Master of Education (M.Ed.)
STRUCTURE OF THE COURSE

Choice Based Credit System (CBCS) M.Ed., Two Year Programme
(Four Semesters)

Semester-I

Course code	CORE PAPERS	Marks Internal	External	Credit Value	Total Credits
MED001	Philosophy of Education	30	70	04	
MED002	Political and Economic Perspectives of Education	30	70	04	
MED003	Educational Studies	30	70	04	
MED004	Introduction to Research Method	30	70	04	
MED005	Advanced Educational Technology	30	70	04	20
	Inter semester break-1				
MEDP01	Communication & Expository writing	50		02	
MEDP02	Self development	50		02	04
		Total: 600			24

Semester-II

Course code	CORE PAPERS	Marks Internal	External	Credit Value	Total Credits
MED006	Psychology of Development and Learning	30	70	04	
MED007	Sociology and History of Education	30	70	04	
MED008	Curriculum Studies	30	70	04	
MED009	Teacher Education – I	30	70	04	
MED010	Educational Measurement & Evaluation	30	70	04	20
	Inter semester break-2				
MEDP03	Internship-1 (In a Teacher Education Institution)	50		02	
MEDP04	Dissertation	50		02	04
		Total: 600			24
MED011A	Elementary Education *	30	70	04	
MED011B	Secondary / Senior Secondary Education *				
MED012	Educational Management and Leadership	30	70	04	
MED013	Advanced Research Methods	30	70	04	
MED014	Teacher Education – II	30	70	04	
MED015	Guidance & Counselling	30	70	04	20
MEDP05	Internship-2 (Field site relevant to the area of specialization)	100		04	04
	Inter semester break-3				
MEDP06	Academic Writing	50		02	
MEDP07	Dissertation	50		02	04
		Total: 700			28

Semester-III

*Courses in any one of the school levels /areas (such as Elementary or Secondary and Senior Secondary) and further thematic specializations.

Semester-IV

Course code	CORE PAPERS	Groups	Marks Internal	External	Credit Value	Total Credits
Specialization Courses (Any Three of the following options]					16	16
MED016	Economics of Education	A	30	70		
MED017	Yoga Education		30	70		
MED018	Life Long Education	B	30	70		
MED019	Women Education		30	70		
MED020	Tribal Education	C	30	70		
MED021	Environmental Education		30	70		
MED022	Inclusive Education	D	30	70		
MED023	Comparative Education		30	70		
MEDP08	Dissertation			200	04+04	08
			Total: 600			24

* All groups are Compulsory and Choose any one of the specialization from each group.

Duration: 4 Semesters   Total Marks: 2500   Total Credits: 100

Scheme of M.Ed. Academic Programme

Semester - 1

Course	Title of the Paper	No. of Hrs. of Instruction
MED001	Philosophy of Education	64 Hrs.
MED002 CHANGES	Political and Economic Perspectives of Education	64 Hrs.
MED003 CHANGES	Educational Studies	64 Hrs.
MED004	Introduction to Research Method	64 Hrs.
MED005 NEW	Advanced Educational Technology	64 Hrs.
MEDP01	Communication & Expository writing	
MEDP02	Self-development	

Semester - 2

Course	Title of the Paper	No. of Hrs. of Instruction
MED006	Psychology of Development and Learning	64 Hrs.
MED007	Sociology and History of Education	64 Hrs.
MED008	Curriculum Studies	64 Hrs.

MED009   Teacher Education – I   64 Hrs.
MED010 NEW Educational Measurement and Evaluation   64 Hrs.
MEDP03   Internship-1(In a Teacher Education Institutions)
MEDP04   Dissertation

Semester - 3

MED011A   Elementary Education   64 Hrs.
MED011B   Secondary / Senior Secondary Education
MED012
CHANGES   Educational Management and Leadership   64 Hrs.
MED013
CHANGES   Advanced Research Methods   64 Hrs.
MED014   Teacher Education – II   64 Hrs.
MED015 NEW   Guidance and counselling   64 Hrs
MEDP05   Internship -II
MEDP06   Academic writing
MEDP07   Dissertation

Semester – 4

Course	Title of the Paper	Group	No. of Hrs. of Instruction
MED016	Economics of Education	A	64 Hrs.
MED017	Yoga Education		64 Hrs.
MED018	Life Long Education	B	64 Hrs.
MED019	Women Education		64 Hrs.
MED020	Tribal Education	C	64 Hrs.
MED021	Environmental Education		64 Hrs.
MED022	Inclusive Education	D	64 Hrs.
MED023NEW	Comparative Education		
MEDP08	Dissertation		

Note : Any one from the following options from each group.

Scheme of Examination

Semester – 1

Course	Title of the Paper	Duration of examination	Maximum Marks	Grand Total
MED001	Philosophy of Education	3Hrs	70	100*
MED002	Political and Economic Perspectives of Education	3Hrs	70	100*
MED003	Educational Studies	3Hrs	70	100*
MED004	Introduction to Research Method	3Hrs	70	100*
MED005	Advanced Educational Technology	3Hrs	70	100*
MEDP01	Communication & Expository writing			50
MEDP02	Self development			50

*including 30 Marks for Internal Assessment

Semester – 2

MED006	Psychology of Development and Learning	3Hrs	70	100*
MED007	Sociology and History of Education	3Hrs	70	100*
MED008	Curriculum Studies	3Hrs	70	100*
MED009	Teacher Education – I	3Hrs	70	100*
MED010	Educational Measurement and Evaluation	3Hrs	70	100*
MEDP03	Internship – I In a Teacher Education Institutions			50
MEDP04	Dissertation			50

SEMESTER - 3

MED011A	Elementary Education	3Hrs	70	100*
MED011B	Secondary / Senior Secondary Education			
MED012	Educational Management and Leadership	3Hrs	70	100*
MED013	Advanced Research Methods	3Hrs	70	100*
MED014	Teacher Education – II	3Hrs	70	100*
MED015	Guidance and counselling	3Hrs	70	100*
MEDP05	Internship -II			100
MEDP06	Academic writing			50
MEDP07	Dissertation			50

Semester – 4

Course	Title of the Paper	Groups	Duration of examination	Maximum Marks	Grand Total
MED016	Economics of Education	A	3Hrs	70	100*
MED017	Yoga Education		3Hrs	70	100*
MED018	Life Long Education	B	3Hrs	70	100*
MED019	Women Education		3Hrs	70	100*
MED020	Tribal Education	C	3Hrs	70	100*
MED021	Environmental Education		3Hrs	70	100*
MED022	Inclusive Education	D	3Hrs	70	100*
MED023	Comparative Education		3Hrs	70	100*
MEDP08	Dissertation			150+50	200

* All groups are compulsory and choose any one of the specialization from each group.

Working Hours / Instructional Hours

1. Every College is expected to work for 5 and half hours to 6hrs every day. In other words, 180-200 working day should be of minimum 5 1/2 hours or 6 hours duration in a six-day working week. However the Department of Education of the University will have a minimum of 7 hours duration in a five-day working week.

2. The timings of the Colleges of Teacher Education shall be as per the University Rules and Regulations

General Rules for Examination

All the Examinations will be conducted as per the Rules and Regulations of Andhra University

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.

2. The candidates apply online along with the prescribed fee on or before the date fixed for admission by the University.

3. When a candidate s application is found to be in order, the Controller of Examinations shall issue the Hall Tickets to the Principal of the College. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. The Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.

4. A candidate who fills to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.

5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without purring in any further attendance along with the semester concerned.

6. A candidate after he/ she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subject in which he /she was examined and the division in which he / she was placed.

7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.

8. Students who have appeared once at any examination of the University need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the group of subjects has been changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination there after according to the changed syllabus regulations.

10. No admissions/re admissions/promotions are to be made after the expiry of two weeks from the date of commencement of instruction or as and when the admissions are closed.

11. No. supplementary or any other examination shall be conducted during the instruction period.

12. Instruction in various subjects shall be provided as per the scheme of instruction and syllabic prescribed

13. The programme of instruction, examination and vacation shall be notified by the University.

14. The medium of instruction for the M.Ed., course shall be English and the students have to answer all examinations in English only.

15. University examinations shall be held as prescribed in the scheme of the examination.

16. The course of study shall consist of class lectures, tutorials, seminars, assignments, guest lecturers, research through dissertation, etc.,

17. The examination in the theory papers will be a written examination. Besides the written examination there will be a viva-voce examination to defend the dissertation.

18. Principal of the college of education should depute their teachers for examination work as and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

19. In case of any clarification in any of the aspects regarding instruction, examinations, guide allotment, etc. the decision taken by the [DC] Departmental Committee , Department of Education, Andhra University will be the final.

20. The allotment of supervisor/guides for the M.Ed dissertations and the topics of each candidate of the various college of Education affiliated to Andhra University shall be approved by the body constituted at the Department of Education Andhra University with the HOD as Convener, Chairman BOS P.G, Dean of the Faculty and Principal IASE as Members.

21. The list of topics for M.Ed Dissertations, duly signed by the concerned guides, shall be forwarded by the Principals of various colleges offering M.Ed course at least a Fifteen days before the completion of first semester of course to the Head of the Department of Education

22. Those candidates who opted for Elementary Education as specialization shall undergo field engagement/internship at elementary/primary schools and at the DEd colleges in concerned districts.

23. Those candidates, who opted for Secondary Education as specialization, shall undergo field engagement/internship at Secondary/Senior secondary schools and at the BEd colleges in concerned districts.

Rules of Attendance

1. The degree of Master of Education shall be conferred on candidate after getting admission into the M.Ed., course as specified above, will pursue as Regular course of study and fulfill the conditions laid-down for the attendance and pass the prescribed teaching examination both in theory and dissertation and viva-voce examinations.

2. A regular course of study means attendance not less than 80% in teaching instructional period and 90% in practicum/field engagement. In special cases the Vice-Chancellor may condone the attendance not exceeding 10% on the recommendation of the Principal, based on Medical Certificate issued by an authorized medical officer approved by the University.

3. The names of students who are continuously absent for ten days or more without any reason who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission during the next academic year with the permission of the Vice-Chancellor of Andhra University. As per the new regulations of the University, daily attendance is submitted to the University authorities through AU- NETWORK. A monthly consolidated attendance will be displayed on notice board on 5th of every month.

4. 4.The students who do not have required attendance will not be considered for the award of any scholarships or any kind of financial aid by the colleges or any other government or quasi government agency.

5. 5.Students who do not have required attendance will not be permitted to appear for theory examination and such candidates have to rejoin the course with exemption from the entrance test. The admission of such candidates will be over and above the sanctioned ceiling of seats for the college.

6. 6.Attendance shall be reckoned from the date of commencement of instruction as per the almanac communicated by the university.

1. Grading System (With effect from the admitted batch 2015-2016)

1. Assessment of grades 10 point scale based on marks awarded

S.No.	Range of Marks	Grade	GradePoints
1.	› 85 %	O	10.0
2.	75 % - 84 %	A	9.0
3.	67 % - 74 %	B	8.0
4.	58 % - 66 %	C	7.0
5.	50 % - 57 %	D	6.0
6.	40 % - 49 %	E	5.0
7.	d" 39 %	F(Fail)	0.0
8.	Incomplete (subsequently to be changed into pass or E to O or F grade onsubsequent appearance of the Examination)	I	0.0

2. Evaluation of SGPA (Semester Grade Point Average)

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

$$\text{SGPA} = \frac{(9X4)+(8X4)+(6X4)+(7X4)+(5X1)+(10X1)}{4+4+4+4+1+1} = \frac{135}{18} = 7.5$$

(b) For example, if a student gets grades in first year second semester as C, B, A, C, O, B having credits as 4, 4, 4, 4, 2, 4 respectively, then SGPA is calculated as follows:

$$\text{SGPA} = \frac{(7X4)+(8X4)+(9X4)+(7X4)+(10X2)+(8X4)}{4+4+4+4+2+4} = \frac{176}{22} = 8$$

(c) For example, if a student gets grades in second year third semester as B, A, C, D, B, A, B having credits as 4, 4, 4, 4, 2, 4, 2 respectively, then SGPA is calculated as follows:

$$\text{SGPA} = \frac{(8X4)+(9X4)+(7X4)+(6X4)+(8X2)+(9X4)+(8X2)}{4+4+4+4+2+4+2} = \frac{188}{24} = 7.83$$

1. Evaluation of CGPA (Cumulative Grade Point Average)

The CGPA of the above three semesters is calculated as follows:

$$\text{CGPA} = \frac{135+176}{18+22} = \frac{311}{40} = 7.775$$

The CGPA of the above three semesters is calculated as follows:

$$\text{CGPA} = \frac{135+176+188}{18+22+24} = \frac{499}{64} = 7.797$$

2. A Student securing „F grade there by securing 0.0 grade points has to reappear and secure at least „E grade at the subsequent examination(s) in that subject.

3. A candidate has to secure a minimum of 4.0 SGPA for a pass in each semester. Further, a candidate will be permitted to choose any paper for improvement in case the candidate fails to secure the minimum prescribed SGPA / CGPA to enable the candidate to pass at the end of any semester examination.

4. A candidate will be declared to have passed in the course if the candidate secures 4.0 CGPA.

5. Existing facility of grace or grafting enabling a candidate to obtain class/pass in the examination is withdrawn. Further, a candidate can improve CGPA for the sake of class will be continued as per the existing rules.

6. CGPA will be calculated from II semester onwards till to the final semester.

7. CGPA multiplied by "10" gives aggregate percentage of marks obtained by a candidate.

8. Candidates will be awarded Grade/division in Theory, Dissertation and Viva-voce examinations put together. Candidates, who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for rank certificates/Gold Medals/prizes.

Appearance and Reappearance for the Examination

1. Candidates who secures minimum pass marks in theory, dissertation and viva-voce examinations and fails to secure overall aggregate of 50% (1000 marks for a maximum of 2000) at the end of Semester – 4 are declared failed and they have to reappear for those papers of their choice for a maximum of three attempts in three consecutive years, However, they are not eligible for distinction/rank certificates/Medals/Prizes.

2. Candidates who have completed dissertation work specified in the curriculum alone are eligible to appear for 4th semester theory examination of M.Ed. programme. No candidate without the submission of M.Ed. dissertation is allowed for final semester end theory examinations.

3. The college of Education will have the discretion of not allowing the candidates to appear for the final theory examination in case their dissertation work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their dissertation work.

4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper/papers in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.

5. A candidate who fails to secure the minimum pass mark in the Dissertation work/Viva- voce shall resubmit the dissertation after making necessary changes as directed by the examiner and submit the same in the subsequent year to complete evaluation and viva- voce examination.

6. Candidates who have appeared once at any examination of the program need not put in fresh attendance if they want to reappear at the same examination notwithstanding the fact that new subjects may have been introduced or group of subjects changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

7. Attendance at N.CC./N.S.S. Camps or inter-collegiate or Inter University or Inter-State or National or International matches or Debates, Youth Festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

Internal Assessment

The theory papers for Internal Assessment are allotted 20 marks which are allotted to content related practical/field engagements. The faculty should consult the HOD/Principal and has to take his/her approval of the various field activities to be carried out.

Teaching Faculty as Research Guides for M.Ed. Dissertations

All the eligible Teaching Faculty in the College of Education will act as a Dissertation Guide/Supervisor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the M.Ed. student i.e., attendance, preparation of research proposals, research designs, development of research tool, standardization if necessary, collection of data, interpretation of data, statistical treatment of data if necessary and preparation of Research Report in the form of a Dissertation as per the existing rules of the University. The dissertation guide/supervisor will authenticate the dissertation report prepared by his/he student before certifying it. The dissertation guide/supervisor will act as one of the examiners/experts in the Viva-voce examination.

Allotment of guides and eligibility may be changed according to University rules. In case of any clarification in any of the aspects regarding guide-ship, topics to be allotted the decision taken by committee constituted with the Head of the Department, Chairman BOS and Dean faculty of Education, and Principal, IASE, Andhra University will be the final.

Evaluation of Dissertation and Viva-voce

1. The candidates are expected to preserve all their manuscripts, tools, data sheets, corrected copies of the dissertation, reference material, etc., and present them for verification during the viva-voce examination. The external examiner and Principal of the College of Education should go through the manuscripts and data sheets for the authenticity of the research carried out.

2. If any student is found fault with plagiarism in the preparation of dissertation his dissertation will be cancelled and he has to prepare a new dissertation. He will not be allowed to take the examination during that year and he has to re appear for the examination in the subsequent year.

3. The students should submit attendance certificate from the Head of the Institution from where he/she collected the information/data for their dissertation and these should be acknowledged in the dissertation and submitted during the viva-voce examination.

4. The evaluation of the M.Ed. dissertation for 150 marks and the viva-voce examination for 50 marks will be conducted as per the rules and regulations of Andhra University.

5. The University/College will have the discretion for to send not send the candidates for the final examination for both Theory and Dissertation in case their performance is not satisfactory. The candidates who fail in the Internal Examinations and /or in Dissertation also have to seek fresh admission in the sub-sequent year(s) to complete their work.

Transitory Provisions

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Candidates, who have not appeared at the examinations or failed, shall take the examination subsequently according to the changed syllabus and regulations.

COURSE CODE: MED001
SEMETER- 1
PAPER –I: PHILOSOPHY OF EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After Completion of the Course, the teacher educator will be able to:

1. Understand the concepts of Education and Philosophy
2. Understand the Indian Philosophical thought on Education
3. Understand the Implications of various western schools of thought on Education
4. Understand the implications made by recent thinkers on education
5. Appreciate the importance of teaching as a profession

6. Understand the need and importance of values and their role in making an individual a humane.

Unit-1: Fundamentals of Philosophy of Education

1.1 Types and Functions of Education

1.2 Relationship between Philosophy and Education

1.3 Philosophy and aims of Education. Prioritizing the aims of Education in the context of a democratic, secular, egalitarian and Humane Society.

1.4 Main Branches of Philosophy

1.5 Philosophy- its influence on all aspects of Education, viz., Aims, Curriculum, Methods of teaching, Discipline and role of the teacher etc.,

Unit-II. Educational Implications of Schools of Philosophy

2.1 Eastern Systems of Philosophy

i. Sankhyaii. Yoga

2.2 iii. Nyaya   iv. Vedanta

2.3 Western Schools of Philosophy

i. Idealism ii. Naturalism

2.4 iii. Pragmatism iv. Existentialism

2.5 Impact and Implications of Schools of philosophy

Unit-III: Contributions of Educational Thinkers: Historical Perspective

3.1 Indian thinkers on Education i.   Rabindranath Tagore   ii. Sri Aurobindo Gosh iii. Mohandas Karamachand Gandhi

iv. Jiddu Krishna Murthy v. Swamy Vivekananda vi. Moulana Abdul Kalam Azad

3.2 Western Thinkers on Education : i. Plato ii. Rousseau iii. Froebel iv. John Dewey v. Montessori

3.3 Ancient Period (Vedic, Buddhist and Jains) and Medieval Period (Islamic Indian patashalas)

3.4 Modern Period (British period) and Contemporary period (Post Independent)

3.5 Contemporary Issues in Education:

i.   Liberalization, Privatization and Globalization in Education   ii. Crisis Management

iii. Education, Peace and Development iv. Role of Education in sustaining human rights

Unit –IV: Value Education and Approaches

4.1 Concept of Value, Meaning and Classification of Values

4.2 Value Crisis and Deterioration of Values

4.3 Value Development in Children

4.4 Approaches to inculcate Values

4.5 Values and Harmonious Life

Unit-V: Teaching as a Profession: Professional Development

5.1 Teacher: Professional Competencies and Commitments

5.2 Teacher as a Nation Builder

5.3 Teacher as a Creator and Facilitator of Knowledge

5.4 Professional Ethics, Code of Conduct of a teacher and Job Satisfaction

5.5 Teacher and the future society. Status of Education as a discipline, Education as Inter Disciplinary knowledge base (or) Both

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should consult the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Foundations of Education, [2014] Telugu Academy publications, Hyderabad.

2. Gara Latchanna (2013) Foundations of Education, Neelkamal publications, Hyderabad

3. Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.

4. Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.

5. Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

6. Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.

7. *M. Keynes*, 5th Edition. Cambridge: Cambridge University Press.

8. Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.

9. Introduction to history of Philosophy, Frank Thilly.

10. History of Philosophy, R S Peters, Orient Longman, New York

11. Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: National Publishing House.

12. Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.

13. John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.

14. Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.

15. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.

16. Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.

17. Nurullah & Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.

18. Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.

19. M.L. Dharam, Philosophy of Education, Delhi Esha Books

20. History of Indian Education, Mumbai (Mc Millan and Co)

COURSE CODE: MED002

Paper-II: POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Understand the concepts of Political Economic Perspectives of Education

2. Evaluate the level of resources required for better decision making

3. Sharpen the ideas for effective design and implementation of Constitutional Provisions

4. Change the mind set on the changing social purposes of education

5. Realize the ultimate goal of Political and Economic Perspective of Education as Welfare of the Public

UNIT -01 Political Economy of Education

1.1. Meaning, Nature and scope of Political Economy of Education.

1.2. Need and Relevance of Political Economy of Education

1.3. Relation between Politics and Economics of Education

1.4. Role of Education in Politics and Economics

1.5. Education as Human Capital

UNIT -02 Political Perspectives of Education

2.1 Relationship between polities and Education

2.2 Role of State and Civil Society in Education, Role of Teachers' organisations in education and development.

2.3 Equity and inclusion in Education

2.4 Education and National Integration, Education for citizenship building

2.5 Rights Based approach to education: Education as a human right, child rights and Education, Educational rights of Minorities and disadvantaged groups, affirmative action for promoting equal rights in education.

UNIT – 03 Economic Perspectives of Education

3.1 Education as a Public good

3.2 Education and Economic development: Education as investment – cost benefit analysis.

3.3 Education and Economic Growth, Economic Reforms and Education

3.4 Education and human development, Human Development index.

3.5 Human Capability approach to education

UNIT – 04 Constitutional Provisions regarding education

4.1 The Preamble to the Indian Constitution with its implications for education

4.2 Implications of Justice, Liberty & Equality in Education

4.3 Directive Principles of State Policies and Education

4.4 Fundamental Rights with special emphasis on Right to Education, Article 21A along with impediments in the Path of implementation of RTE

UNIT – 05 Current Trends in Education

5.1. Liberalization, Privatisation and Globalisation of Education

5.2 Millennium Development Goals and Education

5.3 National Educational Programmes: SSA , RMSA and RUSA

5.4 Allocation of Budget for Education in India

5.5 Relationship between Market and Education

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should consult the HOD/Principal and take his/her approval of the various field activities to be carried out.

    For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. K.S.Chalam (1999) Readings in Political Economy, Orient Longman Limited, Hyderabad

2. Gara Latchanna & Jeilu Oumer Hussein (2007) Economics of Education, Discovery Publishing House, New Delhi

3. Gara Latchanna (2006) Economics of Tribal Primary Education, Associated Publishers, Ambala

4. Marius R. Busemeyer, Department of Politics and Public Administration, University of Konstanz, PO. Box 79, D-78457 Konstanz, Germany

5. Mark Gradstein, Moshe Justman and Volker Meier, [2004] The Political Economy of Education: Cambridge MA 02142-1209

6. Adam Smith, [1776]Nations, An Inquiry into the Nature and Causes of the Wealth of Nations

7.   Blaug, Mark (1962). Economic theory in retrospect (1st ed.). Cambridge New   York: Cambridge University Press.

8.   Blaug Mark: Economics of Education, Penguin, London (1970).

9. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)

10. Hedge O., Economic of Education, Himalaya Publishers New Delhi.

11. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)

12. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vol I, New Delhi, NCERT.

13. Reddy Shiva B, Education and Rural Development in India, UNESCO: International Institute of Educational Planning, Paris (2000)

14. Sacharopoulos George P & Woodhall M.: Education for Development, New York – Oxford University Press. (1985)

15. Thurow Laster C: (1970) Investment in Human Capital, Belmont: Wadswarth Publishing Co.

16. John Vaizey, Economics of EducationNCERT, Pandit Ed

17. Economics of Education Vol I & II – M. Blaug, Pengiun, London

18. Education – Man power – Economic growth – Horbison and Mayer

19. Economics of Education, John Sheeham

20. Investment in Education, V.K.R.V. Rao

COURSE CODE: MED003
Paper-III: EDUCATIONAL STUDIES

Credits: 04   Marks: 100   Hrs:64

Objectives*:*

After completing the course, the teacher educator will be able to

1. Understand the concepts of History of education

2. Understand the Secondary Education

3. Understand the Emerging Issues in Higher Education

4. Understand the importance of Educational Developmental Issues.

5. Understand the Educational Policy Perspectives

Unit –I History of Education

1.1 Meaning of Education – as a Process and Product

1.2 Derivation of the Term education – Indian and Western Views

1.3 Education as Acquisition of Knowledge and skills

1.4 Education during Buddhist Era and Islamic Education

1.5 Education as a disciplinary - inter disciplinary and multi disciplinary field

UNIT – 2: Secondary Education in India

 2.1:   Educational Planning – Quality Education

 2.2.   Vocationalization of Secondary education

 2.3 :   Secondary Education Policies

 2.4 :   Access and Equity

 2.5 : Status of Secondary Education in India

Unit – 3: Emerging Issues in Higher Education

 3.1 : Privatization in Education, Problem of Brain drain, Centre – State Relationship on Education

 3.2 : Problem of Protective discrimination. The language problem. Religion and Education.

 3.3 : Learning without burden.

 3.4 : University Industry cooperation, Inclusion

 3.5 : Finance of Higher Education, Evaluation and Assessment – system.

Unit – 4: Education and Issues in Development

 4.1: Knowledge and Learning Skills, Blended Learning

 4.2: Education of the Disadvantaged Section

 4.3: Education of Children with Special Needs

 4.4: Education for Sustainable Development

 4.5: Gender Issues in Education, Social consequences of Gender Inequality

.**Unit – 5 Education policy perspectives**

 5.1 : Constitutional provisions, Right to Education and Curricular Policies.

 5.2 : Governance and Management of Education

 5.3 : NCF 2005 and NCF for Teacher Education – 2009

 5.4: Accountability in Education

 5.5: NEP 2020

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision and guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

Suggested Readings

1. Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.

2. Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.

3. Introduction to history of Philosophy,Frank Thilly.

4. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.

5. Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.

6. Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.

7. M.L. Dharam, Philosophy of Education, Delhi Esha Books

8. Cronbach : Essentials of psychology

9. Eysenk : The structure of Human

10. Bell projective : Projective Techniques

11. Throse and Scomllok : Contemporary theories of learning

12. Watson : Psychology from the standpoint of a behaviour

13. Freued : Introductory Lectures on Psychoanalysis

14. Valenatine : Psychology and its bearing on Education

15. Adam, D.M (1985): Computer and Teacher Training: A Practical guide, The Haworth Pren,Inc., N.Y

16. Coburn, P. and et.al.(1985) Practical Guide to Computers in Education, Addison- Wesley Publishing Company, Inc.

17. Das, R.C. (1993) Educational Technology- A Basic Text, Sterling Publishers Pvt. Ltd.

18. Evaut, M. The International Encyclopedia of Educational Technology

19. Kumar, K.L. (2008) Educational Technology, New Delhi

20. Sampath et.al.(1981) Introduction to Educational Technology, Sterling Publishers Sharma, B.M (1994) Media and Education, New Delhi: Commonwealth Publishers

COURSE CODE: MED004

Paper – IV: INTRODUCTION TO RESEARCH METHOD

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Understand the foundations of the educational research.

2. Identify research problems and sampling techniques and Formulate hypothesis.

3. Select appropriate Sampling Methods.

4. Apply various types of Spastics and Analyze the Data.

Unit – I Introduction to Educational Research

1.1 Meaning, Concept and Definition of Educational Research

1.2 Need and Importance of Educational Research

1.3 Role and Significance of educational Research

1.4 Scientific Method and Educational Research

Unit – II Identifying Research problem in Education

2.1 Identification and Selection of Research problems

2.2 Sources of Research problems

2.3 Criteria for Selection of a problem

2.4 Areas in Educational Research

Unit – III Hypothesis and Sampling Techniques

3.1 Types of Hypothesis and its formulation

3.2 Basis for selecting Sampling and its Application

3.3 Characteristics of a good Sampling

3.4 Steps in Sampling Procedure

Unit – IV Descriptive Statistics

4.1 Need for Statistical Analysis

4.2 Measures of central tendency and variability

4.3 Measures of relationships and factor Analytical Approach

4.4 Normal Distribution

Unit – V Development of Test and Tools

5.1 Preparation of Tools

5.2 Psychological test / Achievement test

5.3 Objective type and Objective Based

5.4 Development of Research proposal

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Bhim Sain Wadhwa (2010) Research and Statistics, Twenty First Century Publications, Patiala.

2. C.R.Kothari (2010) Research Methodology: Methods and Techniques (2nd Revised Edition), New Age International Publishers, New Delhi.

3. Fred N.Kelinger (2014) Foundations of Behavioural Research, Surgeet Publications, 15th Reprint, Delhi.

4. Henery E.Garrett (2011) (Revised Edition) Paragon International Publishers, New Delhi.

5. John.W.Best and James Kahn (2008) Research in Education, (Tenth Edition) Pearson Prentice Hall, Delhi.

6. Kaul, Lokesh (1984) Methodology of Educational Research, Vikas Publications, New Delhi.

7. M.Rajamanickam (2000) Statistic Methods in Psychological and Educational Research, Concept Publishing Company, New Delhi.

8. R.P.Pathak (2011) Research in Education and Psychology, Pearson, Noida.

9. Ranjit Kumar (2007) Research Methodology: A Step by Step Guide for Beginners, (2nd Edition) Pearson Educator, New Delhi.

10. Romesh Verma (2003) Text Book of Statistics, Psychology and Education, Anmol Publications Pvt.Ltd, New Delhi.

11. Y.P Aggarwal (2013) Statistical Methods: Concepts, application and Computation (Revised Edition) , Sterling Publications Pvt.Ltd, New Delhi.

COURSE CODE: MED005

PAPER – V: ADVANCED EDUCATIONAL TECHNOLOGY

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completion of the course, the teacher educator will be able

1. To enable the learner to become effective user of technology in Education.

2. To enable the learner to understand the role of educational technology in education and explain the various approaches.

3. Develop competence in different techniques and approaches in communication process

4. To acquaint the learner with the challenges and opportunities emerging while Integrating new technology in Educational process

5. To enable the learner to understand and apply the models of teaching.

6. To make the student familiar with new trends, techniques in education along with e- learning.

7. To enable the student to identify the use of computer packages in education and become a good practitioner of Educational technology and e-learning.

8. Comprehend the electronic systems and apply them in education.

Unit I – Introduction

1.1 Educational Technology: Concept, Definition, Meaning, Nature, Scope & Significance

1.2 Trends in educational technology and Development of instructional technology.

1.3 Approaches in Educational Technology – Hardware, Software, Cybernetics and Systems.

1.4 Role of Technology in Education and Mass instruction.

Unit II- Systems Approach to Education and Communication

2.1 Systems Approach to Education and it s Components: Goal Setting, Task Analysis, Content Analysis, context analysis and Evaluation Strategies;

2.2 Instructional Strategies and Media for Instruction.

2.3 Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication

2.4 Education and Training: Face-to-face, Distance and other alternative modes

UNIT III –Models/Levels in Teaching Process

3.1 Levels and stages of teaching

3.2 Models of teaching: Meaning, Function And Types (Modern Models of Teaching Development Model, Concept Attainment Model, Advance Organizer Model , Non Directive Learning Model , Assertiveness Training Model

3.3 Modification of Teacher Behavior: Microteaching, Flanders s Interaction Analysis Reciprocal Category System

3.4 Simulated Teaching

UNIT IV - Styles and Process of Programmed Instruction

4.1 Origin and types – linear, branching and Mathetics

4.2 Development of program instructional material

4.3 Teaching machines

4.4 Computer Assisted Instruction, multimedia presentations

UNIT V - Emerging Trends in Educational Technology

5.1 Emerging Trends – Blended Learning, Virtual Learning, Remote Learning, Augmented Learning, Flipped class room Learning

5.2 CMS (Content Management System) – Preparation, Presentation, Evaluation

5.3 New Technologies / Plat form – 1. Teaching: Video conferencing, Google Class Room, Google Meet, Zoom, WebEx 2. Learning: Google Class Room, Khan Academy, Visme (Graphical Designer), Google Inputs, Grammrily 3. Evaluation: Google Forms, Kahoot,

5.4 Resource Centre for ET: CIET, SIEMAT, State ET Cells, NSAT, EDUSAT, MOOCS

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Sharma, B.M. (1994): Media *and Education*, New Delhi: Commonwealth Publishers.

2. Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.

3. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd.,New Delhi.

4. Venkataiah, N. (1996): Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide,* The Haworth Pren,Inc., N.Y.

5. Behera, S.C. (1991): *Educational Television Programmes,* Deep and Deep Publications, New Delhi.

6. Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.

7. Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

8. Evaut, M. *The International Encyclopedia of Educational Technology*.

9. Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids,* London, WardLock.

10. Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids,* 3rd Edition,Prentice Hall, Inc.

11. Haseen Taj (2006): modern Educational Technology, Agra: *H.P Bhargava Book House.*

12. Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.

13. Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

14. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

15. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

16. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.

17. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

COURSE CODE: MEDP01 COMMUNICATION AND EXPOSITORY WRITING

Credits: 02   Marks: 50

Communication Skills	Expository Writing
* Talk (or) Group Discussion.	* Creative Writing
* Introduction / Presentation of a Book (or) Article.(Book Review)	* Books & Article (Write Up)
* Addressing the Assembly in a College.	* Description of places visited
* Conversation	* Writing to an Editor
* Role play (Group – Each individual is assessed)	* Writing to the District Collector
* Self introduction	* Writing about an event /a happening
* Introducing Eminent / Inspiring/ Role model personalities.	* TV Script Writing
* Latest trends / present issues.	* Play let
* Hindu News paper Article Reading.	* Dialogue writing * Poetry (writing poems) * Writing Songs

COURSE CODE: MEDP02 SELF DEVELOPMENT

Credits: 02   Marks: 50

The self development of a Teacher Educator depends upon his/her self management skills. Self development is a lifelong process. It s a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

It helps the Teacher Educator to identify the skills He/ She need to set life goals which can enhance their employability prospects, raise the confidence and lead to a more fulfilling, higher quality life. Plan to make relevant, positive and effective life choices and decisions for future to enable personal empowerment.

Sub activity (i): Self critical awareness as and when required to

* About one s Subject Knowledge

* About one s Teaching Competencies

* About one s Professional Qualities

* About one s Interpersonal Relations Sub activity (ii): Yoga Practices.

* Number of yogic exercises learnt

* How each yogic exercise helped in the maintenance of one s physical / mental health

Sub activity (iii): Meditation Practices.

* What is the effect of Pranayama

* How is it on oneself

How is one helped in the „let come & „let go of mental status in the cleansing of the mind.

COURSE CODE: MED006

SEMESTER - 2

Paper-VI: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1.   understand the dynamics of individual development.

2.   understand the concept of mental health and adjustment.

3.   describe the dynamics of social development

4.   understand group dynamics and its bearing on teaching-learning

5.   appreciate inter-relatedness and interdependence of individual and society in the context of human development

Unit –I: Dynamics of Educational Psychology

1.1 The nature, scope and methods of Educational psychology – Experimental – differential, Psycho – physical and Clinical

1.2 Comparative study of the concepts and approaches of different contemporary schools of psychology

1.3 The study of human behaviour and problems of education

1.4 With special reference to Associations behaviourism

1.5 Gestalt Psychology and Psycho-analysis and related schools.

Unit-II: Learning

2.1 Learning: Nature and Laws of Learning

2.2 Theories of learning with special reference to Thorndike s connectionism, Pavlov s Classical and Skinner s Operant Conditioning

2.3 Learning by insight, Hull s Reinforcement theory, Tolman s Theory of learning and Lewis s Field theory of learning

2.4 Gagne s Hierarchy of learning, factors influencing learning

2.5 Transfer of Learning or Training and its theories and their educational implications.

Unit-III: Individual Development

3.1 Intelligence: Nature of Intelligence, theories of intelligence, with special reference to two factor and multiple factors, Guilford s Structure of Intellect, Modern concepts of Intelligence-Eight types of Intelligence, Multiple Intelligence.

3.2 Individual and his/ her social understanding, social influence, perception and imitation. Social conformity: meaning, characteristics of conformity, factors influencing social conformity, its impact on education. Social identity its interrelationship with social environment, impact on school/ classroom practices and achievement. Coping with socio- economic and political complexities-oppression, conflict, violence, and role of peace education.

3.3 Personality: Its nature, Assessment of personality-type and trait, projective techniques – Indian Psychological view points

3.4 Higher mental process: Thinking, Reasoning and Judgment. Mental health and hygiene Process of adjustment, conflicts and defense mechanisms

3.5 Sex Education: Sex hygiene and health (HIV-AIDS) education and Guidance

Unit-IV: Mental Health and Adjustment

4.1 Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.

4.2 Concept of stress-sources of stress, categories of stressors, strategies of coping with stress.

4.4 Mechanisms of adjustment, its positive and negative effects: types of adjustment problems among students.

4.4 Frustration, conflict, and anxiety- meaning and management.

4.5 The power of positive teachers for better mental health and adjustment – care, trust and respect for diversity and rights of the child.

Unit-V: Education-Development Interface

1.1 Strategies for blending development of individual potential

1.2 External environment (Physical, social, cultural, political and economic).

1.3 Role of education in national development.

1.4 Education and Human Development Index.

1.5 Implication of NPE, 1992 for National Development.

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should consult the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS

1. Thorndike and Hagen : Measurement and Evaluation in Psychology and

2. Education

3. Andrews, T.G,, : Methods of psychology

4. Woodworth : Contemporary Schools of psychology

5. Cronbach : Essentials of psychology

6. Aanastasti : Psychological Testing

7. Vernon, P.E. : The Structure of human abilities

8. Beriety and Teeven : Measuring Human Motivation

9. Atkinson, U.W. : Motives in Fantasy, Action and Society

10. Eysenk : The structure of Human

11. Bell projective : Projective Techniques

12. Throse and Scomllok : Contemporary theories of learning

13. Hartman : Gestalt Psychology

14. Watson : Psychology from the standpoint of a behaviour

15. Freued : Introductory Lectures on Psychoanalysis

16. Valenatine : Psychology and its bearing on Education

17. Lindquist : Educational Measurement

COURSE CODE: MED007

Paper – VII: SOCIOLOGY AND HISTORY OF EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Overview the history of Education in India.

2. Understand the concepts of society and Sociology and emerging trends.

3. Understand the concept of Social Mobility and its relevance to Socially Disadvantaged.

4. Evaluate the relevance of Sociology and History of Education.

UNIT – I Society and Education

1.1 Meaning , Nature, scope and Approaches to Sociology

1.2 Sociological perspectives and determinants of Education

1.3 Research in Educational Sociology

1.4 Educational theories; Emile Durkheim, Max Weber, Karl Marx and John Dewey

UNIT – II Education and Social Change

2.1 Meaning, theories and factors of Social change

2.2 Role of Teacher and Student in developing Culture, Values and Modernization

2.3 Urbanization, Westernization and Sanskrtisation and its relevance

2.4 Right to Education Act and it application on Social Change

UNIT – III Education and Social Mobility

3.1 Meaning and theories of Social Mobility

3.2 Social Interaction, Competition, Conflict, Assimilation and Accommodation

3.3 Types of Social Mobility and their Application

3.4 Education of the Socially, Economically Disadvantaged sections of the Society

UNIT – IV History of Education in India

4.1 Education in Ancient India

4.2 Education in Medieval Times

4.3 Education in Modern India

4.4 New trends in Higher Education in relation to Teacher Education

UNIT – V Development of University Education

5.1 Historical Development of University Education in India

5.2 University Education Commission (1948-49) and it s Recommendations towards Higher Education

5.3 University Grants Commission and its role in Teacher Education

5.4 Challenges of Higher Education in India

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.
SUGGESTED READINGS:

1. Bhatia & Bhatia, (1986) Philosophical and Sociological Foundations of Education, Doaba House, Delhi.

2. Nirmal Kaur (2010) History of Education, Mittal Publications, New Delhi.

3. Sahyasachi Battacharya(Ed) (1998) the contest of Terrain – Perspectives on Education in India, Oriental Longman, New Delhi.

4. Mahesh Bharghava & Rajeshsree Bharghava (2008) Perspectives of Education, H.P Bharghava Book Home, Agra.

5. J.P.Naik & Syed Nurullu (1995) A Students History of Education in India, (6th Edition) Macmillan India Limited, New Delhi.

6. B.N.Dash (2005) History of Education in India, Dominant Publishers and Distributors, New Delhi.

7. K.P.Subba Rao (Ed) (2013) Dimensions of Modern Education, Akanksha Publishing House, New Delhi.

COURSE CODE: MED008

Paper - VIII: CURRICULUM STUDIES

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. State meaning of curriculum development

2. State major questions to be addressed through curriculum

3. Describe various modes of curriculum development

4. Explain various considerations for curriculum development

5. Describe various guiding principles for selection and organization of learning experiences.

6. Discuss various issues in curriculum development Course Content

Unit I- Concept of Curriculum Development

1.1 Curriculum: concept and types.

1.2 Curriculum planning

1.3 Issues in Curriculum planning

1.4 Curriculum planning: levels.

1.5 Curriculum Development as a continuous and cyclic process

Unit II- Models of Curriculum Development

2.1 Tylers-1949 model

2.2 Hilda Taba 1962 model

2.3 Nicholls and Nicholls-1972 model

2.4 Willes and Bondi-1989 model

2.5 Need, assessment model Futuristic model Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content and learning experiences and evaluation).

Unit III-Basic considerations of Curriculum Development

3.1 Content driven curriculum

3.2 Objective driven curriculum

3.3 Process driven curriculum

3.4 Condensed, integrated and partly integrated curriculum

3.5 Hidden curriculum.

Unit IV Selection and Organization of learning opportunities/experiences

4.1 Principles and criteria for developing learning opportunities

4.2 Various aspects for selecting learning opportunities

4.3 Designing integrated and interdisciplinary learning experiences

4.4 Integration of work related attitudes and values, sensitivity to gender parity,

4.5 Peace oriented values, health and needs of children with disabilities, and integrating arts and India s heritage of crafts Infusion of environment related knowledge and concerns in all subjects and levels

UNIT V: Educational Evaluation - Tools and Techniques

5.1 Meaning nature and functions of evaluation, difference between measurement, and evaluation

5.2 Types of evaluation – formative, diagnostic and summative evaluation-continuous and comprehensive evaluation [CCE]

5.3 Tools of evaluation- observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.

5.4 Characteristics of good test-objectivity, reliability, validity, usability, written, planning key/scheme of evaluation; tryout and item analysis

5.5 Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion referenced

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

2. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

4. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

5. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

6. Reddy, B. (2007): Principles of curriculum planning and development.

7. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York,Harcourt Brace, Jovanovich Inc.

8. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

COURSE CODE: MED009

Paper IX – TEACHER EDUCATION-I

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Gain insight and reflect on the concept of teaching, teacher education and the status of teacher education

2. Understand the roles and responsibilities of teachers and teacher educators for various contexts of school education

3. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education

4. Understand and appreciate the policy and research perspective on various practices in teacher education

Unit-I: Teacher Education in India: Historical Perspectives

1.1 Teacher Education: Concept, Nature, Aims and Scope

1.2 Teacher Education in changing Indian Society: Ancient, Medieval, Modern and Contemporary period.

1.3 Teacher Education in the Independence and Post Independence period

1.4 Types of Teacher Education Programmes in India

Unit-II: Teacher preparation at Various Stages

2.1 Importance of Teacher preparation

2.2 Teacher preparation at Primary stage

2.3 Teacher preparation at Secondary stage

2.4 Models of Teacher preparation in various models

Unit-III: Teacher Education Curriculum and Transaction at Primary Level

3.1 Teacher Education Curriculum at Primary stage

3.2 Strategies and methods in the Transaction of Teacher Education at Primary stage

3.3 Quality Enhancement of Teacher Education at Primary stage

3.4 Various Programmes for Professional Development of Teachers

Unit-IV: Teacher Education through Open and Distance Learning

4.1 Historical Development: National & International of ODL

4.2 Design, Development and Delivery of Programmes at ODL

4.3 Media and Technology in Distance Teacher Education

4.4 Quality Assurance and Accreditation for Teacher Education Programmes

Unit-V: Trends in Research in Teacher Education at Primary stage

5.1 Use of Training Technology/Media in research

5.2 Innovative Programmes in Training of School Teachers: PMOST, SOPT, APPEP, DPEP, SSA etc.,

5.3 Research trends in Teacher Education

5.4 Action Research

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Ramanath Kishan. N. [2007] Global Trends in Teacher Education, APH PublishingCorporation, New Delhi

2. Govt. Of India (1986) New Educational Policy

3. National Curriculum Frame Work Review, National Focus Groups – Position paper on Teacher Education, NCERT, New Delhi-2005

4. Ramanath Kishna. N. 92004) Strengthening of Teacher Education : Role of ICT

5. Report of the Education Commission (1964-66) Education and National Development, Ministry of Education, GOI.

6. The Teacher and Society, Chatopadayaa Committee Report (1983-95) MHRD, GOI

7. V.K. Rao and R.S. Reddy (1992) Instructional Objectives and Teacher Education Commonwealth Publishers, New Delhi.

8. R.C. Srivastava and Dr. (Miss) K. Bose (1973) Theory and Practice of Teacher Education in India, Chug Publication, Allahabad, India

9. NCTE, Discussion Document on Curriculum Framework (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education

10. YOJANA, September, 2005.

COURSE CODE: MED010

Paper-X : EDUCATIONAL MEASUREMENT AND EVALUATION

credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Understand the concepts of Educational Measurement and Evaluation

2. Understand the implications of Measurement and Evaluation in Education

3. Understand the importance of Measurement for Evaluation of Student's progress

4. Understand the need and importance of Measurement in real life situations

Unit 1 : Educational Measurement and Evaluation

1.1 Meaning, Concept and Scope

1.2 Need of Educational Measurement

1.3 Relevance of Educational Measurement.

1.4 Relationship between Measurement and Evaluation.

1.5 Divergence between Measurement and Evaluation.

Unit 2 : Tools of Measurement and Evaluation

2.1   Subjective and Objective tools

2.2 Tests: Standardized Tests and Teacher made tests, Essay tests, Objective tests,   performance tests, Oral tests.

2.3   Scales, Questionnaires, schedules, inventories.

2.4   Anecdotal records, observation, interviews,.

2.5   Diagnostic tests and remedial measures.

Unit 3 : Characteristics of a good measuring instrument:

3.1   Planning, Reliability, Validity, Practicability, Scorability, Usability, applicability etc.,

3.2   Types of Reliability and Methods of finding out the reliability

3.3   Types of validity of a measuring instrument and Methods of finding out the validty

3.4   Norms (Age Norms, Grade Norms and percentile Norms) Norm referenced and criterion referenced tests, scaling, standard scores, T-scores and C-scores,

3.5   Test Standardization: Item Analysis, Item difficulty level, steps in the standardization of a test

Unit 4 : Different types of Measurements

4.1   Measurement of achievement

4.2   Measurement of aptitudes, intelligence, personality,

4.3 Measurement of attitudes, interests and skills

4.4 Interpretation of test scores

4.5 Methods of feedback to the students

Unit 5 : New Trends in Evaluation

5.1 Grading system

5.2 Semester system

5.3 Continuous internal assessment

5.4 Question bank

5.5 Uses of computer in evaluation.

Reference Books:

1.   J.Swarupa Rani, Education Measurement and Evaluation : Discovery Publishing house.

2. Norman Edward, Measurement and Evaluation in Teaching : Gronlund Macmillian

3. Robert L. Linn Pearson , Measurement and Assessment in Teaching : Education India.

4. James C. Me. David, Laura R.L. Hawthorn,Program Evaluation and performance measurement : Sage Publications.

5. Nidhi Agarwal, Anjali Gautam, 2006, Mental Measurement and Evaluation, Surya   Publications, Meerut.

6. SK Mangal, 2007, Advanced Educational Psychology, Prentice-Hall of India, New Delhi

7. Dasu SL, 1974, Personality Assessment through Projective movie pictures, S.Chand and CO Pvt. Ltd., New Delhi,

8. Edwards, Allen 1957 Techniques of Attitudes Scale construction, Appleton century crofts, New   York.

9. Kothari CR, 1984 quantitate techniques, Second Edition, Vikas Publishing House, Pvt. Ltd. New Delhi.

COURSE CODE: MEDP03

INTERNSHIP-I IN TEACHER EDUCATION INSTITUTIONS

Credits: 02   Marks: 50

Instructions:

1.   The institutional based internship will be begun from the 2nd semester. The first part of internship involves a compulsory attachment with a teacher education institution.

2.   The Teacher Educator is supposed to be developing a network of partner organization where the student teachers study again the college of education.

3.   The host colleges of education will help in designing field internship keeping in view the activities that will be going on during the internship period.

4.   The host organization will suggest aspects for study/ work/ focus which are to be followed by the Teacher Educators.

5.   The host organization will have to monitor or supervise from time to time.

Activities:

* One Demonstration

* One Lecture

* Observation of Micro Teaching Practice – 10 students

* Observation of Macro Teaching – 5 students

COURSE CODE: MEDP04 DISSERTATION

Credits: 02   Marks: 50

Instructions:

1. The Teacher Educator has to submit a dissertation at the end of the course and the time fixed by the University.

2. The dissertation work is of original research work done by the Teacher Educator under the guidance of the faculty member from the concerned institution.

3. The Teacher Educator has to select a research problem in the beginning of 2nd semester itself and continue to work spreading over 3rd and 4th desemester. The dissertation work will be spread over an allotted time to enable the both guide and Teacher Educator work together.

4. Plagiarism, in any form will not be tolerated.

5. Evidence of the work should be supported by Teacher Educator along with the original dissertation work.

6. The dissertation should cover both the subject area and discipline.

7. If any candidate fails in the dissertation marks he/ she will not be allowed for viva-voce examination.

Activities:

* Review of Research Studies and Identification of Research Problem

* Research Proposal Presentation

* Proposal Writing

* Proposal Presentation

COURSE CODE: MED011A
SEMESTER - 3
PAPER-XI-A: ELEMENTARY EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completion of the course, the teacher educator will be able:

1. To understand the context of elementary education.

2. To understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

3. To discuss the development of elementary education in India since independence.

4. To reflect on strategies and programmes in Elementary Education.

5. To reflect upon different issues, concerns and problems of Elementary Education in India.

6. To gain insight in the success of the UEE Programmes in India.

7. To discuss the hurdles of achieving UEE.

8. To develop understanding about different constitutional provisions related to education.

Unit-I Perspectives and Context of Elementary Education

1.1 Concept, nature and importance of Elementary Education in the context of teaching through Mother-Tongue, contextualization, Multilingualism, heterogeneous socio- cultural backgrounds.

1.2 Developmental Tasks, Influence of home and School on Child s development.

1.3 Influence of Community on Childs Development

1.4 Conceptual analysis of learner and learning, learner centered approach, activity centered approach, freedom and discipline.

1.5 Reflection on current practices in Elementary Education.

Unit-II Elementary Education in India after Independence

2.1 Need and Focus of Elementary Education after Independence.

2.2 Constitutional provisions for Education and Directive Principles related to Elementary education

2.3 RTE-As Fundamental Right

2.4 Focus of Elementary as envisaged in different education commissions and policies (Kothari Commission, NPE 1986, Yashpal Committee)

2.5 Approaches to Quality Primary Education.

Unit-III Universalisation of Elementary Education (UEE) Objectives and Challenges

3.1 Concept, Objectives and Justification, role of UEE in Universalizing Elementary Education in India

3.2 Measures towards realization of UEE.

3.3 Constitutional Provisions related to Elementary Education – Recommendations of Saikia Committee, 1997

3.4 86th Constitutional Amendment Bill (RTE) – EFA – Education for All with Special reference to Early Childhood Education.

3.5 Improving Schooling and financing Primary Education

Unit-IV Current status of Elementary Education in India

4.1 Critical Appraisal of the Current Status of Elementary Education in India (Universal access to enrolment of Elementary Education.

4.2 Retention of the Children in the age group of 6 to 14 years.

4.3 Improvement in Quality of Education to enable all children to attain essential levels of life.

4.4 Positive impact of Universalization of Elementary Education (Bridging the gender and social gaps, Getting rid of poverty and social discrimination nexus, Breaking inter generation cycle of Illiteracy Developing Self-Confidence in new generation

4.5 Hurdles faced in Popularizing Elementary Education.

Unit-V Curriculum and Evaluation in Elementary Education

5.1 Principles of Elementary School Curriculum

5.2 Objectives, Planning and Organization of Curriculum.

5.3 Psychological basis of Present Elementary School Curriculum.

5.4 Evaluation in Elementary level (Principles, Strategies and Tools)

5.5 Evaluation and continuous comprehensive curriculum in Primary Education

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Aggarwal,J.C and Gupta;s (2007) Early Childhood Care and Education(1ˢᵗ Ed) Shipra publication, New Delhi

2. Celin Richards (1984) The Study of primary Education and Resource Book .Vol.I

3. Government of India (1986) National Policy on Education, New Delhi,MHRD.

4. Hurlock,E.(1995) Child Development. McGraw Hill Book Company, USA.

5. MHRD (2001) Convention on the Right of the Child, New Delhi

COURSE CODE: MED011B

PAPER-XI-B: SECONDARY AND SENIOR SECONDARY EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

On completion of this course, the teacher will be able

1. To understand the nature – scope and systems of secondary and senior secondary education.

2. To examine the status of development of secondary and senior secondary education in India after independence.

3. To examine the nature and objectives of Teacher Education.

4. To develop, understanding of various strategies of teachers Professional Development.

5. To use various Methods and techniques for transaction of curriculum

Unit-I Secondary and Post Secondary Education

1.1 Nature and Scope of Secondary and Senior Secondary Education.

1.2 Structure and Function of secondary and senor Secondary Education.

1.3 Status of secondary and senior secondary education in India.

1.4 Adolescence Education in Secondary/Post Secondary Levels

1.5 Curriculum framework of Secondary and Senior Secondary Teacher education Recommended by NCTE.

Unit-II Problems and challenges of secondary education

2.1 Problems and challenges related to universalisation of secondary education.

2.2 Achievement of Equalization of Educational opportunities.

2.3 Issues of Quality in Secondary and senior secondary education.

2.4 Classroom problems, discipline, under achievement, lack of motivation.

2.5 Intervention in relation to Access, Enrolment, Dropout.

Unit-III Teaching and Learning Process in Secondary and Higher Secondary Education

3.1 Techniques of Teaching at secondary stage and higher secondary stage.

3.2 Teaching Models – Group Methods – Team Teaching

3.3 Individualized instruction – programmed instruction.

3.4 Teaching for creativity

3.5 Classroom climate; Teacher – Pupil Interaction.

UNIT-IV Preparation of Teachers for Disadvantaged Group at Secondary Stage

4.1 Role of Teachers working in Inclusive settings.

4.2 Role of resource teachers in developing and enriching academic skills for higher learning.

4.3 Adaptations in Instructional objectives

4.4 Curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC, ST and Linguistic and other Minority Groups

4.5 Process of becoming a Secondary School Teacher.

Unit –V Teacher Education in India at Secondary and Senior Secondary Level

5.1 Development of Teacher Education in India at Secondary and Senior Secondary Level.

5.2 Recommendations of Various Commissions Concerning Teacher Education.

5.3 Impact of NPE 1986 and POA on Teacher Education.

5.4 Role and Functions of IASE, CTE.

5.5 Pre-Service and In-Service Teacher Education: Concept, Nature and Objectives

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Barry, C.H., and Tye, F., Running a School, Mc Millan Company of India, New Delhi, 1973.

2. Chambe, S.P., A survey of Educational Problems and experiments in India, Allahgabad, Kitab Mahal, 1965.

3. Gaind and Sharma, Educational Secondary School Administration, Ram Prasad and Sons, Agra, 1971.

4. Guilford, R., Special Educational Needs, Routledge and IMegan Paul, London, 1971.

5. Kochhar. S.K., "Secondary School Administration", Sterling Publishers Private Limited, New Delhi, (2002).

6. Rao, V.K., "Principles of Curriculum" A.P.H. Publishing Corporation, New Delhi, (2005).

7. Sharma, R.N., "Education in Emerging Indian Society", Surjeet Publications, (2002).

8. Sivaranjan.K., "Education in Emerging Indian Society", Calicut University, Calicut, (2006).

9. Udaya Sankar Exceptional Children, Sterling Publishing House, New Delhi, 1976.

10. Warwick, David (Ed.) Integrated Studies in the Secondary School, University of London Press, London, 1973.

COURSE CODE: MED012

Paper-XII: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Credits: 04   Marks: 100   Hrs: 64

Objectives:

After completing the course, the teacher educator will be able to

1. To enable the students to understand basic concepts of educational management and leadership.

2. To develop an understanding and appreciation of the role of theories in educational management.

3. To enable the students to understand contemporary developments in educational management and leadership.

4. To develop an understanding and appreciation of the role of leadership and its style in educational management

5. To develop an understanding towards quality management in educational institutions.

UNIT – I Historical Development of Educational Administration and Management

1.1 History and origin of Educational Administration/Management

1.2 Definition and Meaning of Educational Management

1.3 Difference between Administration and Management

1.4 Educational Management: As all Inclusive functions

UNIT – II Development of Educational Management

2.1 Genesis of theories in educational Management

2.2 Theories of Educational Management: Scientific management theory, Human relation theory and Organizational behavioral theory and Systems theory

2.3 Modern theories in educational management: X Y and Z theories of Mc Gregor

2.4 Application of theories in educational management

UNIT – III Global Trends in Educational Management

3.1 Management by objectives

3.2 Management by Values, Decision Making and Motivation

3.3 Group Dynamics and Management Control

3.4 Total Quality Management in Education

UNIT – IV Leadership in Educational Management

4.1 The significance of educational leadership and management

4.2 Meaning and Nature of leadership

4.3 Importance of leadership in Education

4.4 Types of leadership and its Implications

UNIT – V Theories of Leadership

5.1 Great man theory, Trait theory, Behavioral theory and E-leadership theory

5.2 Styles of leadership

5.3 Teacher as facilitator and leader of teaching learning process

5.4 Dimensions of Managerial Excellence: Decision-Making, Organizational Compliance (O.C), Organizational Climate (O.C), Organizational development (O.D.) and Programme Evaluation and Review Technique (PERT)

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

Suggested Readings

1. Babyegeya, E. (2000) „Education reforms in Tanzania: from nationalization to decentralization of schools , International Studies in Educational Administration, 28(1): 2–10.

2. Baldridge, J.V., Curtis, D.V., Ecker, G. and Riley, G.L. (1978) Policy-Making and Effective Leadership, San Francisco, CA: Jossey-Bass.

3. Beare, H., Caldwell, B. and Millikan, R. (1989) Creating an Excellent School: Some New Management Techniques, London: Routledge.

4. Blasé, J. and Blasé, J.R. (1998) Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning, London: Sage.

5. Caldwell, B. (2008) Reconceptualising the self-managing school, Educational Management, Administration and Leadership, 36(2): 235–52.

6. Caldwell, B. and Spinks, J. (1992) Leading the Self-Managing School, London: Falmer Press.

7. Cuban, L. (1988) The Managerial Imperative and the Practice of Leadership in Schools, Albany, NY: State University of New York Press.

8. Day, C., Harris, A. and Hadfield M. (2001) „Challenging the orthodoxy of effective school leadership , International Journal of Leadership in Education, 4(1): 39–56.

9. Dellar, G. (1998) „School climate, school improvement and site-based management , Learning Environments Research, 1(3): 353–67.

10. Newman, J. and Clarke, J. (1994) „Going about our business? The managerialism of public services , in J. Clarke, A. Cochrane and E. McLaughlin (eds), Managing School Policy, London: Sage.

11. Organisation for Economic Co-operation and Development (1994) Effectiveness of Schooling and Educational Resource Management: Synthesis of Country Studies, Paris: OECD.

12. Creighton, T. (2004) Leading from below the surface. Thousand Oaks, CA: Corwin Press.

13. Dimmock, C., & Walker, A. (2005) Educational leadership: Culture and diversity. Thousand Oaks, CA: Sage.

14. Fiedler, F. (1973) Recent developments in research on the contingency model. In E. Fleishman, ed. & J. Hunt (Eds.), Current developments in the study of leadership. Carbondale: Southern Illinois University Press.

COURSE CODE: MED013

Paper – XIII : ADVANCED RESEARCH METHODS

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. Explain the various designs of Research.

2. Select and apply various types of Techniques of Data.

3. Familiarize with new approaches in Educational Research.

4. Understand the difference between Qualitative and Quantitative Research.

5. Analyze the data by applying suitable Techniques.

UNIT – I Designs of Educational Research

1.1 Concept, Importance and characteristics of Research Design

1.2 Types of Research Designs: Qualitative, Case Study, Phenomenology etc..

1.3 Quantitative Research Designs: Experimental and Descriptive

1.4 Use and Application of the various Research Designs in educational Research

UNIT – II New Approaches to Educational Research

2.1 Heuristic Research and Phenomenological Research

2.2 Interventionist and Baseline Studies

2.3 Interdisciplinary and Multi-disciplinary Approaches

2.4 Ethnographical Studies Policy Research and Action Research

UNIT – III Qualitative Research in Education

3.1 Concept of Qualitative Research

3.2 Meaning, Definition and Scope of Qualitative Research

3.3 Difference between Qualitative Research and Quantitative Research

3.4 Strategies and Techniques of Qualitative Research

UNIT – IV Data Analysis and Inferential Statistics

4.1 Organization, Analysis and Interpretation of Data

4.2 Graphical Representation of Data Analysis

4.3 t –test, Analysis of Variance and Co- relational Analysis

4.4 Non-Para metric Tests

UNIT – V Writing of Research Report

5.1 Format of the Research Report

5.2 Style of Writing

5.3 Reference Writing/ APA/ Harward / Chicago and MLA

5.4 The Computer and Educational Research

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Y.P.Aggarwal (2013) The Science of Educational Research, Nirmal Book Agency, Delhi.

2. Yvonne, Darlington and Dorothey Scott (2002) Qualitative Research in Practice – Stories from the field, Open University Press, Buckingham.

3. MLA Hand Book for Writers of Research Papers (2009) (7th Edition) Affiliated East- West Press Pvt Ltd, New Delhi.

4. Michal Quinn Pathron (2002) Qualitative Research and Evaluation Methods, (3rd Edition), Sage Publications, New Delhi.

5. Julie Pattant (2005) SPSS Survival Manual, Allen Un Win

6. Peter Freebody (2003) Qualitative Research in Education: Interaction and Practice, Sage Publications, New Delhi.

7. Louis Cohen, Lawrence Manion and Keith Morrison (2007) Research Methods in Education, (6th Edition), Routledge Publications, London.

8. Robert C.Bogdam, Sari Knopp Biklen (2014), Qualitative Research for Education: An Introduction to theories and Methods (Fifth Edition), PHI Learning Pvt.Ltd, Delhi.

COURSE CODE: MED014

Paper –XIV TEACHER EDUCATION-II

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course teacher educators will be able to

1. Gain insight and understand various perspectives in Teacher Education with reference to secondary education.

2. Reflect on issues and problems related with teacher preparation at secondary education.

3. Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose

4. Appraise the existing teacher education curriculum and its relevance, issues and challenges.

5. Identify problems in teacher education and find solutions.

Unit-I: Perspectives and Policy in Teacher Education

1.1 Teacher Development concepts, Factors influence, teaching development, Personal and contextual

1.2 Teacher Expertise – Berliner s stages of development of a teacher

1.3 Pre-service and In-service education under APPEP,DPEP, SSA and RMSA

1.4 Preparation of teacher for art, craft, music, Physical education and Special Education

1.5 Initiatives of the NGOs in designing and implementing in about teacher education.

Unit-II: Structure and Management of Teacher Education

2.1 Structure of teacher education systems in India

2.2 Universalzastion of Secondary Education and its implications for teacher educator

2.3 Preparing teachers for different contexts of school

2.4 Vertical mobility of a school teacher at secondary level and avenues, appropriations.

2.5 Quality of pre and in service education of Secondary school teachers

Unit-III: Pre-Service Teacher Education and Inclusive Education

3.1 Changing scenario of teacher education curriculum and evolving priorities

3.2 Characteristics structure and organization of different components of Teacher Education Curriculum at Secondary stage

3.3 Components of Pre-Service Teacher Education: Overview of courses at different levels, weight age of course work and evaluation

3.4 Various components of Teacher Education curriculum and their transactional modalities.

3.5 Teacher Education for socially disadvantaged groups

Unit-IV: Professional Development in Teacher Education

4.1 Need and modalities for continuing professional development of a teacher

4.2 Qualities and challenges of an effective Teacher Educator

4.3 Professional ethics and code of conduct for Teacher education.

4.4 Planning an in-service Teacher Education programmes for Secondary stage (purpose, duration, size of group, activities and budget.

4.5 Designing and organizing an in-service Teacher Education programme – assessment of training needs, identifying essential components, guidelines

Unit-V: Research in Teacher Education**.**

5.1 Purpose, scope of Research in Teacher Education at Secondary/ Post Secondary of Stages

5.2 Areas of Research in Teacher Education selection criteria, selecting variables : presage, process, contextual

5.3 Identifying the gaps in research in Teacher Education: Preparing review of literature

5.4 Methodological issues of research in teacher education direct versus indirect inferences

5.5 Trends of research in teacher education – review of a few recent research studies in Teacher Education with reference to designing, findings and policy implications

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

Suggested Readings

1.   NCTE (1998), Policy perspectives in Teacher Education : Critique and Documentation, New Delhi

2.   Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

3.   Sharma, R.A. (2002). Teacher Education, International Publication House, Meerut.

COURSE CODE: MED015

PAPER – XV: GUIDANCE AND COUNSELING

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1.   Understand the meaning, nature and scope of counseling

2.   Appreciate the need for and goals of counseling

3.   Analyze the relationship between guidance and counseling

4.   Understand the concept and process of counseling in group situation

5.   Recognize the different areas of counseling

Unit –I Introduction to Counseling

1.1 Meaning and nature of counseling

1.2 Misconceptions about counseling

1.3 Scope of counseling

1.4 Goals of counseling: resolution of problems, modification of behavior, promotion of mental health

1.5 Relationship between guidance and counseling: place of counseling in the total guidance programme

Unit-II Counseling Process and Counseling Relationship

2.1 Issues, concerns and problems of childhood and adolescence stage

2.2 Identification of cases for counseling

2.3 Stages of the counseling process

2.4 Nature and importance of counseling relationship

2.5 Professional ethics

Unit-III Essential Services in Guidance Programme

3.1 Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation

3.2 Resources required for organizing guidance service

3.3 School guidance committee: constitution, roles and functions

3.4 Placement service

3.5 Research and evaluation service

Unit-IV Guidance for promoting psychological well-being of students

4.1 Nature and causes of behavioral problems; guidance of students with behavioral problems Underachievement

4.2 School discipline- problems of violence, bullying, drug abuse, truancy, and dropout etc

4.3 Stress: nature, causes and consequences; types of coping skills and developing coping skills

4.4 Promoting psychological well-being and peace through school based guidance programme

4.5 Guidance for socially disadvantaged and delinquent students

Unit-V Counseling: Skills, Approaches and Techniques

5.1 Basic counseling and communication skills

5.2 Application of skills for building a positive classroom climate to enhance learning

5.3 Skills and qualities of an effective counselor

5.4 Acquaintance with major counseling approaches: person- centred and gastalt

5.5 Counseling techniques: cognitive, behavioral and systematic

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS

1. Bhatnagar, Asha and Gupta, Nirmala(Eds) (1999) Guidance and Counseling, Vol.I: A Theoretical Perspective, New Delhi: Vikas.

2. Bhatnagar, Asha and Gupta, Nirmala(Eds) (1999) Guidance and Counseling, Vol.II: A Practical Approach. New Delhi: Vikas.

3. Comier, L.& Hackney, H (1987) The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall

4. Dave Indu (1984) The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd

5. Gazda George R.M. (1989) Group Counselling: A Development Approach. Landon: Allyn and Bacon

6. Gladding, Samuel, T (1996) Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

7. Glickman, C & Wolfgang, C. (1986). Solving Discipline Problem: Strategies for classroom Teachers. Boston: Allyn and Bacon. Gibson, R.L.& Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan

8. Sarawat, R.K. & Gaur, J.S.(1994). Manual for guidance Counselors. New Delhi: NCERT

COURSE CODE: MEDP05
INTERNSHIP

Credits: 04   Marks: 100

Instructions:

1. The third semester involves the teacher educator entering into a field sight related to the area of specialization.

2. The 1st & 2nd part of internship will be organized in 3 to 4 weeks each.

3. The internship should be structured around some focus tasks or projects which teacher educator may design in consultation with the faculty.

4. The internship also facilitates a bridge between what students learn in classrooms and observing the field.

5. For all the internship the teacher educators will act as mentors.

Activities:

* 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)

Credits: 02   Marks: 50

COURSE CODE: MED016

SEMESTER - 4

Paper -XVI: ECONOMICS OF EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. To make the student teacher to understand the general economic concepts in view of education

2. To make the student teacher to acquaint with the problems of economic and educational development.

3. To enable the student teacher to understand the consumption and investment view of education so as to improve the efficiency and productivity level of educational system.

4. To make the student teacher to now the techniques for measuring education yields/costs for preparing educational plans.

5. To make the student teacher to visualize the resources available for financing education.

UNIT-I: Introduction to Economics of Education

1.1 The Meaning of Economics of Education

1.2 Scope and Significance of Economics of Education

1.3 Basic Economic concepts with reference to Education – Consumption, Production, Distribution and Exchange

1.4 Contributions of Adam Smith, Alfred Marshal, Karl Marks, J.M. Keynes and T.W. Schultz towards for the Development of Economics of Education

1.5 Demand and Supply in Education

UNIT-II: Education – Economic Development and Growth

2.1 Methods of measuring the contribution of education to economic Development: - Correlation approach, Edward. F. Denison s Residual Approach, G.S. Backers Direct Returns to education approach, T.W. Schultz Investment Income Approach and Harison and Myers composite index approach.

2.2 W.W. Rostow s stage of Economic development and Madam Beeby s stage of educational development.

2.3 Concept of Human Capital – Forms of Capital – a) Physical Capital, b) Human Capital,

c) Fiscal Capital – Factors of production, Role of Human Capital production activities.

2.4 Strategies for Human Resource Development (HRD)

UNIT-III: Education – Consumption / Investment view

3.1 Consumption: Concept and Significance in relation to Education

3.2 Investment: Concept and Significant in relation to Education

3.3 Education as an industry: Factors responsible for producing educational output

3.4 Productivity and efficiency of educational Systems

UNIT-IV: Measurement of Education Yields / Returns

4.1 Cost -Benefit and Cost - effectiveness analysis in Education

4.2 Rate of Returns to Education

4.3 Input - Output analysis in Education

4.4 Apps, Startups and E-commerce in relation to Education

UNIT-V: Resources and Financing of Education

5.1 Generation and utilization of resources.

5.2 Sources of finance and expenditure for Education

5.3 Financing for Education in the context of Central – State relations.(NITI AAYOG)

5.4 Problems of financing Education in Developing Economics.

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Beeby, C.E. (1966) The quality of Education in Developing Countries, Harward University Press, Cambridge,

2. Blaug Mark (1972) Economic of Education – Vol-I and II ELBS Penguine Books.

3. Goel S.C. (1975) Education and Economic Growth Mac Millan Co of India Delhi,

4. Hansonand Bremmback (1966): Education and Development of Nations, Holt, Rinelent and Wilson, 1966.

5. Harbison and Myers: (1964) Education, Manpower and Economic Growth: Megrar Book Company Newyork,

6. Nalla Gounden A.M. (1978) – Education, Employment and Earnings University of Madras, Madras,

7. Gara Latchanna & Jeilu Oumer Hussein (2007) Economics of Education, Discovery Publishing House, New Delhi

8. Gara Latchanna (2006) Economics of Tribal Primary Education, Associated Publishers, Ambala

9. Panchamukhi P.R. (1989) Economics of Educational Finance, Himalayan publishing House, Bombay

10. Pandit, H.N. (1969) Measurement of Productivity and efficiency of Education, NCERT, New Delhi,

11. Psacharopopulas G. (1987) Economics of Education and Research Studies, Pergoman Press – Oxford

12. Rao V K R V - (1966) Education and Human Resource Development, Allied Publishers, Bombay,

13. Schultz, T.W. (1963) The Economic Value of Education, Colombia University Press, Newyork

14. Tilak J.B.G. (1986) Economics of Inequality in Education, Sage publications, New Delhi.

15. Todaro, Michael, P (1985)- Economics for Developing world: An introduction to principle, problems, and Policies for Development London, Longman Group Ltd.,

16. Vaizey J et al (1972) The Political Economy of Education, Gerald Duckworth, London

17. Vaizey John, (1973) The Economics of Education, Mac Millan London,

COURSE CODE: MED017 PAPER -XVII YOGA EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, teacher educators will be able to

1. Develop a comprehensive view on Metaphysical concepts of Yoga Philosophy.

2. Understand the importance of Yoga and its implications to human life.

3. Understand the concept of Yoga and practice of various systems of yoga.

4. Develop an insight into Patanjali, Aurobindo, and Bhagavad-Gita s yoga systems

5. Get a holistic view on therapeutic value of yoga practice.

Unit - I: Introduction to Yoga

1.1 Meaning and definitions of Yoga.

1.2 Characteristics of a practitioner of yoga.

1.3 Yoga as a way to integrated personality development and spiritual enlightenment.

1.4 Shat Chakras, Endocrinology and Yoga

Unit - II: Metaphysical Basis of Yoga

2.1 Basic components of cosmic reality: Purusha and Prakriti Yoga Ethics

2.2 The process of evolution – Mahat, ego, tarmatras, jnanedriyas and Karmendriyas.

2.3 Pramanas of knowledge according to yoga – Prathyaksha, Anumana and Sabda.

2.4 Yoga and Mental health

Unit - III: Systems of Yoga

3.1 Aims, Philosophy and Principles of integral yoga of Aurobindo

3.2 Patanjali Ashtanga Yoga

3.3 Bhagavad Gita: Bhakti, Karma and Jnana marga

3.4 Importance of Yoga in school curriculum

Unit - IV: Therapeutic Value of Yoga

4.1 Asanas: classification of Asanas and Precautions and Therapeutic value

4.2 Pranayama: Different types of Pranayama , Preventive and Therapeutic value

4.3 Meditation: Different types and Therapeutic value

4.4 Uses of above techniques to teacher educaters

Unit V-Impact of yoga on education

5.1 Bloom s taxonomy and teaching and learnig process

5.2 Gyana yoga and Dhyana yoga

5.3 karma yoga and Bhakti yoga

5.4 Application of above four yoga to process of teaching

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct various content related field activities under his/her supervision. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Bharathiyar Yoga Sans than, (1968) Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.

2. Chatterjee Tulsidas (1970), Sri Aurobindo s Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.

3. Haridas Chaudhuri (1965), Integral Yoga, the concept of Harmonious & Creative living, George Allen & Onwin Ltd. London.

4. I.K.Taimini (1973), Glimpses into Psychology of Yoga, Theosophical publishing house, Adyar, Madras, India.

5. Sivananda Swami, (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.

6. Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.

7. Prof. Gara Latchnna and Dr. Mantri Madan Mohan, (2015) Impact of Yoga and Classical Dance on Academic Achievement, Roshan Publications, New Delhi.

8. B.K Iengar, (1996), The Secret of Yoga.

COURSE CODE: MED018

PAPER - XVIII: LIFELONG EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives: After completion of the course, the teacher educator will be able

1. To acquaint with the concept, need, importance and principles of lifelong education.

2. To help the students to become aware of the national policies and programmes of Adult /Life Long Education in India and abroad.

3. To make the students to understand the approaches, role of university and colleges in lifelong education.

4. To understand the role of lifelong education in the context of Globalization.

5. To enable the students to develop appropriate skills for planning, organizing and monitoring various lifelong educational programmes.

Unit-I: The Salient Features of Lifelong Education

1.1 Meaning. Concept and the need of Long Education

1.2 The scope of Life Long Education.

1.3 The principles of Long Education.

1.4 The development factors of lifelong education

1.5 The Characteristics of lifelong education

Unit-II: Different forms of Education and its relationship

2.1 Forms of Education - Formal – Non-formal and In-formal

2.2 Relationship between Formal and Non-formal education systems

2. 3   Lifelong Education Programmes during pre and post independent in India

2.4 Impact of lifelong education on formal education systems.

2.5 Changing pattern of Adult, Continuing Education and Extension into lifelong education.

Unit-III: Non - Governmental Organisations and Life Long Education

3.1 Role of NGO s in Life Long Education

3.2 Role of Zilla Saksharata Samitis in Life Long Education

3.2 Adult Education / Life Long Education in selected countries – Tanzania, Denmark and Cuba – Strategies and approaches

3.3 Field outreach activities – Population education, student counseling – placement service and E-learning

Unit-IV: Different types of Developmental Programmes

4.1 Continuing Education-Concept,Need and objectives, Target Specific Programmes

4.2 Equivalency – Quality of life improvement programmes

4.3 Income Generating programmes

4.4 Individual interest programmes

Unit V: Universities: Extension Education programmes -Extension Services

5.1 Extension in universities – Thrust Areas

5.2 Implementation strategies

5.3 Objectives of extension services

5.4 Evaluation of Extension Education programmes

5.5 Referrals to extension education.

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

COURSE CODE: MED019

Paper –XIX: WOMEN EDUCATION

Credits: 04　　　　　　Marks: 100　　　　　　Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

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

2. To sensitize the students towards the problems faced by women.

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

4. To identify the role of women in developing countries including India

Unit – I Introduction to Women's Education

1.1 Concept of Women Education, Definition, Need and Importance of Women Education

1.2 Nature and Scope of Women Education, Women Education as an Academic Discipline,

1.3 Basic Concept of Sex and Gender, Gender Attributes and Gender Roles, Equality and Discrimination, Gender Relations and Gender Identity

1.4 The changing Status of Women in Modern India

Unit – II Women and Society

2.1 Women in Indian Society – A Historical Perspective, Early, Colonial and Modern Periods

2.2 Institution—Family, Marriage, Rural and Urban, Issues in Family and Marriage

2.3 Social Construction of Gender- Process, Social System - Culture and Religion, Barriers to Women Advancement

2.4 Women and Socialization: Stages of Socialization- Childhood, Adolescent, Adult and Old Age, Agencies of Socialization

Unit – III Women Resource and National Development

3.1 Development, Meaning and Scope, Theories of Development: Adam Smith, Marx, Malthus, Modern Theories: Gary Backer

3.2 Current Debates and Issues on Women and Development including the Impact of Globalization and Structural Adjustment Policies (SAP),

3.3 Impact of Development on Gender, Socio-economic Determinants of Womens Development

3.4 Law as an instrumental for Social Change; Constitution of India and Gender Equality- Constitutional Provisions with special reference to women

Unit – IV Education for Empowerment of Women

4.1 Problems of women in developing countries including India of population growth, literacy and educational development of women,

4.2 Measures for providing Women/ Girls education towards sustainable development

4.3 Problems of girl s education – poverty, prejudice and population explosion, minimum levels of learning scientific literacy

4.4 Women Empowerment, Concept and Meaning, Different Aspects of Empowerment, Importance of Empowerment, Process and Expression of Empowerment

Unit – V Policies and Programmes for Women's Development

5.1 Policies and Strategies for Planned Development in India with Special Reference to Women

5.2 Policy for Employment Programmes, Rural Development and Antipoverty Programme, National Policy for Empowerment of Women

5.3 Women Organizations in India, National and International, Funding Agencies: UNESCO, UNDP

5.4 Role of N.G.O s for Economic Empowerment of Women

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS

1. Maithreyi Krishnaraj (1991), Contributions to Women s Studies (Bombay SNDT).

2. Maria Mies (1980), Indian Women and Patriarchy Concept Publishing Company, New Delhi.

3. Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay.

4. Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi.

5. Banks (1981), Olive Faces of Feminism: A Study of Feminism as a Social Movement, St. Martin s Press, New York.

6. Bhasin and Khan (1986) Some Questions on Feminism, Kali for Women, New Delhi.

7. Ruth, Sheila (1990) Issues in Feminism: An Introduction to Women s Studies, Mayfield Publishing Company, California.

8. Maithreyi Krishnaraj (1986) Women s Studies in India, Popular Prakashan, Bombay.

9. Cahanana, Karuna (Ed.) Socialisation Education and Women: Explorations in Gender Identity, Orient Longman Ltd., New Delhi.

COURSE CODE: MED020

Paper – XX: TRIBAL EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completion of the course the teacher educator will be able to:

1. To enable the student teachers to understand the concept of Tribe and their status.

2. To provide a deeper understanding of Tribal Welfare programmes in India & A.P.

3. To enable the student teachers to understand the issues and trends in contemporary Tribal education.

4. To give a practical experience to students in Tribal Education programmes.

5. Explore the research areas in health awareness for welfare of Tribals

Unit – I: Introduction

1.1 Meaning, Definition and Present Status of Tribes

1.2 Historical development of Tribes in India.

1.3 Classification, Characteristics and Culture of Tribes in India.

1.4 Initiatives for the Development of Tribals and United Nations Declaration on their Rights

Unit – II: Tribal Education in India

2.1 Constitutional provisions to Tribal Education of India.

2.2 Tribal Education Development in A. P. ;Higher Education; Secondary Education and Primary Education; Pre – Primary Education

2.3 Recent Trends & Issues in Tribal Education

2.4 Ethnographic Profile of Tribes in A.P.

Unit – III: Research Priorities in the area of Education of Tribals

3.1 Evaluation of centrally sponsored schemes of education of STs.

3.2 Teaching – Learning Practices in Tribal Schools (Residential / Ashram Schools)

3.3 Identification of priority areas of research on tribal girls education.

3.5 Research Studies on Tribal Girls Awareness and

Case studies on (KGVB, Mahila Samakhya, and their programmes).

Unit - IV: Tribal Education and Women Empowerment

4.1 Tribal Women and Their Educational Status

4.2 Developmental Programmes for Tribal Women in AP

4.3 Empowerment of Tribal Women – Governmental interventions

4.4 Role of NGOs/Voluntary Organizations

Unit – V: Health Education and Tribal Welfare

1.1 Health Status of tribes in A.P

1.2 Common Health Problems in Tribal communities

5.3 Government Initiatives for the development of health in tribal areas

5.4 Role of NGOs in improvement of health status of tribes

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS:

1. Ananda, G. (2000) Educating Tribals (An Ashram School Approach) Common Wealth Publishers, New Delhi

2. Adinarayana Reddy.P & Umadevi..P (2005) Tribal Women Education, constraints and strategies, the Associated Publications, Ambala

3. Alka Saxena, (2002) Dynamics of Tribal Education, Rajat Publications, New Delhi

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5. Devendra Thakur, Thakur D.N. (1995), Tribal Education, Deep & Deep

6. Desai, A.R. (1978) Rural Sociology in India, Popular Prakashan, Bombay

7. Manmatha Kundu (1990) Cultural Anthropology and Tribal Education, Amar Prakashan, Ashoka vihar, New Delhi.

8. Note on GURUKULAM (2005), A.P. Tribal Welfare Residential Educational Institutions Society, Tribal Welfare Department, Govt. of A.P. Hyderabad.

9. Nadeem Hasnain (2009) Tribal India, Palaka Prakashan, New Delhi.

10. Parvathamma. C (1984) Scheduled Castes and Tribes. A Socio-Economic survey. Ashish Publishing House, New Delhi.

13. Sharma K R (1991) Educational Life Style of Tribal Students, Classical Publishing company, New Delhi.

14. Shah B.V. Shah, K.B (2002) Sociology of Education, Rawat Publications, Jawahar Nagar, Jaipur, India.

COURSE CODE: MED021

Paper – XXI: ENVIRONMENTAL EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course, the teacher educator will be able to

1. To understand the meaning, nature and importance of Environmental Education or develop sensitivity towards environmental issues.

2. To understand the relationship between man and environment and the need for a sustainable development.

3. To identifies the need for remedial ways to protect the environment in daily life and its application.

4. To acquire knowledge about the different methods of teaching in environmental education.

Unit – I Introduction to Environmental Education

1.1 Meaning, Definition and characteristics of Environmental Education

1.2 Importance, Objectives, Scope and Principles of Environmental Education

1.3 Need and Significance of Environmental Education for Public Awareness

1.4 Eco-system interaction between living and nonliving component and its structure and function

Unit – II Environmental Education and Pollution

2.1 Meaning and definition of Environmental hazards and pollution

2.2 Types of environmental hazards and disasters

2.3 Types of pollution: Land, Air, Water, Noise, and Radiation

2.4 Green house effect- Ozone layer depletion

Unit – III Social Issues and the Environment Education

3.1 Climate change, global warming, acid rain, nuclear accidents and holocaust

3.2 Population growth, variation among nations

3.3 Environment and human health - HIV/AIDS

3.4 Wasteland reclamation and Consumerism and waste products

Unit – IV Management of Environmental Education and its Application

4.1 Environmental management - Function and characteristics of Environmental Management

4.2 Disaster Management and its importance

4.3 Natural and Environmental Issues and Policies in India and Abroad

4.4 International Efforts for Environmental Protection

Unit – V Evaluation Approach of Environmental Education

5.1 Methods and Strategies in Evaluating Environmental Education

5.2 Role of Media, Government and Non-Government Organization

5.3 Relationship between man and environment: Ecological and psychological Perspectives

5.4 Research Trends in Environmental Education

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS

1. Daubenmise, R.F. (1974): Plants & Environment -3rd Edition, John Wiley, New York.

2. Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and

3. Development, Indian Environment Society, New Delhi.

4. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.

5. Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and

6. Human value. Meerut: R.Lall Books Depot.

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11. Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.

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13. Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

COURSE CODE: MED022
Paper – XXII: INCLUSIVE EDUCATION

Credits: 04   Marks: 100   Hrs:64

Objectives:

After completing the course teacher educators will be able to

1   Explain the philosophical, sociological and rights perspective of inclusive education.

2   Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

3   Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.

Unit - I: Perspectives in Inclusive Education

1.1 Historical perspective of Inclusive education globally and in India

1.2 Approaches to disability and service delivery models

1.3 Principles of inclusive education

1.4 Research evidence on special and inclusive education

Unit - II: Covenants and Policies Promoting Inclusive Education- A Critique

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

2.3 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)

2.4 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit - III: Building Inclusive Schools

1.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

1.2 Ensuring Physical, Academic and Social Access

1.3 Leadership and Teachers as Change Agents

1.4 Whole School Development and Assistive Technology

Unit - IV: Building Inclusive Learning Environments

4.1 Classroom Management

4.2 Effective Communication and Promoting Positive Behavior

4.3 Reflective Teaching

4.4 Peer mediated instruction: Peer tutoring, Co-operative learning

Unit V: Planning for Including Diverse Learning Needs

5.1 Universal design of learning -Adaptations and accommodations for sensory impairments

5.2 Adaptations and accommodations for children with multiple disabilities

5.3 Adaptations and accommodations for children with neuro-developmental disabilities

5.4 Adaptations and accommodations for children with intellectual impairment and gifted

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct varies content related field activates under his/her supervision able guidance. The faculty should inform the HOD/Principal and take his/her approval of the various field activities to be carried out.

For example: One Assignment & One Seminar.

SUGGESTED READINGS

1   Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.

2   Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.

3   Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford, Heinemann.

4   Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire

5   Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.

6   Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.

7   Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.

8   Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

9   Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

10   Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.

11   Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.

12   Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students social lives and learning. Paul H. Brookes, Baltimore.

13   Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.

14   Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.

COURSE CODE: MED023

Paper-XXIII: COMPARATIVE EDUCATION

Credits: 04   Marks: 100   Hrs: 64

Objectives:

After completing the course, the teacher educator will be able to

1.   Understand the concepts of Comparative Education

2.   Understand the Educational Scenario in Indian Context.

3.   Understand the Educational Scenario in UK, USA, Japan and China.

4.   Understand the International Agencies and Organizations

5.   Realize the trends in Comparative Education

UNIT – 1   Understanding Comparative Education

1.1. Meaning, Origin and Scope of Comparative Education

1.2. Need and Importance of Comparative Education

1.3. Comparative Education and International Studies

1.4. Factors affecting National Systems of Education

1.5. Approaches to Comparative Education

UNIT – 2   Educational Scenario : Indian Context

2.1 Overview of the major Educational development in India.

2.2 Overview of New Educational Policy (NEP 2020)

2.3 Structure and Organisations of Education in India.

2.4. Educational Policy – Oriented Organizations in India.

2.5 Future Developments in Indian Education

UNIT – 3   Education in selected countries

3.1 Overview of School Education, Higher Education and Teacher Training system in UK

3.2 Overview of School Education, Higher Education and Teacher Training System in the USA

3.3 Overview of School Education and Technology Education and Japan.

3.4 Overview of School Education and Teacher Education in China

3.5 Implications for education in India.

UNIT – 4   International Agencies and Organisation: Roles and Functions

4.1 Policy – Oriental International Agencies of Education

4.2 Country Specific International Agencies.

4.3 International Academic Organisations

4.4 Role of International Organisations in Educational Solutions of Problems.

4.5 International understanding of agencies and organisations

UNIT – 5 Trends in Education

5.1 Contemporary issues in Education

5.2 Globalisation of Education

5.3 Research and Comparative Education

5.4 Impact of Digital Education Globally

5.5 Cultural understanding among countries.

References:

1.   I.L.Kandel 1933 studies in Comparative Education, Boston

2.   Gomathimani 1974 Education in International context, Sterling publishers, New Delhi.

3.   S.P. Chaube 1993 Comparative Education, Vikas Publishing House Pvt. Ltd. New Delhi.

4.   R.P. Batnagar & IB Varma 1978 Educational Administration, Loyal Book Depot, Meerut.

5. T.S. Sodhi 1993, A text book of Comparative Education, Vikas Publish-ing House Pvt Ltd, New Delhi.

6. John Vzy 1986, Education in Modern world, Weidenfeld and NicolsonPublisher, London.

7. J.N. Kapur, 1973 Current issues in World Higher Education, S. Chand& Co Publications, New Delhi.

8. Duglas, Leonard, "Educational Development in Developing Coun- tries". The Educational Forum, Vol.29, No. 1 (November, 1964), 39-43.

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