

**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

A handwritten signature in green ink, appearing to read 'S. V. University', is positioned above the official title of the Head of the Department.

Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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)



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester –III
CC-M.Ed-301 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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 and Vocational guidance.

Unit 4: Counseling Process and Testing in Guidance Service

1. Concept, nature, principles of counseling. Characteristics of good counseling. Counseling for adjustment. Conducting counseling and Counseling for exceptional children. Difference between guidance and counseling.
2. Counseling approaches – Directive, Non-directive. Group counseling Vs. Individual counseling.
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, Counseling 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

8. Indu Deve, The basic essentials of Counselling, Sterling Publishers, Private Limited.
9. Kochhar S.K., Guidance and Counselling in Colleges and Universities, Sterling Publishers Ltd., New Delhi.
10. Kochhar S.K., Educational & Vocational guidance in Secondary schools - Revised and enlarged edition:, Sterling Publishers Ltd., New Delhi.
11. Narayana Rao S., Counselling and Guidance, Second Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi.
12. Sharma N.R. M.A.L.T., Educational and Vocational Guidance, Vinod Pustak Mandir, Agra
13. Sitaram Dr., Guidance and Counselling, Jayaswal Prakashan Kendra, Lucknow.
14. Yogendra K. Sarma (2007), Principles of Educational and Vocational Guidance, Kanishka Publishers, New Delhi.
15. Rashmi Agrawal (2006), Educational, Vocational Guidance and Counseling, Shipra Publications, New Delhi



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
CC-M.Ed-302 INCLUSIVE EDUCATION

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

Unit 3: Preparation for Inclusive Education at Elementary level

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 intellectually challenged children).
3. Developmental disabilities (autism, cerebral palsy, children specific learning disabilities), Slow learners and underachievement; Role of teachers in Inclusive Education.
4. Utilization of Resources: Human and Material resources and Community resources.

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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; 2ndedition. <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.



Head, Dept. of Education &
Chairman BOS in Education (Comb),Dept.of Education
S.V.University, Tirupati

DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
2ndYear, Semester - III
CC-M.Ed-303 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

Unit 2: Communication and Instructional Technology

1. Theory of communication, Concept, Nature, Process, Components, Types and Classroom Communication.
2. Models of teaching: Meaning, Nature, Functions and Types of families of 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 and Reflective level).
2. Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV and SITE etc.).
3. Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference and 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 and 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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. Mangal.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
13. Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/SPrakash Brothers, 546, Books Market, Ludhiana -141008.
14. Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
15. Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
16. Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
17. Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
18. Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. Nai Sarak, Delhi -110 006.
19. Passl,B.K. (Ed), 1976, Becoming Better Teacher Micro teaching Approach, Sahitya Mudranalaya, City Mill Compound, Kankaria Road, Ahmedabad – 22.
20. Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
21. Singh.LC., 1977, Micro-Teaching: An Innovation in Teacher Education (Mimeo), NCERT, New Delhi -110 006.
22. Edgar dale, 1961, Audio-Visual Methods in Teaching (Revised), Holt, Rinehart and Winston, New York.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

23. Kochhar.S.K. 1985, Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi - 110 016.
24. Walia.J.S., 1991, Technology of Teaching (Methodology of Teaching), Paul Publishers, 11 Gopal Nagar, Jalandhar City, Punjab.
25. Das.R.C., 1993, Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110 016.
26. Vedanayagam.E.G., 1989, Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi-110 016.
27. Hayes.A.S., 1968, Language Laboratory Facilities, Oxford University Press, London.
28. Gupta Vikas, Comdex Computer Course Kit, Dream Tech Publications, New Delhi (2001).
29. Mayer Richard E, 2001. Multimedia Learning, Cambridge University Press, UK
30. Norton Peter, (2000) Introduction to Computers, Tata McGraw Hill Publications, New Delhi
31. Schwatz & Schultz, (2000)Office 2000, BPB Publications, New Delhi,
32. Sinha P K, (1992)Computer Fundamentals, BPB Publication, New Delhi
33. Sportack M A, (1998) Networking Essentials, Tech Media, New Delhi
34. Sarma .B.M. Media and Education, Commonwealth Publishers, New Delhi



Head, Dept. of Education &
Chairman BOS in Education (Comb),Dept.of Education
S.V.University, Tirupati

DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester – III
SOC-M.Ed-304 SECONDARY EDUCATION

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 Education 1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adishesaiah



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

Commission Report, Janardhan Reddy Commission Report 1992, 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; Residential schools like Navodaya Schools, A.P.Residential Schools, Gurukul Pathashalas, Non – Residential schools like Kendreeya Vidyalayas, CBSE schools 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 for educational future of the students

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 of Secondary Education

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 Government schools.

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

DEPARTMENT OF EDUCATION
S.V.UNIVERSITY
MASTER OF EDUCATION
2nd Year, Semester - III
SOC-M.Ed-305 ENVIRONMENTAL EDUCATION

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

Unit 4: Methods and Approaches in 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, 1989. 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

9. Saxena, A.B. (1986) Environmental Education, National Psychological corporation,Agra.
10. Dani,H.M.(1986): Environnemental 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb),Dept.of Education
S.V.University, Tirupati

OOTC-2: M.Ed-306: OPEN ONLINE TRANS DISCIPLINARY COURSE-2

Open Online Trans disciplinary Course (OOTC-2) 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

2nd Year, Semester - III

PAPER – M.Ed-306: ISSUES AND RESEARCH IN TEACHER EDUCATION

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 structure, 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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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: 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.

Unit 4: Research in Teacher Education

1. Nature and Scope of Research in 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.

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



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

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 India. 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.

Project Course-2: M.Ed-307: Internship II (Teacher Education Institutions)

B) Internship in Teacher Education Institution

One Demonstration

One Lecture

Observation of Micro Teaching Practice – 10 students

Observation of Macro Teaching – 5 students.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

SEMESTER-IV

OOSDC: M.Ed:- 401(A): OPEN ONLINE SKILL DEVELOPMENT COURSES

Open Online Skill Development Course (OOSDC) - 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)

Or

DEPARTMENT OF EDUCATION

S.V.UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester-IV

PAPER – M.Ed-401(A): INSTRUCTIONAL DESIGNS

Objectives

1. To enable the students understand the foundational theories and perspectives of learning and instructional design.
2. To help the students demonstrate a conceptual understanding of instructional design principles and their application in designing effective learning experiences.
3. To enable the students apply the instructional design process, including needs analysis, task analysis, goal setting, instructional strategies selection, and assessment design, to develop well structured instructional materials.
4. To acquire the knowledge how to examine and compare different instructional design models, and utilize them appropriately in instructional design projects.
5. To utilize the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate) to guide the instructional design process and create effective instructional materials.
6. To enable the students apply instructional design principles and techniques in various educational contexts and adapt instructional materials to meet the specific requirements of each context.

Unit-1: Foundations of Learning and Instructional Design

- 1.1. Learning and Instruction: Behaviouristic, Cognitivist, Constructivist School of Thoughts, Implications to Instruction.
- 1.2. Instructional Design: Conceptual Understanding and Principles.
- 1.3. Instructional Design Process.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

1.4. Systems Approach to Instructional Design.

Unit – 2: Instructional Design: Models

- 2.1. Gagne's Nine Events of Instruction
- 2.2. Banathy's Design of Instructional Systems
- 2.3. Keller's Motivational Design of Instruction
- 2.4. Dick and Carey Model
- 2.5. Bergman and Moore Model
- 2.6. Smith and Ragan Model
- 2.7. ASSURE Model

Unit – 3: Instructional Design Processes

- 3.1. The ADDIE Approach (Analyze, Design, Develop, Implement and Evaluate)
- 3.2. Learners' Characteristics, Learning Styles and Designing Learning
- 3.3. Development of Learning Resources
- 3.4. Evaluation of Learning

Unit – 4: Instructional Design in Practice

- 4.1. Instructional Design in Classroom.
- 4.2. Instructional Design in Training
- 4.3. Instructional Design in Distance Education
- 4.4. Instructional Design in e-Learning

Reference Books :

1. Dick, W., Carey, L. and Carey, J.O. (2001). The Systematic Design of Instruction. (5th Edition). Addison-Wesley Educational Publishers, Inc
2. Savery, John R. (2006) Overview of Problem-based Learning: Definitions and Distinctions, Interdisciplinary Journal of Problem-based. Learning 1(1)
3. Keller, J.M.(1983), "Motivational design of instruction," In C.M. Reigeluth (Ed.). Instructional design theories and models: An overview of their current status. Hillsdale, NJ: Erlbaum.
4. Keller, J.M. (1987a, Oct.). "Strategies for stimulating the motivation to learn." Performance and Instruction, 26(8), 1-7. (EJ 362 632)
5. Keller, J.M. (1987b). IMMS: Instructional materials motivation survey. Florida State University.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

6. Keller, J.M. & Keller, B.H. (1989). Motivational delivery checklist. Florida State University.
7. Porter, L.W. & Lawler, E.E. (1968). Managerial attitudes and performance. Homewood, IL: Dorsey Press.
8. Schamber, L. (1994). "Relevance and information behavior." Annual Review of Information Science and Technology, Medford, NJ: Learned Information, Inc. (EJ 491 620)
9. Small, R.V. (1992, Apr.). "Taking AIM: Approaches to instructional motivation." School Library Media Activities Monthly, 8(8), 32-34.
10. Taylor, R.S. (1986). Value-added processes in information systems. Norwood, NJ: Ablex. (ISBN: 0-89391-273-5)
11. Wlodkowski, R.J. (1981). "Making sense out of motivation: A systematic model to consolidate motivational constructs across theories," Educational Psychologist, 16(2), 101-110.
12. Dick, W., Carey, L. and Carey, J.O. (2001). The Systematic Design of Instruction. (5th Edition). Addison-Wesley Educational Publishers, Inc



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

OOSDC: M.Ed.- 401(B): OPEN ONLINE SKILL DEVELOPMENT COURSES

Open Online Skill Development Course (OOSDC) - 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)

(Or)

DEPARTMENT OF EDUCATION

S.V.UNIVERSITY

MASTER OF EDUCATION

2nd Year, Semester-IV

Paper-M.Ed.- 401(B) TRANSFORMING EDUCATION THROUGH AI TOOLS

Objectives

1. Introduce students to the basic concepts, meaning, and evolution of Artificial Intelligence in education.
2. Explain the role of AI tools in teaching, learning, assessment, and classroom management.
3. Develop skills in using AI tools for digital content creation and inclusive education.
4. Enable students to design AI-supported lesson plans and use AI in practical classroom situations.
5. Prepare students for future trends in EdTech such as AR, VR, robotics, and the Metaverse.
6. Promote ethical, safe, and responsible **use** of AI technologies in educational environments

UNIT 1: Foundations of Artificial Intelligence in Education (AI Ed)

- 1.1 Meaning, definition of AI
- 1.2 Role and Scope of AI in Education.
- 1.3 Introduction to AI in education: global and Indian perspectives
- 1.4 Types of AI and AI tools
- 1.5 Major AI Ed frameworks (UNESCO, OECD, NEP 2020 recommendations)

UNIT 2: AI Tools for Teaching-Learning Processes

- 2.1 AI for content creation(lesson plans, worksheets, presentations, videos)
- 2.2 Intelligent Tutoring Systems (ITS) and Adaptive Learning Systems
- 2.3 Generative AI for educational content (images, audio, video creation)
- 2.4 AI for simulation and virtual labs, language learning apps
- 2.5 Chatbots for student support and counseling



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

UNIT – III: Digital Content Creation Using AI

- 3.1 Creating notes, worksheets, quizzes, and presentations with AI
- 3.2 AI-based multimedia content tools
- 3.3 Collaboration and communication tools
- 3.4 Assistive technologies for inclusive education
- 3.5 Data privacy and safe digital practices

UNIT – IV: Practical Implementation & Future Trends

- 4.1 Designing AI-supported lesson plans
- 4.2 Practical classroom use of AI tools
- 4.3 Mini-projects and teaching demonstrations
- 4.4 Introduction to AR, VR, robotics, and Metaverse
- 4.5 Future careers, challenges, and responsible AI use

REFERENCES

1. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach*. Pearson.
2. Nilsson, N. J. (2010). *The Quest for Artificial Intelligence*. Cambridge University Press.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
4. Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Institute of Education Press.
5. Woolf, B. P. (2010). *Building Intelligent Interactive Tutors: Student-Centered Strategies for Revolutionizing E-Learning*. Morgan Kaufmann.
6. Sharma, A., & Singh, R. (2021). *Artificial Intelligence in Education*. Sage Publications India.

Additional References on AI & Education Books & Academic Texts

7. Kaplan, A., & Haenlein, M. (2019). *Siri, Siri in my Hand: Who's the Fairest in the Land? On the Interpretations, Illustrations, and Implications of Artificial Intelligence*. Business Horizons.
8. Korb, K. B., & Nicholson, A. E. (2010). *Bayesian Artificial Intelligence*. CRC Press.
9. Baker, R. S., & Inventado, P. S. (2014). *Educational Data Mining and Learning Analytics*. Springer.
10. Pedro, F. (2019). *Artificial Intelligence in Education: Challenges and Opportunities*. OECD Publishing.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

11. Siemens, G., & Long, P. (2011). *Penetrating the Fog: Analytics in Learning and Education*. EDUCAUSE Review.
12. Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the Science of Instruction*. Wiley.
13. Richardson, J. T. E. (2015). *Students' Approaches to Learning and Teachers' Approaches to Teaching*. Open University Press.

Articles & Reports

14. UNESCO (2021). *AI and Education: Guidance for Policymakers*.
15. OECD (2020). *Artificial Intelligence in Society*.
16. World Economic Forum (2023). *Transforming Education with Artificial Intelligence*.
17. IBM (2022). *The Role of AI in Future Classrooms*.
18. European Commission (2020). *Ethics Guidelines for Trustworthy AI*.
19. UNICEF (2021). *AI for Children: Policy Guidance*.

AI, Digital Literacy & EdTech-Specific References

20. Hattie, J. (2020). *Visible Learning: The Sequel*. Routledge.
21. Fullan, M., & Langworthy, M. (2014). *A Rich Seam: How New Pedagogies Find Deep Learning*. Pearson.
22. Heick, T. (2020). *Modern Digital Literacy Framework*. TeachThought Press.
23. Veletsianos, G. (2020). *Learning Online: The Student Experience*. Johns Hopkins University Press.
24. Mayer, R. E. (2021). *Multimedia Learning*. Cambridge University Press.
- References on Future Trends: AR,VR,Robotic, Metaverse
25. Jerald, J. (2015). *The VR Book: Human-Centered Design for Virtual Reality*. ACM Books.
26. Burdea, G., & Coiffet, P. (2003). *Virtual Reality Technology*. Wiley.
27. Woolf, B. P. (2021). *AI and Future Learning Systems*. Educational Technology Publications.
28. Duffy, B. R. (2003). *Anthropomorphism and the Social Robot*. Robotics and Autonomous Systems.
29. Mystakidis, S. (2022). *Metaverse in Education: Strategies, Opportunities & Challenges*. MDPI.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati

PW: M.Ed - 402: PROJECT WORK

A.DISSERTATION-200

B.SEMINAR-50

C.VIVO-VOICE-50

*** * * * ***

Programme Duration

i. Minimum duration of the full-time PG Programme is two consecutive academic years (i.e. 4 semesters and maximum period is a 4 academic years.

ii. Semester:

Generally, each semester shall consist of 90 actual instruction days including sessional test days. However, instructional days may be reduced up to 72, when necessary, with increased instructional hours per course per week.

iii. Lateral Entry:

- a. For a student who completed 4 years with UG Honours Degree, is eligible for lateral entry into the 2nd year/3rd semester of the 2-year PG Programme.
- b. An ungraduate with 4 year UG Honours with Research is eligible for lateral entry only into the 2nd year/3rd semester of the 2-year PG Programme.

iv. Exit Point For the PG pogramme, there shall only be one exit point for those who join two year PG Programme. Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept.of Education
S.V.University, Tirupati

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 Examinations.

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.



Head, Dept. of Education &
Chairman BOS in Education (Comb), Dept. of Education
S.V. University, Tirupati