

**SRI VENKATESWARA UNIVERSITY**

**DEPARTMENT OF EDUCATION**

**TIRUPATI – 517 502**

**ACADEMIC REGULATIONS  
COURSE STRUCTURE &  
DETAILED SYLLABUS (CBCS)**



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

*(As per the NCTE Regulations 2014 and UGC Guidelines 2015)*

**CBCS-SEMESTER SYSTEM**

**(w.e.f. 2016 – 2017)**

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

# SRI VENKATESWARA UNIVERSITY

## REGULATIONS – 2016

### MASTER OF EDUCATION (M.Ed)

TWO YEAR DEGREE REGULAR PROGRAMME

*(As per the NCTE Regulations 2014 and UGC Guidelines 2015)*

**CBCS-SEMESTER SYSTEM**

**(For Regular students studying in Dept. of Education, S.V. University  
& Affiliated Colleges, S.V. University)**

**(w.e.f. 2016 – 2017)**

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### **RULES AND REGULATIONS**

The following are the resolutions made by the Board of Studies in Education, S.V. University, as per the norms of NCTE and UGC Guidelines 2015 (CBCS- Semester System) for the Two Year M.Ed. Regular Course which will come into force with effect from the academic year 2016 – 2017.

#### **1. Admission**

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

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

or

b. 4-years Integrated Teacher Education Degree Programme (B.El.Ed /BSc.Ed/ BA. Ed).

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

#### **3. Duration and Course of Study**

The normal duration of the M.Ed course is two academic years. Each academic year is divided into two semesters. The two semesters in the first academic year are referred to as semester I and semester II and the two semesters in the second academic year are referred to as semester III and semester IV. Each semester shall comprise of minimum 16 weeks of instruction or 90 working days.



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4. No student shall be eligible for the Degree of Master of Education- Regular / unless he/she has completed the prescribed course of study in the University or in an affiliated college extending over Four semesters / two years comprising 100 days in each semester, ordinarily consecutive, and has passed the qualifying theory examination and has prepared a dissertation on an approved topic duly examined and approved by a panel of examiners.
5. **Time for the Completion of the Course**  
The candidates have to complete the M.Ed. course in two years and within a maximum period of time is 5 years of joining of the course.
6. **Attendance**  
Candidates shall put the attendance not less than 90% of the total instructional hours in the prescribed course in each semester including field work, practicum, internship, project work, seminars, assignments, extension work & dissertation work etc. Condonation on shortage of attendance may be granted by the university authority to the candidates who have put in attendance of 80% and above on the submission of a certificate from a Medical Practitioner and also on payment of condonation fees prescribed by the University.
7. Candidates who have put in less than 80% of attendance are not eligible for grant of condonation on shortage of attendance and also they are not eligible to appear for the University examination of that semester. Such candidates shall have to repeat the regular course of study of the corresponding semester in the subsequent academic year, in order to become eligible to appear for the examination. The seats of candidates admitted for repetition of the semester are treated as extra seats, over and above the sanctioned strength.
8. Attendance shall be reckoned from the date of commencement of instruction as per the academic calendar. However, in the case of candidates admitted later (but within the stipulated time), the attendance will be reckoned from the date of admission.
9. Participation in N.C.C. / N.S.S. Special / N.1. Camps or Inter Collegiate or Inter – University or Inter – State or National or International competitions or Debates, Youth Festivals or Educational tours approved by the University, form integral part of the curriculum. Participation in such activities are considered official and however, the total period of such a participation shall not exceed two weeks in a semester.
10. Instruction in various subjects shall be provided by the college as per the scheme of instruction and syllabi prescribed.
11. At the end of each semester, University Examinations shall be held as prescribed in the Scheme of Examination. **The medium of instruction shall be only in English.**
12. Each theory paper carries 100 marks of which 80 marks are earmarked for Semester – end Examination and 20 marks are earmarked for internal assessment to be awarded by the teacher concerned, on the basis of two internal tests for 10 marks, 5 marks for participation in seminars, group discussion and assignment and, 5 marks for attendance. Two internal tests are conducted and the performance of the better of two will be taken. However, it is mandatory for a student to take the tests/seminar/group discussion and assignment. The minimum qualifying marks for



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the internal assessment in theory papers should be 10 out of 20 and 50% in other practicum.

13. There will be double valuation of theory papers of semester – end examination. The average of two will be taken. In case of difference of above 20 % of marks between the two valuations, it will be sent for third valuation. In such cases, the average of the two nearest marks of three independent valuations will be taken will be taken for the purpose of declaring the results.
14. Under Semester System there will be no supplementary examinations apart from the semester end examinations.

### 15. Passing Standards

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

### 16. Award of Division

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

Letter Grades and Grade Points

A 10 point grading system with the following letter grades is to be followed.

Letter Grade	Range of Marks	Grade Points
O (Outstanding)	75-100	7.5-10
A+(Excellent)	65-74	6.5-7.4
A(Very Good)	60-64	6.0-6.4
B+(Good)	55-59	5.5-5.9
B(Above Average)	50-54	5.0-5.4
C(Average)	41-49	4.1-4.9
P (Pass)	40	4.0
F(Fail)	< 40	00.39
Ab (Absent)	-	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

The statutory requirement for eligibility to enter as 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



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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 recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

- 16.1 In each Semester every student who satisfies the attendance requirements should register for examination, failing which he/she shall not be promoted to the next semester. Any such student who has not registered for examination in a semester shall repeat that semester in the next academic year after obtaining the proceedings of the Principal.
- 16.2 To pass a course in PG Programme, a student has to secure the minimum grade of (P) in the PG Semester end Examinations. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination as supplementary candidate.
- 16.3 A student is eligible to improve the marks in a paper in which he has already passed, in with 4 years from the year of admission as and when it is conducted for the subsequent batches. This provision shall not be provided once the candidate is awarded Degree.
- 16.4 A student who has failed in a course can reappear for the End-Semester Examination as and when it is held in the normal course. The Sessional Marks obtained by the student will be carried over for declaring the result.
- 16.5 Whenever the syllabus is revised for a course, the semester a Examination shall be held in old syllabus three times. Thereafter, the students who failed in that course shall take the semester end Examination in the revised syllabus.

### **Award of Ranks**

Ranks shall be awarded for the top three students or 101% of the total strength of students who approved for the course.

### **Two-Year M.Ed. Programme: Major Features**

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

- Extend as well as deepen their knowledge and understanding of education,
- Specialize in select areas of study and
- Develop research capacities, leading to specialization in either Elementary Education or Secondary Education.
- It's a professional programme that seeks to prepare:
  - Teacher Educators and
  - other education professionals, including
- Curriculum developers,
- Educational policy analysts,
- Educational planners, administrators, supervisors, researchers,
- School head masters, with specialization 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 conceptualized as the one which is:**



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- 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

Specialization Branches where students choose to specialize in either

1. Elementary Education.

or

2. Secondary Education.

Research leading to dissertation.

Field attachment/internship.

### **Assessment of Student Learning**

- For each theory course, 20% marks to be assigned for continuous and comprehensive internal assessment and 80% marks for examination conducted by the examining body.
- The bases of internal assessment shall include individual/ group assignments, seminar presentations, field attachment internship appraisal reports, project reports, etc.

### **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 in total 78 weeks.

- Apart from the 6 weeks in the various inter-semester breaks, 3 weeks to be allocated to the field attachment and internship.
- Each year is to put in at least 200 working days exclusive of the days of admissions and inclusive of examination days.

### **17. Amendment to the Regulations:**

Sri Venkateswara University reserves the right to amend these regulations at any time in future without any notice. Further, the interpretation of any of the clauses of these regulations entirely rests with the University.



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## Semester-wise Curriculum Organisation Semester – I

S.No.	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Perspectives of Educational Psychology	6	4	20	80	100
2.	Core-Theory	2.	Educational Studies	6	4	20	80	100
3.	Core-Theory	3.	Fundamentals of Educational Research	6	4	20	80	100
4.	Core-Theory	4.	Teacher Education	6	4	20	80	
5.	Compulsory Foundation (Related to Subject)	5.	Foundations of Educational Philosophy	6	4	20	80	100
6.	Elective Foundation	6 a.	Measurement and Evaluation	6	4	20	80	100
		6 b.	Curriculum Studies					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<b>Inter-Semester Break (ISB) -1</b>								
1.	Core Practicum		Communication Skills		1	25		25
2.	Core Practicum		Expository Writing		1	25		25
3.	Core Practicum		Self development		1	25		25
4.	Tool Practicum		Dissertation – Review of Research Studies and Identification of Research Problem		1	25		25
5.	<b>Total</b>				<b>4</b>	<b>100</b>		<b>100</b>
<b>Grand Total</b>					<b>28</b>	<b>220</b>	<b>480</b>	<b>700</b>



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## Semester – II

S.No.	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Educational Planning and Management	6	4	20	80	100
2.	Core-Theory	2.	Advanced Educational Research	6	4	20	80	100
3.	Core-Theory	3.	Guidance and Counseling	6	4	20	80	100
4.	Core-Theory	4.	Issues and Research in Teacher Education	6	4	20	80	100
5.	Compulsory Foundation (Related to Subject)	5.	Foundations of Educational Sociology	6	4	20	80	100
6.	Elective Foundation	6 a.	Elementary Education	6	4	20	80	100
		6 b.	Secondary Education					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<b>Inter-Semester Break (ISB) -II</b>								
1.	Tool Practicum		Dissertation – Research Proposal Presentation		2	50		50
2.	Teacher Education Practicum		Internship in Teacher Education Institutions		4	100		100
3.	<b>Total</b>				<b>6</b>	<b>150</b>		<b>150</b>
<b>Grand Total</b>					<b>30</b>	<b>270</b>	<b>480</b>	<b>750</b>



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## Semester – III

S.No	Components of Study	Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1. Information and Communication Technology in Education	6	4	20	80	100
2.	Core-Theory	2. Comparative Education	6	4	20	80	100
3.	Core-Theory	3. Inclusive Education	6	4	20	80	100
4.	Generic Elective (Related to Subject)	4 a. Economics of Education	6	4	20	80	100
		4 b. Special Education	6	4	20	80	100
		4 c. Environmental Education	6	4	20	80	100
		4 d. Life Skills Education					
<b>Total</b>			<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
5.	Open Elective (For other Departments)	5 a. Teaching Strategies for Teachers	6	4	20	80	100
		5 b. Educational Research					
		5 c. Guidance & Counselling					
<b>Among four generic electives a students shall choose three</b>							
<b>Inter-Semester Break (ISB) – III</b>							
1.	Tool Practical	Dissertation – Data Collection		2	50		50
2.	Specialization Practical	Internship in Specialization		4	100		100
3.	<b>Total</b>			<b>6</b>	<b>150</b>		<b>150</b>
<b>Grand Total</b>				<b>30</b>	<b>270</b>	<b>480</b>	<b>750</b>



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## Semester – IV

S. No	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Advanced Educational Technology	6	4	20	80	100
2.	Core-Theory	2.	Psychology – Learner and Life	6	4	20	80	100
3.	Core-Theory	3.	Environmental Concerns in Secondary Education	6	4	20	80	100
4.	Generic Elective (Related to Subject)	4 a.	Human Values and Professional Ethics	6	4	20	80	100
		4 b.	Lifelong Education		4	20	80	100
		4 c.	Education for Rural Development		4	20	80	100
		4 d.	Early Childhood Education					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
5.	Open Elective (For other Departments)	5 a.	Special Education	6	4	20	80	100
		5 b.	Economics of Education					
		5 c.	Education for International Peace					
<b>Among four generic electives a students shall choose three</b>								
<b>Inter-Semester Break (ISB) – IV</b>								
1.			Dissertation – Report writing		6	<b>Internal and External Average 150</b>		150
2.			Viva Voce		2		50	50
3.	<b>Total</b>				<b>8</b>		<b>200</b>	<b>200</b>
<b>Grand Total</b>					<b>28</b>	<b>120</b>	<b>680</b>	<b>800</b>



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### Four Semesters Total Marks

Semesters	Internal Marks	External Marks	Total
I	220	480	700
II	270	480	750
III	270	480	750
IV	120	680	800
<b>Total</b>	<b>880</b>	<b>2120</b>	<b>3000</b>

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

Inter Semester Break 1			
S. No	Activities	Credits	Marks
M.Ed ISB 1.1	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>➤ Talk (or) Group Discussion.</li> <li>➤ Introduction / Presentation of a Book (or) Article.(Book Review)</li> <li>➤ Addressing the Assembly in a College.</li> <li>➤ Conversation</li> <li>➤ Role play (Group – Each individual is assessed)</li> <li>➤ Self introduction</li> <li>➤ Introducing Eminent / Inspiring/ Role model personalities.</li> <li>➤ Latest trends / present issues.</li> <li>➤ Hindu News paper Article Reading.</li> </ul>	1 credit	25
M.Ed ISB 1.2	<p><b>Expository Writing</b></p> <ul style="list-style-type: none"> <li>➤ Creative Writing</li> <li>➤ Books &amp; Article (Write Up)</li> <li>➤ Description of places visited.</li> <li>➤ Writing to an Editor</li> <li>➤ Writing to the District Collector</li> <li>➤ Writing about an event / a happening.</li> <li>➤ TV Script Writing</li> <li>➤ Play let</li> <li>➤ Dialogue writing</li> <li>➤ Poetry (writing poems)</li> <li>➤ Writing Songs</li> </ul>	1 credit	25



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M.Ed ISB 1.3	<p><b>Self Development</b></p> <p>Sub activity (i): Self critical awareness as and when required to</p> <ul style="list-style-type: none"> <li>➤ About one's Subject Knowledge</li> <li>➤ About one's Teaching Competencies</li> <li>➤ About one's Professional Qualities.</li> <li>➤ About one's Interpersonal Relations.</li> </ul> <p>Sub-activity (ii):- Yoga Practices.</p> <ul style="list-style-type: none"> <li>➤ Number of yogic exercises learnt</li> <li>➤ How each yogic exercise helped in the maintenance of one's physical / mental health.</li> </ul> <p>Sub-activity (iii):- Meditation Practices.</p> <p>What is the effect of Pranayama</p> <ul style="list-style-type: none"> <li>➤ How is it on oneself</li> <li>➤ How is one helped in the 'let come' &amp; 'let go' of mental status in the cleansing of the mind.</li> </ul>	1 credit	25
M.Ed ISB 1.4	Review of Research Studies and Identification of Research Problem	1 credit	25



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<b>Inter Semester Break 2</b>			
M.Ed ISB 2.1	A) Dissertation – Research Proposal Presentation Proposal Writing Proposal Presentation	2 credit	50
M.Ed ISB 2.2	<b>B) Internship in Teacher Education Institution</b> One Demonstration One Lecture Observation of Micro Teaching Practice – 10 students Observation of Macro Teaching – 5 students.	4 credits	100
<b>Inter Semester Break 3</b>			
M.Ed ISB 3.1	A) Dissertation ➤ Preparation of Research Tool ➤ Data Collection	2 credit	50
M.Ed ISB 3.2	B) Internship in Specialization. ➤ Students Case Studies (2 Students) ➤ Institutional Case Study (Elementary / Secondary) ➤ Multimedia Lesson Presentation using Teaching Models ➤ Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities (conduct the activity & write a report)	4 credits	100
<b>Inter Semester Break 4</b>			
M.Ed ISB 4.1	Dissertation Report Writing Viva	6 credits 2 credits	200
<b>Total</b>		<b>24 credits</b>	<b>600</b>



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## **Dissertation**

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

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

## **GENERAL RULES**

1. Filled in Examination applications shall be submitted at the respective Departments along with the challan and other required documents on or before the prescribed dates.
2. 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 Dissertation 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 dissertation shall be referred to a third examiner and the marks awarded by the third examiner will be the final marks.



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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 dissertation 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 dissertation 50% and also on aggregate.
5. A candidate who fails in Part II Dissertation shall be permitted to present a revised dissertation on the same subject without being required to produce any additional certificate of attendance.
6. A Candidate shall not be permitted to appear for the M.Ed. Degree Examination for more than Five years from the date of admission.
7. Practicum in the Inter Semester Breaks (ISB) and Internship has to be recorded in the form of project records and evaluated internally.
8. Evaluation of each paper will be done to the maximum of 100 marks including internal component of 20 marks (10 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.

<b>Letter Grade</b>	<b>Range of Marks</b>	<b>Grade Points</b>
O (Outstanding)	75-100	7.5-10
A+(Excellent)	65-74	6.5-7.4
A(Very Good)	60-64	6.0-6.4
B+(Good)	55-59	5.5-5.9
B(Above Average)	50-54	5.0-5.4
C(Average)	41-49	4.1-4.9
P (Pass)	40	4.0
F(Fail)	< 40	00.39
Ab (Absent)	-	0

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## Semester-wise Curriculum Organisation Semester – I

S.No.	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Perspectives of Educational Psychology	6	4	20	80	100
2.	Core-Theory	2.	Educational Studies	6	4	20	80	100
3.	Core-Theory	3.	Fundamentals of Educational Research	6	4	20	80	100
4.	Core-Theory	4.	Teacher Education	6	4	20	80	
5.	Compulsory Foundation (Related to Subject)	5.	Foundations of Educational Philosophy	6	4	20	80	100
6.	Elective Foundation	6 a.	Measurement and Evaluation	6	4	20	80	100
		6 b.	Curriculum Studies					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<b>Inter-Semester Break (ISB) -1</b>								
1.	Core Practicum		Communication Skills		1	25		25
2.	Core Practicum		Expository Writing		1	25		25
3.	Core Practicum		Self development		1	25		25
4.	Tool Practicum		Dissertation – Review of Research Studies and Identification of Research Problem		1	25		25
5.	<b>Total</b>				<b>4</b>	<b>100</b>		<b>100</b>
<b>Grand Total</b>					<b>28</b>	<b>220</b>	<b>480</b>	<b>700</b>



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## Semester – II

S.No	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Educational Planning and Management	6	4	20	80	100
2.	Core-Theory	2.	Advanced Educational Research	6	4	20	80	100
3.	Core-Theory	3.	Guidance and Counseling	6	4	20	80	100
4.	Core-Theory	4.	Issues and Research in Teacher Education	6	4	20	80	100
5.	Compulsory Foundation (Related to Subject)	5.	Foundations of Educational Sociology	6	4	20	80	100
6.	Elective Foundation	6 a.	Elementary Education	6	4	20	80	100
		6 b.	Secondary Education					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<b>Inter-Semester Break (ISB) -II</b>								
1.	Tool Practicum	Dissertation – Research Proposal Presentation			2	50		50
2.	Teacher Education Practicum	Internship in Teacher Education Institutions			4	100		100
3.	<b>Total</b>				<b>6</b>	<b>150</b>		<b>150</b>
<b>Grand Total</b>					<b>30</b>	<b>270</b>	<b>480</b>	<b>750</b>



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## Semester – III

S.No	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Information and Communication Technology in Education	6	4	20	80	100
2.	Core-Theory	2.	Comparative Education	6	4	20	80	100
3.	Core-Theory	3.	Inclusive Education	6	4	20	80	100
4.	Generic Elective (Related to Subject)	4	Economics of Education	6	4	20	80	100
		a.	Special Education					
		b.	Environmental Education					
		c.	Life Skills Education					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
5.	Open Elective (For other Departments)	5	Teaching Strategies for Teachers	6	4	20	80	100
		a.	Educational Research					
		b.	Guidance & Counselling					
<b>Among four generic electives a students shall choose three</b>								
<b>Inter-Semester Break (ISB) – III</b>								
1.	Tool Practical		Dissertation – Data Collection		2	50		50
2.	Specialization Practical		Internship in Specialization		4	100		100
3.	<b>Total</b>				<b>6</b>	<b>150</b>		<b>150</b>
<b>Grand Total</b>					<b>30</b>	<b>270</b>	<b>480</b>	<b>750</b>



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## Semester – IV

S.No	Components of Study		Title of the Course	Contact hours	No. of Credits	IA Marks	End SEM Exam Marks	Total
1.	Core-Theory	1.	Advanced Educational Technology	6	4	20	80	100
2.	Core-Theory	2.	Psychology – Learner and Life	6	4	20	80	100
3.	Core-Theory	3.	Environmental Concerns in Secondary Education	6	4	20	80	100
4.	Generic Elective (Related to Subject)	4 a.	Human Values and Professional Ethics	6	4	20	80	100
		4 b.	Lifelong Education		4	20	80	100
		4 c.	Education for Rural Development		4	20	80	100
		4 d.	Early Childhood Education					
<b>Total</b>				<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
5.	Open Elective (For other Departments)	5 a.	Special Education	6	4	20	80	100
		5 b.	Economics of Education					
		5 c.	Education for International Peace					
<b>Among four generic electives a students shall choose three</b>								
<b>Inter-Semester Break (ISB) – IV</b>								
1.			Dissertation – Report writing		6	<b>Internal and External Average 150</b>		150
2.			Viva Voce		2		50	50
3.	<b>Total</b>				<b>8</b>		<b>200</b>	<b>200</b>
<b>Grand Total</b>					<b>28</b>	<b>120</b>	<b>680</b>	<b>800</b>



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### Four Semesters Total Marks

Semesters	Internal Marks	External Marks	Total
I	220	480	700
II	270	480	750
III	270	480	750
IV	120	680	800
<b>Total</b>	<b>880</b>	<b>2120</b>	<b>3000</b>

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

Inter Semester Break 1			
S. No	Activities	Credits	Marks
M.Ed ISB 1.1	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>➤ Talk (or) Group Discussion.</li> <li>➤ Introduction / Presentation of a Book (or) Article.(Book Review)</li> <li>➤ Addressing the Assembly in a College.</li> <li>➤ Conversation</li> <li>➤ Role play (Group – Each individual is assessed)</li> <li>➤ Self introduction</li> <li>➤ Introducing Eminent / Inspiring/ Role model personalities.</li> <li>➤ Latest trends / present issues.</li> <li>➤ Hindu News paper Article Reading.</li> </ul>	1 credit	25
M.Ed ISB 1.2	<p><b>Expository Writing</b></p> <ul style="list-style-type: none"> <li>➤ Creative Writing</li> <li>➤ Books &amp; Article (Write Up)</li> <li>➤ Description of places visited.</li> <li>➤ Writing to an Editor</li> <li>➤ Writing to the District Collector</li> <li>➤ Writing about an event / a happening.</li> <li>➤ TV Script Writing</li> <li>➤ Play let</li> <li>➤ Dialogue writing</li> <li>➤ Poetry (writing poems)</li> <li>➤ Writing Songs</li> </ul>	1 credit	25
M.Ed ISB 1.3	<p><b>Self Development</b></p> <p>Sub activity (i): Self critical awareness as and when required to</p> <ul style="list-style-type: none"> <li>➤ About one's Subject Knowledge</li> <li>➤ About one's Teaching</li> </ul>	1 credit	25



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	<p>Competencies</p> <ul style="list-style-type: none"> <li>➤ About one's Professional Qualities.</li> <li>➤ About one's Interpersonal Relations.</li> </ul> <p>Sub-activity (ii):- Yoga Practices.</p> <ul style="list-style-type: none"> <li>➤ Number of yogic exercises learnt</li> <li>➤ How each yogic exercise helped in the maintenance of one's physical / mental health.</li> </ul> <p>Sub-activity (iii):- Meditation Practices.</p> <p>What is the effect of Pranayama</p> <ul style="list-style-type: none"> <li>➤ How is it on oneself</li> <li>➤ How is one helped in the 'let come' &amp; 'let go' of mental status in the cleansing of the mind.</li> </ul>		
M.Ed ISB 1.4	Review of Research Studies and Identification of Research Problem	1 credit	25
<b>Inter Semester Break 2</b>			
M.Ed ISB 2.1	A) Dissertation – Research Proposal Presentation Proposal Writing Proposal Presentation	2 credit	50
M.Ed ISB 2.2	<b>B) Internship in Teacher Education Institution</b> One Demonstration One Lecture Observation of Micro Teaching Practice – 10 students Observation of Macro Teaching – 5 students.	4 credits	100



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<b>Inter Semester Break 3</b>			
M.Ed ISB 3.1	A) Dissertation ➤ Preparation of Research Tool ➤ Data Collection	2 credit	50
M.Ed ISB 3.2	B) Internship in Specialization. ➤ Students Case Studies (2 Students) ➤ Institutional Case Study (Elementary / Secondary) ➤ Multimedia Lesson Presentation using Teaching Models ➤ Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities (conduct the activity & write a report)	4 credits	100
<b>Inter Semester Break 4</b>			
M.Ed ISB 4.1	Dissertation Report Writing Viva	6 credits 2 credits	200
<b>Total</b>		<b>24 credits</b>	<b>600</b>



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# SYLLABUS

## I-SEMESTER

### MASTER OF EDUCATION

#### PAPER – 1: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

##### *Objectives*

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

##### *Course Content*

##### **Unit -1: Educational Psychology**

##### **1: 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 Eysenck, Psychoanalytic approaches – Freud and Jung, Social – Learning Theory – Bandura, Humanistic Approach – Roger’s and Maslow
2. **Indian Theories of Personality:** Vedic (Upanishadic) view of Personality, Buddhistic view of Personality, J-Krishnamurti’s view of Personality, Aurobindo’s view of Personality
3. **Personality Assessment:** Personality inventories interview, checklists, observation, Sociometry and situational tests Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion
4. **Adjustment and Mental Health:** Concept and mechanisms of adjustment, Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level, Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

**Practicum:** Use of the following tests

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

One Assignment & One Seminar

### **Reference Books**

1. Pandey, Advanced Educational Psychology , Konark Publishers, Main Vikas Marg, Delhi.
2. Mangal S.K., (2002), Advanced Educational Psychology, Prentice – Hall of India, New Delhi.
3. Chauhan S.S., (1982), Advanced Educational Psychology, Vikas Publishing House, New Delhi.
4. Freeman Frank S., (1968), Theory and Practice of Psychological Testing, Oxford and IBH, Bombay.
5. Anne Anastasi, (1982), Psychological Testing, Mac Millan, New York.
6. Cronbach L.J., (1970), Essentials of Psychological Testing, Harper and Row, New York.



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



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## **Paper – 2: 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.
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



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#### **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.
4. Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
5. Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Connor, DJO (1975), An Introduction to the Philosophy of Education, Routledge & Keegan Paul, London
9. Dash, BN (1986), Educational Philosophy and Teaching Practice, Kalyani Publishers, New Delhi.
10. Morsy Zaghloul (1997), Thinkers on Education , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) Principles of Education; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), Indian Philosophy, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
15. Schultz M (1985), Hindu Philosophy, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), Philosophy of Education, Ashish Publishing House, New Delhi.
17. Sreerama Krishna A.S. (2002), Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
18. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
19. Ulrich Robert, History of Educational Thought, Eurasia Publishing House, New Delhi.



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## **PAPER – 3: FUNDAMENTALS OF EDUCATIONAL RESEARCH**

### ***Objectives***

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

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

### ***Course Content***

#### **Unit – 1: Introduction to Educational Research**

1. Meaning, Purposes, Nature and Scope of Educational Research.
2. Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
3. Research Problem: Sources of research problem, characteristics of good research problem, Definition of the research problem, evaluation of the research problem.
4. Related Literature – Purposes of Review; conducting the literature search using Internet and databases.

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

1. Meaning and Classification of Variables.
2. Meaning, Types/Forms of hypotheses and characteristics of good hypothesis.
3. Population, Sample and characteristics of good sample.
4. Sampling Techniques.

#### **Unit – 3: Tools and Techniques of Data Collection**

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

#### **Unit - 4: Descriptive Analysis of Quantitative Data**

1. Scales of Measurement – Nominal , Ordinal ,Interval and Ratio Scales; Measures of Central tendencies – Mean, Median, Mode; Graphical Representation of Data



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- Bar Graph, Histogram, Frequency Polygon, Cumulative frequency curve, Ogive and Pie- diagram.
- 2. Measures of Dispersion – Range, Q.D., A.D. and S.D.
- 3. Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z- Scores, T-Scores
- 4. Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

### **Practicum**

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

### **Reference Books**

1. Aggarwal Y.P.(1988) Statistical Methods:New Delhi:Sterling Publishers Pvt. Ltd.
2. Best J.W.(1999)Research in Education,New Delhi:Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
6. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
7. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
8. Guilford, J.P., and Benjamin Fruchter (1982). Fundamentals of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
9. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
10. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
11. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
12. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
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14. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
15. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
16. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
17. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.



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## **PAPER – 4: TEACHER EDUCATION**

### **Objectives**

To develop an understanding of

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

#### **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



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## 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.

## Paper 5: FOUNDATIONS OF EDUCATIONAL PHILOSOPHY

### *Objectives*

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

### *Course Content*

#### **Unit 1: Philosophy and Education**



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- 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.

### **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**

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education* ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy* ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
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7. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
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9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
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13. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation*, Nirmal Publishing, New Delhi.
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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.

## **PAPER- 6 a: 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.



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## ***Course Content***

### **Unit 1: Introduction to Measurement and Evaluation**

1. Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.
2. Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.
3. Criterion referenced and Norm referenced evaluation.
4. Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

### **Unit –2: Essentials of Test Construction**

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

### **Unit 3: Trait Measurement Devices**

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



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## Reference Books

1. Adams, G.S. (1964) *Measurement and Evaluation in Education, Psychology and Guidance*. New York: Holt, Rinehart and Winston.
2. Antony Stella (2001) *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*, Bangalore, Allied Publishers Ltd.
3. Antony Stella and A. Granom (2001) *Assessment and Accreditation in Indian Higher Education*: New Delhi Books Plus.
4. Arun Kumar Singh (1986). *Tests Measurement and Research Methods in Behavioural Sciences*. New Delhi: Tata Mc Graw-Hill Publishing Company Limited.
5. Baker, E.L and Quellmalz, E.S Ed. (1980) *Educational Testing and Evaluation*. London: Sage Publications.
6. Baron, D. and Bernard, H.W. (1958) *Evaluation Techniques for Classroom Teachers*. New York: McGraw- Hill Book Co., Inc.
7. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student Learning*, New York: McGraw – Hill Book Co.
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9. Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*, New Delhi : NCERT.
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12. Greene, H.A. Jorgensen, a. N., Gerberich, J.R (1954) *Measurement and Evaluation in the Secondary School*. New York: Longmans, Green and Co.,
13. Greene, H.A., Jorgensen, A.N. Gerberich, J.R. (1953) *Measurement and Evaluation in the Elementary School*. New York: Longmans, Green and Co.
14. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier – Macmillan Ltd.
15. Gronlund, N.E. (1970) *Stating Behavioral Objectives for Classroom Instruction*. London: The Macmillan Co.
16. Marmar Mukhopadhyay (2001) *Total Quality Management in Education*, New Delhi, NIEPA.
17. Meherns, A.W. and Lehman, I.J. (1978) *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston.
18. Milliman, J. and Darling – Hammond, L. (1990) *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. New Delhi: Sage Publications.
19. Nunally, J.C. (1964) *Educational Measurement and Evaluation*. New York: McGraw-Hill Book Company.
20. Patel, R. N. (1985) *Educational Evaluation – Theory and Practice*. Delhi: Himalaya Publishing Co.
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25. Singh, Pritam (1989) *Handbook of Pupil Evaluation*, Bangalore: Allied Publisher Ltd.
26. Stanley, J. C (1964) *Measurement in Today's School*, New Jersey: Prentice – Hall, Inc.
27. Stanley, J.C. and Hopkins, K.D. (1978) *Educational Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India Pvt. Ltd.
28. Stronge, J.H. Ed. (1997) *Evaluating Teaching*. California: Corwin Publications, Inc.
29. Throndike, R. L. and Hagen, E. (1970) *Measurement and Evaluation in Psychology and Education*. New Delhi: Wiley Easter Pvt Ltd.
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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. 9<sup>th</sup> Edition.
36. D. Smith *History of Measurement and Evaluation*. Commonwealth publishers New Delhi.

## **PAPER – 6 b: CURRICULUM STUDIES**

### ***Objectives***

The course will enable the student teacher to

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



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## **Course Content**

### **Unit 1: Introduction to Curriculum**

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

### **Unit 2: Curriculum Planning**

1. Meaning of Curriculum Planning, Principles of Curriculum Construction
2. Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related
3. Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20<sup>th</sup> century and possible future trends
4. Principles and approaches of curriculum organization.

### **Unit 3: Curriculum Development and Transaction**

1. Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.
2. Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered
3. Role of Administrators in implementation and evaluation of curriculum.
4. Need and strategies for curriculum change in 21<sup>st</sup> century.

### **Unit 4: Curriculum Evaluation**

1. Concept, need and importance of Curriculum Evaluation
2. Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post- testing.
3. Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and group.
4. Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

### **Practicum**

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

### **Reference Books**

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



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

### **Paper – 1: EDUCATIONAL PLANNING & MANAGEMENT**

#### ***Objectives***

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

#### ***Course Content***

##### **Unit - 1: Principles and Practices of Educational Management**

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

##### **Unit - 2: Concepts of Educational Planning**

1. Need, Importance and Goals of educational planning
2. Micro and macro models of educational Planning, Approaches of educational planning - Social demand approach , Rate of return approach and Man power requirement approach
3. Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.
4. Sources of finance for Education in India a. Public funding of education b. Fees c. Student loans d. Education cess e. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

##### **Unit - 3: Educational Finance**

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



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#### **Unit - 4: Quality Management in Education**

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

#### **Practicum**

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

#### **Reference Books**

1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
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6. Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
7. International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.
8. Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
9. Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
10. Blaug Mark: Economics of Education, Penguin, London (1970).
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12. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
13. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
14. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
16. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
17. Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
18. John Vaizey, Economics of Education NCERT, Pandit Ed
19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
20. Education – Man power – Economic growth – Horbison and Mayer
21. Economics of Education, John Sheeham
22. Investment in Education, V.K.R.V. Raow



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## **Paper – 2: 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.

#### **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.



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3. Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
4. ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

**Practicum:**

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

**Reference Books**

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
7. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
8. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
9. Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
10. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
11. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research - A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
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14. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
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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.

## **PAPER – 3: GUIDANCE AND COUNSELING**

### ***Objectives***

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

### ***Course Content***

#### **Unit 1: Fundamental Concepts of Guidance**

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

#### **Unit 2: Educational and Vocational Guidance**

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

#### **Unit 3: Personal and Group Guidance**

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



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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.
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.



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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

## **PAPER – 4: 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.
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.



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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
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.
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13. Harvilas, S. and Naik, J.P.A History of Education in India, Macmillan and Co. Bombay, 1951.
14. Jangire, N.K., Technology of Classroom Questioning, National Publication House, Daryaganj, New Delhi, 1982.
15. Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
16. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
17. Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
18. Mitzal H.E., Encyclopedia of Educational Research (Section of Teacher Educational Programme), The Force press New York, 1982.
19. Nyjirhu S.N, (ed), Education of teacher of India (Vol.1)S.Chand and Co. Delhi.1968
20. N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
21. NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
22. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
23. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
24. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
25. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
26. Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
27. Singh I.C., Micro Teaching: An Innovation in Teacher Education, National Psychological Corporation, Kacheri Ghat, Agra 1979.

## **Paper – 5: FOUNDATIONS OF EDUCATIONAL SOCIOLOGY**

### ***Objectives***

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



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## ***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.

### **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.



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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

## **PAPER – 6 a: ELEMENTARY EDUCATION**

### ***Objectives***

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

### **Course Content**

#### **Unit 1: Elementary Education in India**

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

#### **Unit 2: Universalisation of Elementary Education**

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



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### **Unit 3: Strategies and Programmes in Elementary Education**

1. Involvement of Panchayat Raj and Village Education Committees in Educational Planning & Management and DPEP.
2. SSA, OBB, Access to school and school mapping.
3. MDMS, Retention of children and Prevention of dropout rate.
4. Early Childhood Care and Education (ECCE), Integrated Education for Disabled Children (IEDC), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV).

### **Unit 4: Curriculum and Evaluation in Elementary Education**

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

### **Practicum**

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

### **Reference Books**

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

## **PAPER – 6 b: 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**



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### **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 its 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 Adisheshaiah 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**



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

### Reference Books

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



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### ***III-SEMESTER***

## **PAPER - 1: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION**

### ***Objectives***

On completion of this course the students will be able to

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

### ***Course Content***

#### **Unit 1: Introduction to Information and Communication Technology**

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

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

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

#### **Unit 3: Information Storage and Management**

1. Data and Information: Types of data, File management.
2. Data storage and Data base management.
3. Meaning, Characteristics and benefits of cloud computing.



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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.
5. Cambridge, D. (2010). *E-Portfolios for Lifelong learning and assessment*. John Wiley and Sons.
6. Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson.
7. Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
8. Intel Teach to the Future – Pre-Service Binder – Version 2.0.
9. Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
10. Mangal, S.K. & Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
11. Norton, P. (2011). *Introduction to Computers, 7<sup>th</sup> Edition*. New Delhi: Tata McGraw-Hill Education Private Limited.
12. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
13. Sharma, R.A. (1991). *Technology of Teaching*. Meerut: Loyal book depot.
14. Shukla, Satish, S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.
15. Simmons, C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
16. Sinha, P.K. & Sinha, P (2011). *Computer Fundamentals, 6<sup>th</sup> Edition*. New Delhi: B.P.B Publications.



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## **PAPER – 2: COMPARATIVE EDUCATION**

### ***Objectives***

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

### ***Course Content***

#### **Unit 1: Comparative Education**

1. Introduction to Comparative Education: Meaning, scope, objectives and need for comparative education.
2. Major concepts of comparative education.
3. Sociological, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.
4. Approaches to comparative education.

#### **Unit 2: Comparative Education at National and International Levels**

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

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

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

#### **Unit 4: Issues and Challenges in Comparative Education**

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

### **Practicum**

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

### **Reference Books**



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1. Beredy, G.Z.F. (1964), *Comparative Methods in Education*, Oxford & East Publishing Co., New Delhi.
2. Green, J.L.(1981):*Comparative Education and Global Village*, Anu Book, Shivji Road, Meerut
3. Hans, Nicholas(1965):*Comparative Education*, Routledge and Kegan Paul Ltd., London
4. Sharma, Y.K.(2004):*Comparative Education Comparative Study of Educational Systems*, New Delhi: Kanishka Publishers
5. Rai, B.C., “*Comparative Education*”, Prakashan Kendra, Lucknow (1972).
6. Sodhi, T.S., “*A textbook of comparative education – Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India)*”, Vikas Publishing House Pvt., Ltd., New Delhi (1993).
7. Biswas, A., & Aggarwal, J.C., “*Comparative Education (India, U.K., U.S.A., U.S.S.R.)*”, Arya Book Depot, New Delhi (1986).
8. Sharma, R.N., “*Education in Emerging Indian Society*”, Surjeet Publications, Delhi (2002).
9. David Pratt., “*Curriculum – Design and Development*”, Harcourt Brace Jovanovich, New York (1980).

### **PAPER – 3: 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**



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1. Definition, Concept and Importance of Inclusive Education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and Inclusive Education.
4. Advantages of Inclusive Education for all children.

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

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

### **Unit 3: Preparation for Inclusive Education 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**



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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 Subjmandi, Academic Press.
6. Jha. M.( 2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
7. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
9. . Daniels Harry, & Garner Philip, (1999) (Inclusive Education (World Yearbook of Education).ISBN.07494 2237 8 (hb).
10. Jitender Kumar ,(2013) *Inclusive Education*. Twenty first Century Publication; First  
a. Edition. ISBN-10: 9380144423; ISBN-13: 978-9380144429.
11. Tim Loreman, Joanne Deppeler & David Harvey, (2010). *Inclusive Education: Supporting diversity in the classroom –9781741759860*, Allen & Unwin Publisher; 2nd edition. <http://www.allenandunwin.com/>.
12. SSA (2006): *Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan*, MHRD, Department of Elementary Education and Literacy, MHRD, Govt. of India. Available on [http://www.ssa.nic.in/childspl/ssa\\_plan\\_manual.pdf](http://www.ssa.nic.in/childspl/ssa_plan_manual.pdf).
13. *Status of Disability in India – 2000*, published by Rehabilitation Council of India.PP.445.
14. Ujala – III (2006): Five days teachers training Module for Teachers of Upper primary classes. P. 22 – 23. 21.
15. UNESCO (2006): *Inclusive Education*. Available on [http://portal.unesco.org/education/en/ev.php-URI\\_ID](http://portal.unesco.org/education/en/ev.php-URI_ID).

## **PAPER – 4 a: ECONOMICS OF EDUCATION**

### **Objectives**

1. To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.



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

### ***Course Content***

#### **Unit 1: Basic Concepts of Economics of Education**

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

#### **Unit 2: Education and Economic Development**

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

#### **Unit 3: Cost - Benefit Analysis in Education**

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

#### **Unit 4: Economic Reforms and Education**

1. Relationship between Poverty, Schooling and Education.
2. Privatization of State Education - Public - Private partnership in education.
3. Globalization and Education.
4. Economic Liberalization Policies in India and their impact on Education.

### **Practicum**



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

### Reference Books

1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
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18. John Vaizey, Economics of Education NCERT, Pandit Ed
19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
20. Education – Man power – Economic growth – Horbison and Mayer
21. Economics of Education, John Sheeham
22. Investment in Education, V.K.R.V. Rao



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## **PAPER – 4 b: SPECIAL EDUCATION**

### ***Objectives***

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

### ***Course Content***

#### **Unit 1: Meaning and Scope of Special Education**

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

#### **Unit 2: Children with Sensory Physical Impairment**

1. Visual Impairment : Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances
2. Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.
3. Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal
4. Preventive measures and Educational Provisions. Barrier-Free School Environment.

#### **Unit 3: Children with Mental Retardation and Learning Disability**

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

#### **Unit 4: Educational Intervention and Preparation of Special Teachers**



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1. Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc.
2. Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the "concerned child" and the community in educating the child who is an exceptional one.
3. Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.
4. Curriculum for teacher preparation and transaction modes.

### **Practicum**

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

### **Reference Books**

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



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## **PAPER – 4 c: 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.

#### **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.



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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.
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10. Dani, H.M.(1986): Environmental Education, Chandigarh, Publication Bureau, Punjab university.
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, New Delhi : 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.



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## **PAPER – 4 d: 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: Concept and Scope of Life Skills at early age**

1. Need for the development of skills.
2. Understanding of human resources.
3. Significance of Life Skills Education.
4. Development of the learners through Life Skills Education.

#### **Unit 2: Cognitive Skills Development**

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

#### **Unit 3: Development of Other Psycho-Social Skills**

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

#### **Unit 4: Development of Coping Skills**

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

### **Practicum**

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

### **Reference Books**



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

## **PAPER – 5 a: TEACHING STRATEGIES FOR TEACHERS**

### ***Objectives***

To Enable the students to

1. Acquire competency in different teaching skills
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching
4. Understand the impact of teacher communication on student’s personality development

### **Unit – 1 : Essential Teaching Skills and the Teaching of Thinking**

1. Essential Teaching Skills : The Foundation for Teaching Effectiveness
2. Beyond Effective Teaching : Teaching for Thinking and Understanding and Higher – Order and Critical Thinking
3. The Model Approach to Teaching
4. Information Processing

### **Unit – 2 : The Inductive Model : A Constructivist View of Learning**

1. The Inductive Model : An Overview, Goals for the Inductive Model
2. Planning Lessons with the Inductive Model
3. Implementing Lessons Using the Inductive Model
4. Assessing Student Learning

### **Unit – 3 : Teaching Organized Bodies of Knowledge**

1. The Integrative Mode : An Overview, Goals for the Integrative Model
2. Planning Lessons with the Integrative Model and Implementing Lessons Using the Integrative Model, Assessing Integrative – Model Activities,
3. The Lecture – Discussion Model – An Overview, Theoretical Perspectives



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4. Planning for Lecture – Discussion Lessons, Implementing Lecture – Discussion Lessons and Assessing Student Understanding in Lecture – Discussion Lessons

#### **Unit – 4 : The Direct-Instruction Model**

1. Direct Instruction : An Overview, Direct Instruction : Theoretical Perspective
2. Planning Lessons with the Direct – Instruction Model
3. Implementing Lessons Using the Direct – Instruction Model
4. Assessing Student Understanding

#### **Practicum**

1. One Seminar
2. One Assignment

#### **References**

1. Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
2. Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.
3. Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.

### **PAPER – 5 b: VALUE EDUCATION**

#### ***Objectives***

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

#### ***Course Content***

##### **Unit 1: Need, Nature and Concept of Value Education**

1. Concept, Need and Nature of values.
2. Meaning and Classification of Values.
3. Sources of Values.



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4. Values and Education – Their relationship and Significance of Value Education.

### **Unit 2: Models of Value Education**

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

### **Unit 3: Approaches and Teaching Strategies for Inculcation of Values**

1. Form and content of Value Education at different stages.
2. Different approaches to Value Education- Direct, Indirect and Integrated approaches.
3. Strategies and Techniques for Value Education at different stages.
4. Contribution made by some eminent leaders of the world to Value Education. (Individual Studies may be taken up by the students)

### **Unit 4: Role of different Social Agencies in Value Formation**

1. Role of Parents and Peer Group
2. Role of School and Teachers
3. Role of Religion and Media
4. Need of Orientation in Value Education to Prospective Teachers

### **Practicum**

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

### **Reference Books**

1. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
2. Prof.S.P Ruhela, Prof.Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd., Hyderabad.
3. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi
4. Tilak Raj, Bharadwaj (1992). Education of Human Values, Mittal Publications, New Delhi.
5. S.R Sharma (2006). Moral and Values in Education, COSMO Publications, New Delhi.
6. Dr.Kiruba Charles, V.Arul Selvi (2012). Peace and Value Education, Neelkamal Publications Pvt, Ltd. Hyderabad.
7. Yogesh Kumar Singh, Ruchika Nath (2008). Value Education, A P H Publishig Corporation, New Delhi.
8. Mohit Chakrabarthy (2007). Value Education. Changing Perspectives, Kanishka Publishers, Distributors.
9. Somanath Saraf (2002), Education in Human Values, Vikas Publishing House, Delhi.
10. Vedanta Kesari (2001), Values; The Key to a Meaningful life, Sri Ramakrishna Math, Chennai.
11. Peter Tomlison and Margret Quinton (1986), Values Across the Curriculum, The Falmer Press, Philadelphia.



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12. Mujjeb.M. (1971), Education and Traditional Values, Meenakshi Prakashan, Delhi.
13. Avivashilingam.T.S. (1983), Inculcation of Social, Ethical and Spiritual Values in Education, Sri Ramakrishna Mission Vidya, Coimbatore.

## **PAPER – 5 c: HUMAN RIGHTS EDUCATION**

### ***Objectives***

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

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

### ***Course Content***

#### **Unit 1: Concept, Meaning and History of Human Rights**

1. Concept, Meaning, Need, Objectives and Principles of human rights education,
2. Classification of Human Rights.
3. Evolution and Historical Development of Human Rights in the global context.
4. Education as an agency to sensitize students towards human rights.

#### **Unit 2: Indian Constitution and Commissions on Human Rights**

1. Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive Principles of State Policy, Women and Child Rights.
2. Human Rights Commissions: NHRC, SHRC, Human Rights Courts, Their composition and functions.
3. International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross.
4. Barriers in implementing Human Rights.



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### **Unit 3: Curriculum, Methods of Teaching and Agencies of Human Rights Education**

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

### **Unit 4: Human Right Violations and Emerging Issues**

1. Ragging - Eve Teasing , Human Trafficking – War and Terrorism , Child Labour – Exploitation of Labour, Patriarchism, – Domestic Violence – Sexual Harassment – Female Infanticide.
2. Tribal rights and forest protection.
3. Environmental issues and sustainable development.
4. Traditions, culture and Human Rights.

### **Practicum**

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

### **Internship**

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

### **Reference Books**

1. Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
2. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
3. Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
4. Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : Authors Press.
5. Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
6. Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
7. Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
8. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd
9. Peter, U. (2005). Human rights and development. India: Kumarian Press.



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10. Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.
11. Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian
12. Institute of Human Rights Education.
13. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
14. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
15. Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
16. Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
17. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
18. Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
19. National Council for Teacher Education, (1996). Human Rights and National Values: Self Learning Module. New Delhi: NCTE Publication.
20. Mehta, P.L. and Neena Verma, (1995). Human rights under the indian constitution. New Delhi: Deep and Deep Publications.
21. Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
22. Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and Deep Publications.
23. Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: Health Education Authority and UNICEF, U.K.
24. Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep and Deep Publications.
25. Agarwal ,J.C, Education for values,environment and Human Rights,Shipra Publicatins, New Delhi.



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## **IV-SEMESTER**

### **PAPER - 1: ADVANCED EDUCATIONAL TECHNOLOGY**

#### ***Objectives***

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

#### ***Course Content***

##### **Unit 1: Introduction to Information Technology**

1. Definition Need and Scope of Information Technology.
2. Categories of Information: Data, Information, Knowledge, Intellect.
3. Types of Information : By Source, By Channel, By Media, By Need .
4. Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

##### **Unit 2: Communication and Instructional Technology**

1. Theory 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.



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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**

- (2) One Seminar
- (3) One Assignment

### **Reference Books**

1. Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers, Ansari Road, Darya Ganj, New Delhi - 110 002
2. Sharma.A.R., 1992, Educational Technology, Vinod Pustak Mandir, Dr. Rangeya Raghava Marg, Agra-2.
3. Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
4. Buch.M.B. and Santhanam.M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
5. Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
6. Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
7. Skinner.B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
8. Stones.E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.
9. Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
10. Sampath.K., Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 110016.
11. Chauhan.S.S., 1979, Innovations in Teaching-Learning Process, Vikas Publishing House, Pvt. Ltd., 5, Ansari Road, New Delhi - 110 002.



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12. Manga I.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
13. Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/S Prakash Brothers, 546, Books Market, Ludhiana -141008.
14. Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
15. Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
16. Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
17. Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
18. Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. Nai Sarak, Delhi -110 006.
19. Passl.B.K. (Ed), 1976, Becoming Better Teacher Micro teaching Approach, Sahitya Mudranalaya, City Mill Compound, Kankaria Road, Ahmedabad – 22.
20. Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
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## **PAPER - 2: 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
3. Mental disorders, defense mechanisms
4. Personality in the new era

### **Practicum**

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

### **Reference Books**

1. Mangal S.K., (2002), General Psychology, Prentice – Hall of India, New Delhi.
2. Chauhan S.S., (1982), General Psychology, Vikas Publishing House, New Delhi.
3. Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey



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4. Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
5. Elizabeth B. Hurlock,(1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
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7. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
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10. Kuppaswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
11. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
12. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
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14. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry.

### **PAPER – 3: ENVIRONMENTAL CONCERNS IN SECONDARY EDUCATION**

#### ***Objectives***

The students will be able to

1. Understand the concept, scope and objectives of environmental education.
2. Acquaint the student with environmental problems and hazards.
3. Develop competencies and problems solving skills for environmental protection.

#### **Unit I: ENVIRONMENTAL EDUCATION – CONCEPT, MEANING AND IMPORTANCE**

1. Environmental Education - Characteristics and principles
2. Nature and scope of Environmental Education
3. Aims and objectives of Environmental Education
4. Environmental Awareness, Important issues in Environmental Education.

#### **Unit II: ENVIRONMENTAL POLLUTION AND PROGRAMMES AT DIFFERENT LEVELS**

1. Man and his relationship with environment, Environmental hazards and pollution - soil, air, noise, water, chemical and thermal, extinction of flora and fauna,



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2. Need for conservation, preservation and protection of rich environmental heritage
3. Programme of environmental education for primary, secondary and higher education institutions
4. Biodiversity and conservation - Global warming, ozone depletion, acid rain, population explosion, urbanization, poverty and deforestation.

### **Unit III: CURRICULUM AND ENVIRONMENTAL ASPECTS**

1. Salient Features of Curriculum for Environmental Education, Concept of environment and ecosystem, Natural system, Natural Resources, Human Systems
2. Technological System, Remote sensing - Steps in preparation for Environmental curriculum at different levels of education. Environmental education
3. Role and Responsibilities of teachers, Problems of Environmental education.
4. Role of Government and Non-government Agencies for environmental protection. Nature study and Eco-clubs.

### **Unit IV: ENVIRONMENTAL EDUCATION STRATEGIES**

1. Strategies and Methods of Environmental Education, approaches
2. Treating environmental issues as a separate subject, integrated approach, Discussion, seminar, workshop, dialogue, problem solving, field trips, projects, exhibition, role of media, films and television,
3. Study of environmental projects,
4. National organizations for Environmental Protection, National Policy on Environment and Environmental laws.

### **Practicum**

1. One Seminar
2. One Assignment
- 3.

### **REFERENCES**

1. Bharucha Erach, *Textbook of Environmental Studies*, New Delhi: Universities press, 2005.
2. Himonshu Vashist, *Environmental Education: problems and solutions*, Jaipur: Book Enclave, 2002.
3. Kalyani Devi, *Home and school: environment their influence on perceptual styles*, New Delhi : Discovery publishing House, 1997.
4. Kalyani Devi, *Environmental Deprivation and Perceptual tasks of preschool children*, New Delhi: Discovery publishing House, 1998.
5. Krishnamacharyulu. V, Reddy. G.S, *Environmental Evaluation*, New Delhi: Neelkamal Publication, 2004.
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7. Odum. P.Eugenu, *Ecology: A Bridge between swine and society*, USA: senderlend Massachusetts,
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9. Pankaj Shrivastava, singh D.P, *Environmental Education*, New Delhi: Anmol Publication Pvt. Ltd, 2002.
10. Sharma. P.D, *Environmental Biology*, Meerut: Rastogi Publications, 2000.
11. Sudhir M.A. and Masila Mani – *Environmental Issues*, New Delhi: Reliance Publications, 2003.

## **PAPER – 4 a: HUMAN VALUES AND PROFESSIONAL ETHICS**

### ***Objectives***

This course input is indeed

1. To help the students appreciate the essential complementary in between ‘values ‘ and ‘SKILL’ to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2. To facilitate the development of a holistic perspective among students towards life, it’s realities, professions and happiness, based on a correct understanding of the human reality and the rest of Existence, such a holistic trustful perspective forms the basis of values based living in a natural way.
3. To highlights plausible implications of such a Holistic understanding in terms of esthetical human conduct, trustful and mutually satisfying human behaviors and mutually enriching interaction with Nature.

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

### **Course methodology**

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

### ***Course Content***

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



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

### **Unit - 2: Understanding Harmony in the Family and Society- Harmony in Human Relationship**

1. (i) Understanding the characteristics and activities of 'I' and harmony in 'I'. (ii) Understanding the harmony of I with the Body: Samyam and Swasthya: correct appraisal of physical needs, meaning of prosperity in detail Programs to ensure Samyam and Swasthya. (iii) Understanding harmony in the family – the basic unit of human interaction.
2. Understanding values in human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-Tripli; Trust (Viswas) and respect (Samman) as the foundational values of relationship.
3. (i) Understanding the meaning of Viswas; Difference between intention and competence. (ii) Understanding the meaning of Sommon, Difference between respect and differentiation; the other salient values in relationship. (iii) Understanding the harmony in the Sah-Astitva as comprehensive Human Goals.
4. Visualizing a universal harmonious order in society: Undivided society (*Akhand –Samaj*) Universal Order (*Sarvabhūm –Vyavastha*)-from family to world family!

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

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

### **Unit - 4: Implications of the above Holistic understanding of Harmony on Professional Ethics**

1. (i) Natural acceptance of human values (ii) Definitiveness of ethical human conduct.
2. (i) Basis for humanistic education, humanistic constitution and humanistic universal order (ii) Strategy for transition from the present state to universal human order.
3. Competence in professional ethics.
  - a. Ability to utilize the professional competence in education for augmenting universal human order,



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- b. Ability to identify the scope and characteristics of people friendly and eco friendly production system in the educational process,
  - c. Ability to identify and develop appropriate technologies and management patterns in the teaching and learning process,
4. (i) Case studies of typical holistic technologies, management modules and production systems. (ii) At the level of individual: as socially and ecologically responsible, professionals. (iii) At the level of society: as mutually enriching institutions and organizations.

### **Practicum**

- (1) One seminar
- (2) One assignment.

Practice exercises and case studies.

### **Text Books and Reference Materials**

#### **a. The Text Book**

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

#### **b. Teachers Manual**

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

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

### **Reference Books**

1. Ivan Illich,1974,Energy &enquiry, the trinity press, Worcester, and Harper Collins, USA
2. E.F Schumacher, 1973,small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Susan George 1976, how the Other Half dies, Penguin press, Reprinted 1986, 1991
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5. ANagaraj, 1998, Jeevan Vidya ek Parichay, Divya Path Santhan, Amarkathak,
6. P.L Dhar, RR Gaur,1990,Science and Humanism, Common wealth Publishers,
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8. Subbas Palekhar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amaravati.
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10. M Govindrajan, S Natrajan & V. S Senthil Kumar, Engineering E (including Human Values), Estern Economy Edition, Prentice Hall of India Ltd.
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14. Nassema, C. ( 2002), *Human Rights Education – Conceptual and Pedagogical Aspects*, Kanishka Publishers, New Delhi.
15. Ruhela , S.P.( 1986), *Human Values and Education*, Sterling Publishers Pvt. Ltd. New Delhi.
16. Radhashyam Sarangi, (1994), *Moral Education in Schools*, Deep & Deep Publications PVT Ltd., New Delhi.
17. Vedanta Kesari (2001), *Values; The Key to a Meaningful Life*, Sri Rama Krishna Math, Chennai.
18. William Lillie, (1990), *An Introduction to Ethics*, Allied Publishers, New Delhi
19. Peter Tomlinson and Margret Quinton, (1986), *Values Across the Curriculum*, The Falmer Press, Philadelphia.
20. Mackie, J.C., (1983), *Ethics*, Penguin Books Ltd., England
21. Mujeeb M., (1971), *Education and Traditional Values* , Meenakshi Prakashan, Delhi
22. K. Satchidananda Murthy, (1986), *The Quest for Peace*, Ajanta Publications, Delhi- 7
23. G.N. Raul, *Values and Education in Independent India*, The Associated Publishers, Ambala Cantt
24. Avivashilingam. T.S. (1983) *Inculcation of Social, Ethical and Spiritual Values in Education* , Sri Rama Krishna Mission Vidya, Coimbatore.
25. M. Pia Nazarethrjm with Maria E Waples (1978) *Personal Values*, AINACS, Anand (Kaira Dt.)

#### **Relevant websites, CDs, Movies and Documentaries**

1. Value Education Websites, <http://www.uptu.ac.in>
2. Story of stuff, <http://www.Storyofstuff.com>
3. AL Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artist, USA
5. IIT Delhi, Modern Technology the Untold Story
6. Anand Gandhi, Right here right now, Cycle wala production

## **PAPER – 4 b: LIFELONG EDUCATION**

### **Objectives**

The student will be able to

1. Understand the concept of Life Long Education.
2. Know the meaning and concept of Non-Formal Education.
3. Aware of existing programmes and strategies for Life Long Learning.
4. Develop skill in Vocational Guidance.
5. Understand strategies for self-employment.

### **UNIT - I LIFE LONG LEARNING**

1. Life Long Learning–Meaning, Concept, Aims and Objectives, Need and Importance,
2. Problems and Measures,



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3. Various Programme of Life Long Learning in India with Special reference to: NAEP, NPE & NLM,
4. Adult Learner–Characteristics, Problem and Motivation Life Long Teaching – Different Methods, Role of Mass Media, Evaluation of Life Long Learning.

## **UNIT - II NON-FORMAL EDUCATION**

1. Non-formal Education: Meaning, Concept, Scope,
2. Aims and Objectives,
3. Growth and Development, Curriculum Development.
4. Non-formal Education Instructors, Teaching Methods, Media and Materials.

## **UNIT - III DISTANCE EDUCATION**

1. Distance Education: Meaning, Definition, Function, Objectives, Nature and Characteristics, Scope and Limitation.
2. IGNOU (Indira Gandhi National Open University), Organization (NCERT) National Council for Education Research and Training),
3. CIBE (The District Level Central Advisory Board of Education).
4. Models: CAPE (Comprehensive Approach for Primary Education Programme) – The Programme Envisaged in the New Policy on Education 1986.

## **UNIT - IV VOCATIONAL GUIDANCE AND SELF EMPLOYEMENT**

1. Vocational Guidance: Meaning, Definition, Objectives, Aims, Need, Characteristics.
2. Process of Vocational Guidance: Vocational Guidance in India – Classification of occupations – Source of Information – Purpose Factors, Function of Vocational Guidance
3. Influence of Vocational Guidance on Educational Guidance.
4. Self – Employment: Meaning, Definition, Objectives, Characteristics, Traits Required, Barriers to self Employment: Generation of Awareness and Motivation – Referral Services.

### **Practicum**

1. One seminar
2. One assignment.

### **REFERENCE**

1. Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.



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2. Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Ministry of Education (1987). *Adult Education Research- Future Directions*.
4. Om Praksh, B.Pal (2013). *Career and Vocational Guidance*, discovery publishing house Pvt. Ltd, New Delhi.
5. Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.
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7. Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organisation.
8. Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.
9. Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.
10. Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K.: Longman Groups.
11. Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

## **PAPER – 4 c: EDUCATION FOR RURAL DEVELOPMENT**

### ***Objectives***

The students will be able to

1. Know the concept, meaning of rural development.
2. Understand the theories and approaches in rural development.
3. Understand the role of various agencies in promoting rural development.
4. Acquire the knowledge of the local governance of rural development.
5. Understand the principles and methods of social work.

### **UNIT - I CONCEPT AND APPROACHES TO RURAL DEVELOPMENT**

1. Rural Development - Growth and Development and Importance
2. Poverty and Rural Development 3
3. Role of Voluntary Organization VOs and NGOs. Approaches to Rural Development in India: Broad Front Approach, Sectoral Approach, Participatory Approach, Area Approach, Target Group Approach. Programmes
4. Poverty Alleviation Programmes, Programmes for Self and Wage Employment and Social Security, Other Development Programmes.

### **UNIT - II RURAL DEVELOPMENT INSTITUTIONS AND EXPERIMENTS**

1. Cooperative Institutions Concept and Principles of Cooperation



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2. Types and Working of Rural Cooperatives: Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives.
3. Stakeholder Participation
4. Non-Governmental Organizations: Concept, Structure, Funding, Problems and Limitations. Role of CBOs in Sustainable Rural Development.

### **UNIT - III EXPERIMENTS IN RURAL DEVELOPMENT**

1. Experiments in Rural Development
2. Experiments in Rural Development before Independence
3. Sriniketan, Martandam, Sevagram, Baroda, Firka Development,
4. Nilokheri and Etawa Pilot Project.

### **UNIT - IV LOCAL GOVERNANCE AND RURAL DEVELOPMENT**

1. Early Experiments in Panchayati Raj, 73rd Constitutional Amendment Act and Its Implication: Ashok Mehtha Committee Report, Its Salient Features
2. Role of PRIs in Rural Development. - Tamil Nadu Panchayati Raj Act (1994)
3. Panchayati Raj and Decentralization – Items of Development Activities in 11th Schedule of the Indian Constitution
4. Status of Women in India, Women and Political Participation, Women in Farm and Non Farm Sector, Women and Technology - Policy and Programmes for Women - Women in Local Governance – National Policy for Empowerment of Women (2001).

#### **Practicum**

1. One seminar
2. One assignment.

#### **REFERENCES**

1. Adishiah Malcom S., et. al., *Decentralized Planning and Panchayati Bill*, Concept Publishing Company, New Delhi, 1994.
2. Bhalla G.S and Singh G., *Indian Agriculture: Four Decades of Development*, Sage Publications, New Delhi, 2001.
3. Dantwala M.L., et. al., *Indian Agricultural Development since Independence*, Oxford and IBH, New Delhi, 1991.



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5. Dhanagare D.N., *Peasant Movements in India*, OUP, New Delhi, 1988.
6. Dhawan, B.D., *Irrigation in India's Agricultural Development*, Sage Publications, New Delhi, 1988.
7. Jhingan, *Economics of Development and Planning*, Konark Publishers, New Delhi, 2003.
8. Joel S.G.R., Bhowmik, *NGOs and Rural Development – Theory and Practice*, Concept Publishing Company, New Delhi. 2003.
9. Kahlon AS. And Tyagi D.D., *Agriculture Price Policy in India*, Allied Publishers, New
10. Delhi, 1983.
11. Khanka SS., *Entrepreneurial Development*, S. Chand & Co., New Delhi. 1999.
12. Lalitha N., *Rural Development: Trends and Issues Volume I and II*, Dominant Publishers, New Delhi, 2004.
13. Narayanamoorthy, A and R.S. Deshpande, *Where Water Seeps!: Towards A New Phase in India's Irrigation Reforms*, Academic Foundation, New Delhi, 2005.
14. Singh, Katar, *Rural Development: Principles, Policies and Management*, Sage Publications, New Delhi, 1999.

## **PAPER – 4 d: EARLY CHILDHOOD EDUCATION**

### ***Objectives***

To enable the prospective teacher-educators

1. Orient on policy and perspective of ECE in India and world
2. Understand the Psycho-Social context of Pre-School education
3. Understand the quality dimensions i.e. Curriculum, programme and work force for ECE.
4. Know the strategies, approaches-resources for ECE.
5. Develop knowledge and skills for research and evaluation in ECE and training of personnel.

### **Unit - I ECE Policy Perspectives and Psycho-Social Context of Pre-School Education**

- (1) ECE: Concept, Significance and Objectives of ECE.



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- (2) ECE in India: Policies and Programme in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009). ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.
- (3) Physical, Cognitive, Emotional and Social aspects of Pre - school education, Transaction from home to School.
- (4) Socio – Cultural contexts in school and home, Child rearing practices in different cultures.

## **Unit - II Curriculum for Pre-School Education**

1. Curriculum for School Readiness
2. Physical, Cognitive, Language and Socio Emotional Dimensions; Characteristics of learning experiences and approaches
3. Different types of Pre-school Curriculum, Montessori, Kindergarten, Balwadi and Anganwadi
4. Support of workforce; Teachers, parents and community support in functioning of ECE centers.

## **Unit - III Strategies/Approaches and Resources for ECE**

1. General principles to curricular approaches
2. Activity based/play - Way, Child
3. Centered, Theme - Based, Holistic, Joyful, Inclusive, Puppetry, Musical and Rhyme exercise, Dramatization, Role play, Art activities, Indoor and Outdoor play, Field trips and explorations as methods in primary and early primary stages.
4. Method of transaction - Local specific community resources; Human and materials and their integration to curricular activities, Preparation & use of learning and play materials. Community involvement in ECE programmes.

## **Unit - IV Training, Research & Evaluation in ECE**

1. Need and significance of personnel involved in ECE programme, Status and nature of training programmes
2. Evaluation Pre-service training programmes.
3. Issues, concerns and problems in ECE; Areas of research studies in ECE
4. A critical Evaluation of ECE programmes with special reference to Indian context.

## **Practicum**

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

## **REFERENCES**

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.



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2. Govt. of India (2005) National Plan of Actions for Children, 2005: Department of Women and Child Development, New Delhi.
3. NCERT (2005) Position paper of National Focus Group on Early Childhood Care and Education, NCERT, New Delhi.
4. UNESCO (2007): Strong Foundations: Early Childhood Care and Education, Parries.
5. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1<sup>st</sup> Ed.) Shipra Publication, New Delhi.
6. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
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9. NIPCCCD (2000). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
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11. Seefeldt, Carol (1990) Continuing Issues in Early Childhood Care Education, Merrill Publishing Company, Columbus, Ohio.
12. Pankajam.G (2007) Pre-Primary Education, Concept Publisher, New Delhi.
13. Swaminathan, M. and Daniel, P. (2000) Activity-based Developmentally Appropriate curriculum for young children, Indian Association for pre-school education, Chennai.
14. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
15. Stephanie Feency, (2009). Containing issues in Early Childhood Education, PHI Learning Pvt, Ltd, New Delhi.
16. UNESCO (2007): Strong Foundation: Early Childhood Care and Education, Parries.
17. UNICEF AND MHRD (2001) Early Childhood Care for Survival, Growth and Development, New Delhi.

## **PAPER – 5 a: 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



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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.

### **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.



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## 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.

## PAPER – 5 b: YOGA EDUCATION

### *Objectives*

1. Comprehend the metaphysical concepts which support the yoga philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana Yoga. Bhakti yoga and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

## COURSE CONTENTS

UNIT I: The Philosophy of yoga and its relationship to individual and social upliftment.

1. The meaning and definitions of Yoga.
2. Yoga as a way to healthy and integrated living.
3. Yoga as a way to socio-moral upliftment of man.
4. Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti

UNIT II: Metaphysical basis of Yoga.

1. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
2. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
3. Further sub-divisions of Ahamkar – Mana (the mind), karmendris, Jnanedris and Tanmatras (the Suksham Sharir)
4. Nature of knowledge and knowledge getting process through Pramanas.



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### **UNIT III: Different Types of Yoga Systems and Characteristics of Yoga Practitioner.**

1. Ashtanga Yoga of Patanjali
2. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwadgita
3. Internal Yoga of Aurobindo and modern off shoots of Yoga
4. Characteristics of a practitioner of Yoga.

### **UNIT IV: The instrumentals of yoga (Sadhana pad), Scientific basis of yoga – yoga and mental health.**

1. The Ashtangamaarga: The Yama (observances). The Niyama (abstinences). Asana – The right postures, Pranayam – controlling the breath. Pratyahara – controlling the senses. Dharana (concentration) and its methods. Dhyana (meditation) and its kinds. Samadhi – its various types.
2. Yoga and Bio-feedback,
3. Therapeutic values of yoga, Dhyana, and its therapeutic value.
4. Different Asana and their effects to promote a sound physical and mental health.

#### **Practicum**

1. One seminar
2. One assignment.

#### **References**

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Bali D.R. (1989), *Introduction to Philosophy*; Sterling Publishers, New Delhi.
3. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
4. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.
5. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
6. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
7. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
8. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
9. Morsy Zaghoul (1997), *Thinkers on Education*, UNESCO Publishing/Oxford and IBH Publishing
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11. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
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16. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
17. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
18. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

## **PAPER – 5 c: EDUCATION FOR INTERNATIONAL PEACE**

### ***Objectives***

The students will be able to

1. Understand the theory and practice of peace education.
2. Create frameworks for achieving Peaceful and Nonviolent societies.
3. Promote awareness about the nature of conflicts and their resolution.
4. Investigate the causes of conflicts and violence within social and political structures of society.
5. Equip children and adults with personal conflict resolution skills.

### **UNIT - I PEACE EDUCATION**

1. Meaning, Need, and importance, Aims and Objectives of Peace Education.
2. Impact of Globalization, Terrorism, Media and Development of New Technological Communication and Mass Destruction.
3. Peace Education in India: Gandhi's vision of Peaceful World Order and New Education - Basic Education, Adult Education, Education for Health and Hygiene
4. Education for Holistic Development, Satyagraha for Constructive Work.

### **UNIT - II CONCEPT OF PEACE**

1. Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development.
2. Alternative defense, living with nature and preserving Life and Eco system (Gaia Peace) and Holistic Inner and Outer Peace.
3. Peace as absence and abolition of war, as the minimization and elimination of violence, as removal of structural violence.
4. Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.



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### **UNIT - III PEACE EDUCATION FOR 21<sup>st</sup> CENTURY**

1. Multidimensional aspect of Peace Education: Value clarification, analysis and creation.
2. Peace as New Life Style, Interpersonal relationship and Intercultural Peace.
3. Justice and Human Rights, Nonviolent Social Change and creating Peaceful structure, Disarmament, Human Security, UN Peace - Keeping Force and vision for Alternative Defense (Shanti Sena).
4. Peace with Nature and Environment - Education for International Understanding and peace - Resolution and Transformation of Conflict – Education for the Promotion of Culture of Peace and Nonviolence.

### **UNIT - IV TEACHING PEACE EDUCATION**

1. Methods and approaches to Peace Education – Building Peace Curriculum, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
2. Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play and Story Telling.
3. Analytic Method – Case Analysis and Situation analysis, Transpersonal Strategies, Participatory methodologies – Dramatics, Literary Activities and Social Service Camps.
4. Research in Peace Education, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

### **Practicum**

1. One seminar
2. One assignment.

### **REFERENCES**

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2. Andrews. M. L, 1998. Educating for Peacemaking abilities, Cambridge: Harvard.
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4. Grewal,J.S and Nirmal Sabharwal, 2004. Peace Education: Self-Instructional Package for Teacher Educators, New Delhi: NCERT.
5. Kruba Charles, 2012. Peace and Value Education, New Delhi; Neelkamal Publication.
6. Patel.R.S, 1956. Educational Philosophy of Mahatma Gandhi, Ahmadabad.
7. Patric, Meyer, 2009. Culture of Peace, A Challenge for Schools, Paris: UNESCO.
8. Reardon, Betty A., 1997. Tolerance the Threshold of Peace, The Teacher's Library, Paris: UNESCO.
9. UNESCO. Learning to Live Together in Peace and Harmony, Bangkok: UNESCO APNIEVE Source Books, 1998.



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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 16 short answer questions. Out of which 10 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: 80

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#### Section –A

10 x 5=50 Marks

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

#### Section – B

2x 15=30 marks

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

- 17.
- 18.
- 19.
- 20.

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