ANDHRA UNIVERSITY

DEGREE OF MASTER OF EDUCATION (TWO YEARS REGULAR PROGRAMME)
(As per the Norms of NCTE 2014)
[wef 2020-2021 admitted Batch]

RULES AND REGULATIONS

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

Admission

A Candidate for admission to Two year (Four-semester) M.Ed. Programme has to qualify at the M.Ed Common Entrance Test Conducted by the Convener, Andhra University Common Entrance Test (AUCET) for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

Eligibility:

a] B.Ed Degree of 1 or 2 years duration
b] 4 years Integrated Teacher Education Degree Programme[BE/Ed/B.Sc.Ed/B.AEd]
c] DELEd/DEd with a Bachelors' degree[B.A./B.Sc./B.Com/B.Tech]

Duration

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

Time Frame

The candidates have to complete the M.Ed course in two years and latest within 5 years of joining the course.

PROGRAMME OUTCOMES

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

PO1: Extend as well as deepen their knowledge and understanding of education,
PO2: Specialize in select areas of study and
PO3: Develop research capacities, leading to specialization in either elementary education or secondary education.

A professional programme that seeks to prepare Teacher educators, and other education professionals, including

PSO1: Curriculum developers,
PSO2: Educational policy analysts,
PSO3: Educational planners, administrators, supervisors, researchers, and
School principals, with specialization either in elementary education (up to Class or in secondary education (Classes VI-XII).
Curriculum Transactions:

The duration of M.Ed. programme will be of Two years in four semesters.

1. Number of days earmarked for Admissions – 2 days
2. Number of days for Theory & internal assessment examinations – 15 days
   (1st semester 4 days + 2nd semester 4 days + 3rd semester 4 days + 4th semester 3 days)
3. Number of days for Theory Semester End Examinations – 15 days
   (1st semester 4 days + 2nd semester 4 days + 3rd semester 4 days + 4th semester 3 days)
4. Number of days for Internal Examinations – 7 days
   (1st semester 2 days + 2nd semester 2 days + 3rd semester 3 days)
5. Number of days for M.Ed. Dissertation Viva-Voce Examinations – 3 days
6. The number of days for dissertation Data Collection – 18 days
7. Number of Teaching / Instructional hours for four semesters – 15x64=960 hr

Year 1: Two semesters (16-18 weeks per semester) + inter-semester break + 3 weeks in summer.
Year 2: Two semesters (16-18 weeks per semester) + 3 weeks in inter-semester break.
Total: Four semesters (64–72 weeks); + 6 weeks for field attachment during inter-semester breaks (70–78 weeks).

* Apart from the 6 weeks in the various inter-semester breaks, 7 weeks to be allocated to the field immersion.
* Each year to have a total of at least 180-200 working days exclusive of admissions and examination period.
# Scheme of M.Ed.
## Academic Programme
### Semester - 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title of the Paper</th>
<th>No. of Hrs. of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED001</td>
<td>Philosophy of Education</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED002</td>
<td>Political and Economic Perspectives of Education</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED003</td>
<td>Educational Studies</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED004</td>
<td>Introduction to Research Method</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED005</td>
<td>Advanced Educational Technology</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MEDP01</td>
<td>Communication &amp; Expository writing</td>
<td></td>
</tr>
<tr>
<td>MEDP02</td>
<td>Self-development</td>
<td></td>
</tr>
</tbody>
</table>

### Semester - 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title of the Paper</th>
<th>No. of Hrs. of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED006</td>
<td>Psychology of Development and Learning</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED007</td>
<td>Sociology and History of Education</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED008</td>
<td>Curriculum Studies</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED009</td>
<td>Teacher Education – I</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED010</td>
<td>Educational Measurement and Evaluation</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MEDP03</td>
<td>Internship-I(In a Teacher Education Institutions)</td>
<td></td>
</tr>
<tr>
<td>MEDP04</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

### Semester - 3

<table>
<thead>
<tr>
<th>Course</th>
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<th>No. of Hrs. of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED011A</td>
<td>Elementary Education</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED011B</td>
<td>Secondary / Senior Secondary Education</td>
<td></td>
</tr>
<tr>
<td>MED012</td>
<td>Educational Management and Leadership</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED013</td>
<td>Advanced Research Methods</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED014</td>
<td>Teacher Education – II</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED015</td>
<td>Guidance and counselling</td>
<td>64 Hrs</td>
</tr>
<tr>
<td>MEDP05</td>
<td>Internship -II</td>
<td></td>
</tr>
<tr>
<td>MEDP06</td>
<td>Academic writing</td>
<td></td>
</tr>
<tr>
<td>MEDP07</td>
<td>Dissertation</td>
<td></td>
</tr>
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</table>
### Semester – 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title of the Paper</th>
<th>Group</th>
<th>No. of Hrs. of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED016</td>
<td>Economics of Education</td>
<td>A</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED017</td>
<td>Yoga Education</td>
<td></td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED018</td>
<td>Life Long Education</td>
<td>B</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED019</td>
<td>Women Education</td>
<td></td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED020</td>
<td>Tribal Education</td>
<td>C</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED021</td>
<td>Environmental Education</td>
<td></td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED022</td>
<td>Inclusive Education</td>
<td>D</td>
<td>64 Hrs.</td>
</tr>
<tr>
<td>MED023</td>
<td>Comparative Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDP08</td>
<td>Dissertation</td>
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</table>

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

### Scheme of Examination

### Semester – 1

<table>
<thead>
<tr>
<th>Course</th>
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<th>Duration of examination</th>
<th>Maximum Marks</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED001</td>
<td>Philosophy of Education</td>
<td>3Hrs</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>MED002</td>
<td>Political and Economic Perspectives of Education</td>
<td>3Hrs</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>MED003</td>
<td>Educational Studies</td>
<td>3Hrs</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>MED004</td>
<td>Introduction to Research Method</td>
<td>3Hrs</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>MED005</td>
<td>Advanced Educational Technology</td>
<td>3Hrs</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>MEDP01</td>
<td>Communication &amp; Expository writing</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>MEDP02</td>
<td>Self development</td>
<td></td>
<td>50</td>
<td></td>
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</table>

*including 30 Marks for Internal Assessment*
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<td>Sociology and History of Education</td>
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<td>70</td>
<td>100*</td>
</tr>
<tr>
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<td>Curriculum Studies</td>
<td>3Hrs</td>
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<td></td>
<td>50</td>
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<tr>
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<td>70</td>
<td>100*</td>
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<td>Educational Management and Leadership</td>
<td>3Hrs</td>
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<td>Advanced Research Methods</td>
<td>3Hrs</td>
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<td>Academic writing</td>
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Semester – 4

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<tr>
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<tbody>
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<td>Yoga Education</td>
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<td>3Hrs</td>
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<td>Life Long Education</td>
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<td>3Hrs</td>
<td>70</td>
<td>100*</td>
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<td>MED021</td>
<td>Environmental Education</td>
<td></td>
<td>3Hrs</td>
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<td>100*</td>
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<td>Inclusive Education</td>
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<td>100*</td>
</tr>
<tr>
<td>MEDP08</td>
<td>Dissertation</td>
<td></td>
<td></td>
<td>150+50</td>
<td>200</td>
</tr>
</tbody>
</table>

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

SEMESTER–I

COURSE CODE: MED001
PAPER –I: PHILOSOPHY OF EDUCATION

Understand the concepts of Education and Philosophy
Understand the Indian Philosophical thought on Education
Understand the Implications of various western schools of thought on Education
Understand the implications made by recent thinkers on education
Appreciate the importance of teaching as a profession
Understand the need and importance of values and their role in making an individual a humane

COURSE CODE: MED002

Paper-II: POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Understand the concepts of Political Economy and Education
Evaluate the level of resources required for better decision making
Sharpen the ideas for effective design and implementation of policies
Change the mind set on the changing social purposes of education
Realize the ultimate goal of Political Economy of Education as Welfare of the Public

COURSE CODE: MED003

Paper-III: EDUCATIONAL STUDIES

Understand the concepts of educational studies
Understand the implications of philosophical thoughts of education
Understand the implications of psychology for teaching and learning
Understand the importance of social, history, political economy for education
Understand the need and importance of technology of education

COURSE CODE: MED004

Paper – IV: INTRODUCTION TO RESEARCH METHOD

Understand the foundations of the educational research.
Identify research problems and sampling techniques and Formulate hypothesis.
Select appropriate Sampling Methods.
Apply various types of Statistics and Analyze the Data

COURSE CODE: MED005

Paper – V: ADVANCED EDUCATIONAL TECHNOLOGY

To enable the learner to become effective user of technology in education.
To enable the learner to understand the role of educational technology in education and explain the various approaches.
Develop competence in different techniques and approaches in communication process
To acquaint the learner with the challenges and opportunities emerging while integrating new technology in educational process
To enable the learner to understand and apply the models of teaching.
To make the student familiar with new trends, techniques in education along with e-learning.
To enable the student to identify the use of computer packages in education and become a good practitioner of educational technology and e-learning.
Comprehend the electronic systems and apply them in education.

COURSE CODE: MEDP01

COMMUNICATION AND EXPOSITORY WRITING

Expository Writing develops analytical skills of writing, proper way of expression, desirable use of diction apart from that it increases the imagination of the teacher educator.

The teacher educator develops to choose topic of importance of contemporary need and write about its pros and cons, merits and demerits, advantages and disadvantages, and moreover, its relevance and application to the present needs.

The teacher educator can take up an expository writing on a variety range of topics which require immediate solution.

COURSE CODE: MEDP02
SELF DEVELOPMENT

The self development of a Teacher Educator develops 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 realize and maximize 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.

SEMESTER -II

COURSE CODE: MED006

Paper-V: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Understand the dynamics of individual development.
Understand the concept of mental health and adjustment.
Describe the dynamics of social development
Understand group dynamics and its bearing on teaching-learning
 Appreciate inter-relatedness and interdependence of individual and society in the context of human development.

COURSE CODE: MED007

Paper – VI: SOCIOLOGY AND HISTORY OF EDUCATION

Overview the history of Education in India.
Understand the concepts of society and Sociology and emerging trends.
Understand the concept of Social Mobility and its relevance to Socially Disadvantaged.
Evaluate the relevance of Sociology and History of Education.

COURSE CODE: MED008
Paper-VII: CURRICULUM STUDIES

State meaning of curriculum development
State major questions to be addressed through curriculum
Describe various modes of curriculum development
Explain various considerations for curriculum development
Describe various guiding principles for selection and organization of learning experiences.
Discuss various issues in curriculum development

Course Content

COURSE CODE: MED009
Paper VIII – TEACHER EDUCATION-I

To Gain insight and reflect on the concept of teaching, teacher education and the status of teacher education
- Understand the roles and responsibilities of teachers and teacher educators for various contexts of school education
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education
- Understand and appreciate the policy and research perspective on various practices in teacher education.

COURSE CODE: MED010

EDUCATIONAL MEASUREMENT AND EVALUATION

Understand the concepts of educational measurement and evaluation in education
Understand the implications of measurement evaluation in education
Understand the importance of measurement and assessment for evaluation of student’s progress
Understand the need and importance of measurement in real life situations.

COURSE CODE: MEDP03

INTERNSHIP-I[ IN TEACHER EDUCATION INSTITUTIONS]

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.
The Teacher Educator is supposed to be developing a network of partner organization where the student teachers study again the college of education, the way of teaching teacher educators at graduate level.

COURSE CODE: MEDP04

DISSERTATION
To develop research activities and to delimit the boundaries of the research
To explore the research problem and the parameters of research study
To understand how to develop research proposals
To obtain communication to take permission from the different institutions for research of the selected problem

SEMESTER -III

COURSE CODE: MED011A
ELEMENTARY EDUCATION
To understand the context of elementary education
To understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
To discuss the development of elementary education in India since independence.
To reflect on strategies and programmes in Elementary Education.
To reflect upon different issues, concerns and problems of Elementary Education in India.
To gain insight in the success of the UEE Programmes in India.
To discuss the hurdles of achieving UEE.
To develop understanding about different constitutional provisions related to education.

COURSE CODE: MED011B
SECONDARY/SENIOR SECONDARY EDUCATION
To understand the nature – scope and systems of secondary and senior secondary education.
To examine the status of development of secondary and senior secondary education in India after independence.
To examine the nature and objectives of Teacher Education.
To develop, understanding of various strategies of teachers Professional Development.
To use various Methods and techniques for transaction of curriculum

COURSE CODE: MED012
EDUCATIONAL MANAGEMENT AND LEADERSHIP
To enable the students to understand basic concepts of educational management and leadership.
To develop an understanding and appreciation of the role of theories in educational management.
To enable the students to understand contemporary developments in educational management and leadership.
To develop an understanding and appreciation of the role of leadership and its style in educational management
To develop an understanding towards quality management in educational institutions.

COURSE CODE: MED013
ADVANCED RESEARCH METHODS
Explain the various designs of Research.
Select and apply various types of Techniques of Data.
Familiarize with new approaches in Educational Research.
Understand the difference between Qualitative and Quantitative Research.
Analyze the data by applying suitable Techniques.

COURSE CODE: MED014
TEACHER EDUCATION-II

Gain insight and understand various perspectives in Teacher Education with reference to secondary education.
Reflect on issues and problems related with teacher preparation at secondary education
Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose
Appraise the existing teacher education curriculum and its relevance, issues and challenges.
Identify problems in teacher education and find solutions

COURSE CODE: MED015
GUIDANCE AND COUNSELLING
Understand the meaning, nature and scope of counseling
Appreciate the need for and goals of counseling
Analyze the relationship between guidance and counseling
Understand the concept and process of counseling in group situation
Recognize the different areas of counseling

COURSE CODE: MEDP07
INTERNSHIP-II

To learn how to carry Students Case Studies, Institutional Case Study (Elementary / Secondary)
To learn Multimedia Lesson Presentation using Teaching Models
To understand how to Organization 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)

COURSE CODE: MEDP06
ACADEMIC WRITING

To learn Academic writing regarding research questions of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic.
The objective of academic writing is the presentation of new knowledge. It is about a review of what is currently known about a given topic on the formulation of research problem identified.

COURSE CODE: MEDP04
DISSERTATION
To understand the preparation of tools and techniques
To understand the procedure of the collection of data
To develop how the knowledge of how to administer the tool
SEMESTER -IV

COURSE CODE: MED016
ECONOMICS OF EDUCATION

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

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

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.

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

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

COURSE CODE: MED017
YOGA EDUCATION

Develop a comprehensive view on Metaphysical concepts of Yoga Philosophy.

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

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

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

Get a holistic view on therapeutic value of yoga practice.

COURSE CODE: MED018
LIFE LONG EDUCATION

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

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

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

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

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

COURSE CODE: MED019
WOMEN EDUCATION

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

To sensitize the students towards the problems faced by women.

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

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

COURSE CODE: MED020
TRIBAL EDUCATION

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

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

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

To give a practical experience to students in Tribal Education reprogramming the research areas in health awareness for welfare of Tribals.
COURSE CODE: MED021
ENVIRONMENTAL EDUCATION

To understand the meaning, nature and importance of Environmental Education or develop sensitivity towards environmental issues.
To understand the relationship between man and environment and the need for a sustainable development.
To identifies the need for remedial ways to protect the environment in daily life and its application.
To acquire knowledge about the different methods of teaching in environmental education

COURSE CODE: MED022
INCLUSIVE EDUCATION

Explain the philosophical, sociological and rights perspective of inclusive education.
Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
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

COURSE CODE: MED023
COMPARATIVE EDUCATION

To understand different countries educational system
To understand sociology political science, psychology, science and technology, anthropology of different countries
To understand the scrutiny and evaluation of different educational systems.
To know the people’s values and believes that effect their education system

COURSE CODE: MEDP08
DISSERTATION

To develop different writing styles of project
To develop scientific solutions to research problems
To enhance the existing knowledge to a modified era
To prepare a systematic research report
COURSE CODE: MED001
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. Sankhya ii. 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
3.2 Western Thinkers on Education
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:
9. Introduction to history of Philosophy, Frank Thilly.
20. History of Indian Education, Mumbai (Mc Millan and Co)
Objectives: After completing the course, the teacher educator will be able to
1. Understand the concepts of Political Economy and Education
2. Evaluate the level of resources required for better decision making
3. Sharpen the ideas for effective design and implementation of policies
4. Change the mind set on the changing social purposes of education
5. Realize the ultimate goal of Political Economy of Education as Welfare of the Public

Unit –I Introduction to Political Economy of Education
1.1 Meaning and scope of Political economy and education
1.2 Political interests’ role on the domains of education, health and infrastructure
1.3 Review of the political economy of education systems in developing countries
1.4 Political economy and constraints in educational reforms; self finance, PPP, FDI&Private and Foreign Universities

Unit-II Political Economy and Resources in Education
2.1 Teacher appointment, management and promotion decisions
2.2 Economic growth, social development and poverty reduction
2.3 Inequality and the political economy of education
2.4 Politics of the economic resources for policy reforms in education sector

Unit-III Design and Implementation of Educational Policies
3.1 Political factors influence different aspects of educational reforms
3.2 Low skill jobs Vs. High educated job seekers
3.3 State and National level Educational Policy designing bodies
3.4 Educational financing and its influence on implementation of policies

Unit-IV Social Purposes of Politics and Education
4.1 Liberal Views of the Politics of Education
4.2 Conservative Views of the Politics of Education
4.3 Critical Perspective on the Politics of Education
4.4 Integrated views of the Politics of Education

Unit-V Welfare Economy and Education
5.1 Welfare economy strategies and outcomes
5.2 Effects of welfare reform on educational acquisition of youth
5.3 Pareto Welfare Economic Theory
5.4 Skills and inequalities –Political economy of education and training from the Perspectives of welfare state
Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct various content related field activities under his/her supervision and 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:

4. Marius R. Busemeyer, Department of Politics and Public Administration, University of Konstanz, PO Box 79, D-78457 Konstanz, Germany
16. John Vaizey, Economics of Education NCERT, Pandit Ed
18. Education – Man power – Economic growth – Horbison and Mayer
19. Economics of Education, John Sheeham
Objectives:- After completing the course, the teacher educator will be able to
1. Understand the concepts of educational studies
2. Understand the implications of philosophical thoughts of education
3. Understand the implications of psychology for teaching and learning
4. Understand the importance of social, history, political economy for education
5. Understand the need and importance of technology of education

Unit –I Introduction to Education Studies
1.1 Education as Social Phenomena, practice and field of study
1.2 Nature of Education Studies
1.3 Seminal educational texts that present the foundational perspectives
1.4 Institutions, systems and structure of education
1.5 The contemporary concerns of education policy and practice

Unit-II Philosophy of Education
2.1 Conceptual analysis and recognize issues from ethical, epistemic, aesthetic and political philosophy perspective
2.2 Ethical perspective
2.3 Epistemic perspective
2.4 Aesthetic perspective
2.5 Political philosophy perspective

Unit-III Psychology of Education
3.1 Psychology of learning and development
3.2 Human being as well as of pedagogical issues
3.3 Psychology of Teaching
3.4 Measurement of Learning outcomes
3.5 Determinants of holistic Development

Unit-IV Sociology, History and Political Economy
4.1 Social, Historical and Political Economy as contextualizing formal understanding of education
4.2 Social Context
4.3 Historical Context
4.4 Political Economy
4.5 Interaction with Social, historical, and political economy

Unit-V Curriculum Studies
5.1 Coherent unified perspective on education
5.2 Broad balanced and coherent perspective on why, and how of education
5.3 School education, teacher education
5.4 Educational issues while keeping disciplinary authenticity and rigour
5.5 Curriculum transaction
Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct various content related field activities 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

3. Introduction to history of Philosophy, Frank Thilly.
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 Scmillok : 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

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:
Expository Writing is a technique of writing on an important or current issue with an explanation. This develops analytical skills of writing, proper way of expression, desirable use of diction apart from that it increases the imagination of the teacher educator. The teacher educator can select any topic of importance of contemporary need and write about its pros and cons, merits and demerits, advantages and disadvantages, and moreover, its relevance and application to the present needs. For example a teacher educator can prepare a write-up on the consequences of AIDS/HIV and caution for its remedy. The teacher educator can take up an expository writing on a variety range of topics which require immediate solution.

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Expository Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Talk (or) Group Discussion.</td>
<td>➢ Creative Writing</td>
</tr>
<tr>
<td>➢ Introduction / Presentation of a Book (or) Article.(Book Review)</td>
<td>➢ Books &amp; Article (Write Up)</td>
</tr>
<tr>
<td>➢ Addressing the Assembly in a College.</td>
<td>➢ Description of places visited</td>
</tr>
<tr>
<td>➢ Conversation</td>
<td>➢ Writing to an Editor</td>
</tr>
<tr>
<td>➢ Role play (Group – Each individual is assessed)</td>
<td>➢ Writing to the District Collector</td>
</tr>
<tr>
<td>➢ Self introduction</td>
<td>➢ Writing about an event /a happening</td>
</tr>
<tr>
<td>➢ Introducing Eminent / Inspiring/ Role model personalities.</td>
<td>➢ TV Script Writing</td>
</tr>
<tr>
<td>➢ Latest trends / present issues.</td>
<td>➢ Play let</td>
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<tr>
<td>➢ Hindu News paper Article Reading.</td>
<td>➢ Dialogue writing</td>
</tr>
<tr>
<td></td>
<td>➢ Poetry (writing poems)</td>
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<tr>
<td></td>
<td>➢ Writing Songs</td>
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</table>
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: MED005

Paper-V: 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
5.1 Strategies for blending development of individual potential
5.2 External environment (Physical, social, cultural, political and economic).
5.3 Role of education in national development.
5.4 Education and Human Development Index.
5.5 Implication of NPE, 1992 for National Development.

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct various 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 Education
2. Andrews, T.G.,: Methods of psychology
3. Woodworth: Contemporary Schools of psychology
4. Cronbach: Essentials of psychology
5. Aanastasti: Psychological Testing
6. Vernon, P.E.: The Structure of human abilities
7. Beriety and Teeven: Measuring Human Motivation
9. Eysenk: The structure of Human
10. Bell projective: Projective Techniques
11. Throse and Scomllok: Contemporary theories of learning
12. Hartman: Gestalt Psychology
13. Watson: Psychology from the standpoint of a behaviour
14. Freud: Introductory Lectures on Psychoanalysis
15. Valenatine: Psychology and its bearing on Education
16. Lindquist: Educational Measurement
COURSE CODE: MED006
Paper – VI: 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 Sanskritisation and its relevance
2.4 Right to Education Act and its 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 its 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 various content related field activities under his/her supervision and take his/her approval of the various field activities to be carried out. For example: One Assignment & One Seminar.

SUGGESTED READINGS:

COURSE CODE: MED007
Paper-VII: 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:

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 activities 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:

2. Govt. Of India (1986) New Educational Policy
4. Ramanath Kishna. N. 92004) Strengthening of Teacher Education : Role of ICT
6. The Teacher and Society, Chatopadayaa Committee Report (1983-95) MHRD, GOI
8. R.C. Srivastava and Dr. (Miss) K. Bose (1973) Theory and Practice of Teacher Education in India, Chug Publication, Allahabad, India
10. YOJANA, September, 2005.
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 semester. 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: MED009A
PAPER-IX-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:

COURSE CODE: MED009B
PAPER-IX-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 senior 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:

COURSE CODE: MED010
Paper-X: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Credits: 02  Marks: 50  Hrs: 32

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

COURSE CODE: MED011
Paper – XI: ADVANCED RESEARCH METHODS
Credits: 02  Marks: 50  Hrs:32

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.
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: Quantitative, Case Study, Phenomenology etc..
1.3 Qualitative 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 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 various content related field activities 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:

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 about teacher education.

Unit-II: Structure and Management of Teacher Education
2.1 Structure of teacher education systems in India
2.2 Universalisation 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**

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 1\textsuperscript{st} & 2\textsuperscript{nd} 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)
COURSE CODE: MEDP06
ACADEMIC WRITING

Credits: 02
Marks: 50

Instructions:

In brief, academic writing is a structured research written by Teacher Educator. Academic writing addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of new knowledge. It is about a review of what is currently known about a given topic on the formulation of research problem identified. The following guidelines may be followed for academic writing.

- Writing in the third person. Academic writing must be objective; the focus is not on the writer, but on the topic and ideas of the paper;
- Avoiding abbreviations and slang, both of which may be highly culture-specific. The focus is clear, formal-register language which will be unambiguous regardless of the variety of English used by the paper's international readership. Similarly, one should also write out numbers, currency designators, units of measurement, etc.

COURSE CODE: MEDP07
DISSERTATION

Credits: 02
Marks: 50

Instructions:

1. The M.Ed students have to present work in progress to the concerned faculty member stage by stage.
2. Teacher Educator will be familiarize in organizing dissertation work by following standard way of style of writing.
3. The Teacher Educator has to collect the information/literature as a part of review.

Activities:

- Preparation of Research Tool
- Data Collection
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 Marshall, 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 activities 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:

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

**Unit V: Impact of Yoga on Education**

5.1 Bloom’s taxonomy and teaching and learning 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:

2. Chatterjee Tulsidas (1970), Sri Aurobindo’s Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.
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 various content related field activities 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:

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 Women’s 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 various 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).
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 in 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:

4. APREIS (1995), Evaluation Study of A.P. Residential Schools for Scheduled Tribes, TCR & T1 TW, Department, Hyderabad and SCERT, Hyderabad
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 identify 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
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)

Unit - III: Building Inclusive Schools
3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
3.2 Ensuring Physical, Academic and Social Access
3.3 Leadership and Teachers as Change Agents
3.4 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 various content-related field activities 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

Objective: 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 gestalt
5.5 Counseling techniques: cognitive, behavioral and systematic

Practical/ Field Engagements

The concerned faculty shall encourage the students to conduct various content related field activities under his/her supervision and take his/her approval of the various field activities to be carried out. For example: One Assignment & One Seminar.

SUGGESTED READINGS

COURSE CODE: MED021
PAPER – XXI: 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 its 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 in Distance education, Open learning system
5.2 Evaluation and Educational Technology as a tool
5.3 New Technologies – Videotapes, Radio vision, Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband
5.4 Resource Centre for ET; CIET, SIEMAT, State ET Cells

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:
Instructions:

1. The dissertation must be planned in such a way it blend with theory and course taught.
2. The dissertation should form part of a specific problem leading to a desirable solution following a systematic and scientific way.
3. The teacher educators should include the aspects like style sheet and the word limit for the dissertation ideally between 15000 to 20000 words.
4. The Teacher educators have to follow the guidelines for submitting the dissertation as per the University rules.

Activities:

- Report Writing
- Viva voce