exercises
5. Development in the process of coping with anxiety and depression



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Practicum

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

Reference Books

1. Goel, D.R. Coordinator (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.GovindaRao (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



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DEPARTMENT OF EDUCATION

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MASTER OF EDUCATION

1st Year, Semester – I

SOC-M.Ed-105: PERSONALITY DEVELOPMENT AND SOFT SKILLS

Objectives

The student will be able to

Develop a positive attitude in life

1. Keep in good mental health
2. Reduce stress in life
3. Process dynamic and vibrant life
4. Enable them to improve their communicative behavior performance
5. Build capacity for introspection and facilitate development
6. Lead to effective performance in communication and develop self-confidence

UNIT I PERSONALITY DEVELOPMENT AND LEADERSHIP

1. Personality Development – Concept, Nature and Scope;
2. Development of positive thinking Leadership – Concept, Nature and Scope;
3. Types of Leadership;
4. Motivating the followers.

UNIT II STRESS MANAGEMENT

1. Stress Management – Concept of Stress and its scope.
2. Components of Stress; Techniques of Stress Management.
3. Emotional Intelligence – Concept and Scope;
4. Conflict and its Causes – conflict Management. Time Management – Concept and Scope; Principles of time management – Techniques for time management.

UNIT III DEVELOPMENT OF CAREER SKILLS

1. Functional English: Starting a conversation – responding appropriately and relevantly
2. Role play in different situations, establishing a rapport. Vocabulary Building: Synonyms, Antonyms, one word substitutes, prefixes and suffixes, idioms and phrase. Applying for a job – Resume writing and effective profiling (C.V)
3. Attending interviews – Group Discussion – Telephone Skills – Basic and Telephone Communication,
4. Greetings – How to handle the telephone calls – manners – Giving instruction.



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Unit IV SOFT SKILLS

1. Communication Tasks - Leadership skills - Stress coping strategies - Group discussion
2. Training on Soft Skills - Training on Personality Development
3. Presentation Skills through On-Line and Off-Line
4. Creating and Posting Learning Content on Blogs

Practicum

1. One seminar
2. One assignment.

REFERENCE

1. Jeanne Segal (2002): Raising Your Emotional Intelligence – Manga Books.
2. John C.Maxwell (2002): Developing the Leader within You – Manga Books.
3. Barbara Moses (2002): Career Intelligence – Manga Books.
4. Dale Carnegie (2002): How to Develop Self Confidence and Influence People by Public Speaking – Vermilion London.



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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - II
CC-M.Ed-201: 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 in Teacher Education
5. Research and professionalism in 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 and 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,RIE.



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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 in 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.



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DEPARTMENT OF EDUCATION
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MASTER OF EDUCATION
1st Year, Semester - II
CC-M.Ed-202: ADVANCED EDUCATIONAL 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 and Ethnological Research.
2. Historical Research and Case Studies.
3. Survey Research, Analytical Studies, Correlation Studies and 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.



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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.



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



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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester – II
CC-M.Ed-203: 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. 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 Social Mobility.

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 to All.

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 and 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.



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Unit - 4: Sociological Determinants of Education

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. Functions of Society towards Education.

Practicum

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

Reference Books

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



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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester – II
SOC-M.Ed-204: ICT in Education

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.



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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 in Education

1. E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages and 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.
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6. Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson.



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14. Shukla, Satish, S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.
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DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year , Semester – II
SOC-M.Ed-205: PSYCHOLOGY – LEARNER 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 acquaint the student with states of mental health
6. To enable the student to develop into a holistic personality.

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 and 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 behavior.
4. Emotional disorders- fear, anxiety, anger and violence.

Unit 3: Learning, Memory, Motivation and 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



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3. Mental disorders, defense mechanisms
4. Personality in the new era

Practicum

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

Reference Books

5. Mangal S.K., (2002), General Psychology, Prentice – Hall of India, New Delhi.
6. Chauhan S.S., (1982), General Psychology, Vikas Publishing House, New Delhi.
7. Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
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10. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
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15. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
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18. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry.



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S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - II
OOTC-1: M.Ed-206: OPEN ONLINE TRANS DISCIPLINARY COURSE-I

Open Online Trans disciplinary Course (OOTC)- Students can choose any relevant course of his/ her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

(OR)
DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - II
Paper – M.Ed-206 : EDUCATIONAL 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 Education.
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.



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4. Education during Buddhist Era and Islamic Education.

Unit – 2: Secondary Education in India

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

Unit – 3: Emerging Issues in Higher Education

1. Privatization in Education, Problem of Brain drain
2. Center - State relationship on education
3. Problem of protective discrimination
4. The language problem
5. Learning without burden
6. Religion and Education
7. Technical skills of learning
8. 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
5. Role of UNO.

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.



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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.
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Project Course-1 (ISB) : M.Ed-207: Internship -1

COMMUNICATION SKILLS EXPOSITORY WRITING & SELF DEVELOPMENT

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.

Expository Writing

- Creative Writing
- Books & Article (Write Up)
- Description of places visited.
- Writing to and Editor
- Writing to the District Collector
- Writing about an event / a happening.
- TV Script Writing
- Play let
- Dialogue writing
- Poetry (writing poems)

Writing Songs

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.

- 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.



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Objectives

A handwritten signature in green ink, appearing to read 'Sahung', with a horizontal line extending to the left and a small mark below the 'g'.

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Structure of the Question Paper

The question paper shall consist of two sections: A and B

Part-A shall consist of 14 short answer questions. Out of which 8 are to be answered and each question carrying 5 marks. Each answer should not exceed 2 pages.

Part-B consists of 4 essay questions, out of which the candidate has to answer 2 questions. Each question carries 15 marks. The answer should not exceed 5 pages for each question.

The duration of examination shall be 3 hours.

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

Structure of Examination Question Paper

Time: 3 hrs

Max. Marks: 70

Section – A

8 x 5 = 40 Marks

Section – Answer any EIGHT of the following questions. All questions carry equal marks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

Section – B

2 x 15 = 30 marks

Section B. Answer any TWO of the following questions. All questions carry equal marks

- 15.
- 16.
- 17.
- 18.



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A handwritten signature in green ink, appearing to read 'Sahung', with a horizontal line extending to the left and a small mark below the 'g'.

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