

**ACHARYA NAGARJUNA UNIVERSITY**  
**DEGREE OF MASTER OF EDUCATION (REGULAR AND PART TIME)**  
(New Regulations, w.e.f. 2010-2011)

The following are the resolutions made as per the Board of Studies in Education, Acharya Nagarjuna University which comes into force with effect from the academic year 2010-2011 for M.Ed – Regular and Part time

1. No candidate shall be admitted to the course of the Degree of Master of Education, (Regular or Part time) unless he has taken the B. Ed. degree in Acharya Nagarjuna University or equivalent degree in some other University recognized by the Academic Council.
2. No student shall be eligible for the Degree of Master of Education- Regular / Part time unless he has completed the prescribed course of study in the University or in an affiliated colleges extending over two semesters / two years comprising 90 days in each semester/ year, ordinarily consecutive and has passed the qualifying examination and has satisfied the examiners in a dissertation on an approved subject.
3. The duration of the course for regular students is one academic year and for part time is two years. In the first semester/ year there are four compulsory papers. In the second semester/ year there are two compulsory papers and two special papers to be chosen from the four groups offered to the student. In addition to the theory papers, the student has to submit a dissertation guided by a faculty before the commencement of the second semester/ year theory examinations. The total mark of the course is 1000.

**4. Course of Study**

**1<sup>st</sup> Semester/ 1<sup>st</sup> year:**

**Compulsory Papers**

Paper 1: Educational Philosophy and Sociology

Paper 2: Advanced Educational Psychology

Paper 3: Research Methodology and Educational Statistics

Paper 4 : Educational Technology and Computer Education

**2<sup>nd</sup> Semester/ 2<sup>nd</sup> year**

**Part I : Compulsory Papers**

Paper 1 : Value Education and Human Rights Education

Paper 2: Educational Guidance & Counseling

**Special Theory Papers**

Any one Group comprising two optional papers to be chosen from among the following four groups

**Group A**

Paper 3: Teacher Education

Paper 4: Management, Planning and Economics of Education

**Group B**

Paper 5: Distance and Non Formal Education

Paper 6: Elementary and Environmental Education

**Group C**

Paper 7: Educational Measurement and Evaluation

Paper 8: Special Education

## Part - II : Dissertation

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

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

### SCHEME OF EXAMINATION

<b>1<sup>st</sup> SEMESTER/1<sup>st</sup> YEAR</b>				
<b>COMPULSORY PAPERS</b>				
		<b>Internal</b>	<b>External</b>	<b>Total</b>
Paper 1 1.1 RR	Educational Philosophy and Sociology	20 marks	80 marks	100 marks
Paper 2 1.2RR	Advanced Educational Psychology	20 marks	80 marks	100 marks
Paper 3 1.3RR	Research Methodology and Educational Statistics	20 marks	80 marks	100 marks
Paper 4 1.4RR	Educational Technology and Computer Education	20 marks	80 marks	100 marks
<b>TOTAL</b>		80 marks	320 marks	400 marks
<b>2<sup>nd</sup> SEMESTER / 2<sup>nd</sup> YEAR</b>				
<b>COMPULSORY PAPERS</b>				
		<b>Internal</b>	<b>External</b>	<b>Total</b>
Paper 1 2.1RR	Value Education and Human Rights Education	20 marks	80 marks	100 marks
Paper 2 2.2RR	Educational Guidance & Counseling	20 marks	80 marks	100 marks
<b>TOTAL</b>		40 marks	160 marks	200 marks
<b>OPTIONAL PAPERS ( Any one Group of the following three Groups – A. B. C)</b>				
<b>Group A</b>				
Paper 3 2.3RR	Management, Planning and Economics of Education	20 marks	80 marks	100 marks
Paper 4 2.4RR	Teacher Education	20 marks	80 marks	100 marks
<b>Group B</b>				
Paper 5 2.5RR	Distance and Non Formal Education	20 marks	80 marks	100 marks
Paper 6 2.6RR	Elementary and Environmental Education	20 marks	80 marks	100 marks

<b>Group C</b>				
Paper 7 2.7RR	Educational Measurement and Evaluation	20 marks	80 marks	100 marks
Paper 8 2.8RR	Special Education	20 marks	80 marks	100 marks
<b>TOTAL</b>		<b>40 marks</b>	<b>160 marks</b>	<b>200 marks</b>
<b>DISSERTATION</b>				
<b>DISSERTATION</b>		<b>75</b>	<b>75</b>	<b>150 marks</b>
<b>DISSERTATION ( VIVA)</b>		<b>---</b>	<b>50</b>	<b>50 marks</b>
<b>TOTAL</b>		<b>75 marks</b>	<b>125 marks</b>	<b>200 marks</b>
<b>GRAND TOTAL</b>		<b>235</b>	<b>765</b>	<b>1000</b>

**Note:** Out of the total marks of theory papers, 20% are to be internally evaluated.

- All the Theory papers and Dissertation shall be valued by two examiners, one of them being an examiner residing outside the University area. In case of disparity of 20% of marks or more, papers and dissertation shall be referred to a third examiner. The average marks of the 3 independent valuations shall be considered for eligibility for pass in the examination.
- In each paper, the internal marks (20%) shall be awarded keeping in view the regularity, one assignment, one seminar and one internal examination in each semester.
- There shall be a viva voce for the dissertation to be conducted by a panel of examiners comprising 1) the research supervisor, 2) an external examiner from outside university 3) an internal member from within Acharya Nagarjuna University region.
- A Candidate shall be declared to have passed the examination if he obtains 40% of the marks in each paper and in dissertation and 50% on the aggregate.
- Candidates who secure not less than 60% of the marks are placed in I class and those who secure not less than 50% of the marks are placed in the second class. A candidate who fails in Part II Dissertation shall be permitted to present a revised dissertation on the same subject without being required to produce any additional certificate of attendance.
- A Candidate shall not be permitted to appear for the M.Ed. Degree Examination for more than four successive years from the date of admission.
- Candidate appearing for betterment shall be permitted not more than two times within the four successive years from the date of admission.
- The question paper consists of two sections: A & B.  
The syllabus shall have 8 units for each paper.  
Part A consists of 8 short answer questions out of which 8 are to be answered following internal choice each one consisting of 5 marks. Each answer should not exceed 1 1/2 page.  
Part B consists of 2 essay questions with internal choice carrying 20 marks each. Each answer should not exceed 6 pages.  
The duration of examination is 3 hours.

M.Ed I / II Semester / Year wise Examination

Structure of Examination Paper

Time : 3 hrs

Max. Marks: 80

**Part – A**

8X5=40 Marks

Part – A has Eight questions with Internal Choice

All Questions must be answered following internal choice.

Each question carries 5 marks

1. a)

OR

1. b)

2. a)

OR

2. b)

3. a)

OR

3. b)

4. a)

OR

4. b)

5. a)

OR

5. b)

6. a)

OR

6. b)

7. a)

OR

7. b)

Part B

2X 20=40 marks

Part – A has Two Questions with Internal Choice

Two Questions must be answered following internal choice.

Each question carries 20 marks

9. a)

OR

9. b)

10. a)

OR

10. b)

10. Each semester of M.Ed. Course consists of 90 working days irrespective of the date and period of admissions. Each student shall necessarily put in 90% of attendance without fail in each semester, to be eligible to appear for the university examinations. However, in case of those that have fallen short of the required 90% of attendance, but who have put in not less than 80% of attendance can be granted condonation on fulfilling the rules and regulations of the University.

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**1<sup>st</sup> Semester/ 1<sup>st</sup> year**

**Paper 1: EDUCATIONAL PHILOSOPHY & SOCIOLOGY OF EDUCATION**

**Objectives of the Course**

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

**COURSE CONTENT**

**PART - A: EDUCATIONAL PHILOSOPHY**

**UNIT 1: Philosophy of Education**

- ☐ Meaning, Nature and Scope
- ☐ Philosophy of Education as a Discipline
- ☐ Functions of Philosophy of Education - Speculative, Normative and Critical

**UNIT 2: Impact of Modern Philosophical Thought on Education**

- Contribution of Idealism, Naturalism, Realism, Pragmatism, and Existentialism to the field of Education – Aims, Objectives, Curriculum, Methods of Teaching, and Teacher

**UNIT 3:**

- ☐ Metaphysical Problems and Education related to cosmology i.e., Nature of man - the relationship between Body and Mind, Problem of freedom, Concept of God, Teleology and Ontology
- ☐ Possibilities, Kinds and Instruments of knowledge
- ☐ Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to Education in terms of Value formulation

**UNIT 4: Contribution to Educational Thought and Practice made by**

1. Plato                      2. Gandhi                      3. Dewey                      4. Tagore                      5. Rousseau

**PART B SOCIOLOGY OF EDUCATION**

**UNIT 5: EDUCATIONAL SOCIOLOGY**

- ☐ Concept, need, nature and scope of educational sociology
- ☐ Concept of Social organization with reference to school as a social organization
- ☐ Social Stratification and Education
- ☐ Education and Social Mobility

**UNIT 6: EDUCATION AND SOCIETY**

- ☐ Socialization and Education
- ☐ Social change and the Role of Education
- ☐ Meaning and Nature of culture
- ☐ Role of Education in bringing about cultural change

## UNIT 7: EQUALITY IN EDUCATION

- Nature and Causes of Inequality
- Equality, Equity and Democratisation of Education
- Quantity and Quality in education
- Equalization of Educational Opportunities in India.
- Factors of Inequalities in Education and the Measures to address them.

## UNIT 8: STUDY OF THE FOLLOWING ISSUES AND THEIR EDUCATIONAL IMPLICATIONS

- ☐ Violence and Peace Education
- ☐ Nation, Nationalism and National Integration
- ☐ Economic reforms, Globalization and Educational policies
- ☐ Poverty, Unemployment and Education
- ☐ Urbanization, Development and Education
- ☐ Problems of Nations and the Politics of Development

Practicum: *One Assignment and One Seminar*

### Reference Books

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education*; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy*; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
5. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
10. Morsy Zaghloul (1997), *Thinkers on Education*, UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation*, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
15. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
17. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
18. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
19. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**1<sup>st</sup> Semester / 1<sup>st</sup> Year**  
**Paper 2: ADVANCED EDUCATIONAL PSYCHOLOGY**

**Objectives**

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

**COURSE CONTENT**

**UNIT 1: Educational Psychology**

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

**UNIT 2: Human Development: Implications for Education.**

- 1 Concept, principles and sequential stages of development.
- 2 Infancy, childhood, adolescence, early adulthood, later adulthood and old age -
- 3 Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage
- 4 Theories of Piaget, Freud and Kohlberg.
- 5 Indian theory of Psychological Development.

**UNIT 3: Learning: Implications for Education**

- Concept and various view points on theories of learning ,Laws of Learning ( Thorndike)
- Behaviorist view – Theories of Pavlov, Skinner, Hull, Cognitive (Gestalt) view – Theories of Lewin, Tolman
- Bruner’s theory of Instruction
- Information processing
- Gagne’s levels of learning.

**UNIT 4: Individual differences – Implications for Education.**

- ☐ Concepts of intra and inter differences
- ☐ Intelligence – cognitive and affective abilities -  
Guilford’s structure of intellect  
Gardner’s Multiple Intelligence  
Goleman’s Emotional Intelligence  
Identification or testing Intelligence  
Fostering or nourishing learners’ abilities.
- ☐ Creativity – Nature and process  
Identification or testing creativity
- ☐ Fostering and guiding creative children

### **UNIT 5: Personality**

- ☐ Concept and Theories of Personality
- ☐ Trait and type theory of Eysenck
- ☐ Psychoanalytic approaches – Freud and Jung
- ☐ Developmental approach – Erickson
- ☐ Social – Learning Theory – Bandura
- ☐ Humanistic Approach – Roger's and Maslow

### **UNIT 6: Indian Theories of Personality**

- ☐ Vedic (Upanishadic) view of Personality
- ☐ Buddhistic view of Personality
- ☐ J-Krishnamurti's view of Personality
- ☐ Aurobindo's view of Personality

### **UNIT 7: Personality Assessment**

- ☐ Personality inventories interview, checklists, observation, Sociometry and situational tests
- ☐ Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion

### **UNIT 8: Adjustment and Mental Health**

- ☐ Concept and mechanisms of adjustment
- ☐ Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level
- ☐ Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

### **Practicum:** Use of the following tests

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

One Assignment & One Seminar

### **Reference Books**

1. Pandey, Advanced Educational Psychology, Konark Publishers, Main Vikas Marg, Delhi.
2. Mangal S.K., (2002), Advanced Educational Psychology, Prentice – Hall of India, New Delhi.
3. Chauhan S.S., (1982), Advanced Educational Psychology, Vikas Publishing House, New Delhi.
4. Freeman Frank S., (1968), Theory and Practice of Psychological Testing, Oxford and IBH, Bombay.
5. Anne Anastasi, (1982), Psychological Testing, Mac Millan, New York.
6. Cronbach L.J., (1970), Essentials of Psychological Testing, Harper and Row, New York.
7. Hilgard and Bower, (1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
9. Hall Calvin S., Gardner Lindzey, (1957), Theories of Personality, Wiley Eastern Limited, Madras.
10. Elizabeth B. Hurlock, (1974), Personality Development, Tata McGraw Hill Publishing Co., New Delhi.
11. Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
12. Uday Sankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
13. Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore



14. Kuppaswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
15. Coleman James C., Abnormal Psychology and Modern Life, Taraporevala Sons & Co., Bombay.
16. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
17. Kuppaswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
18. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
19. Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
20. Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
21. Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.
22. Jadunath Sinha, Indian Psychology, Vol., 1, 2, 3, Mothilal Banarsidass, Bangalore,
23. Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1, 2, 3. Sage Publications, Delhi.
24. Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry
25. Krishnamurti J., On Self Knowledge, Krishnamurti Foundation of India, Chennai.
26. Krishnamurti J., Freedom from the Known, Krishnamurti Foundation of India, Chennai.
27. Krishnamurti J., Education and Significance of Life, Krishnamurti Foundation of India, Chennai.
29. Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, USA,

**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION - 1<sup>st</sup> Semester / 1<sup>st</sup> Year**  
**Paper 3: RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS**

**Objectives**

1. To make the students understand the meaning and purposes of educational research and educational statistics.
2. To enable the students to know different areas and sources of educational research.
3. To develop an understanding in students about different strategies of educational research.
4. To make the students to understand and apply the techniques of developing a research proposal.
5. To enable the students to acquaint with the procedure of writing the research report.
6. To make the students select and apply suitable methods of data analysis and interpretation.

**COURSE CONTENT**

**PART A: EDUCATIONAL RESEARCH**

**UNIT 1: Foundations of Educational Research**

- Meaning, Aims, Characteristics, Nature and Scope of Educational research
- Research needs in different subjects
- Meaning and Sources of Research Problem
- Criteria / Characteristics of a good research problem and Errors in selecting a research problem
- Literature Review: a. Sources and functions of review. b. The search for the literature c. Selection and presentation of previous studies and d. Interpretation of previous studies.
- Designing Research: a. Meaning and need for research design. b. The features and different types of research design.

**UNIT 2: Methods of Educational Research**

- ☐ Qualitative research-Phenomenological studies, Ethnographical studies, Case Studies, Historical studies, Philosophical studies
- ☐ Quantitative research - Experimental research, Quasi-experimental research, Survey Method, Correlation studies
- ☐ Fundamental, Applied and Action research

**UNIT 3: Hypothesis, Sampling, Tools and Techniques of Data Collection**

- ☐ Meaning and Types of Hypothesis
- ☐ Techniques of Sampling,
- ☐ Characteristics of a Good sample
- ☐ Tools and Techniques of Data Collection - Data Schedule, Observation, Opinionnaire, Interview, Sociometric techniques, Questionnaire, Rating scales, Attitude scales
- ☐ Reliability and Validity of various tools and techniques

**UNIT 4: Research Proposal and Report**

- ☐ Format of research proposal
- ☐ Format of the research report
- ☐ Style of writing the report
- ☐ References and bibliography
- ☐ Evaluation criteria of a research report

**PART B: EDUCATIONAL STATISTICS**

**UNIT 5: Descriptive Statistics**

1. Classification and tabulation of data; Diagrammatic and graphic presentation;
2. Measures of Central Tendencies
3. Measures of Variability
4. Measures of Relative Position – Percentiles, Percentile Ranks; Standard Scores

## **UNIT 6 Correlations and Chi-square Test**

- Concept of correlation and types of correlation
- Karl Pearson's product moment Correlation
- Concept and uses of chi-square test
- The chi-square test and the null hypothesis - Testing the divergence of observed results from those expected on the hypothesis of equal probability and normal distribution
- The chi-square test of independence (or association) in contingency tables

## **UNIT 7: Normal Distribution**

- ☐ Meaning of normal distribution and normal probability curve
- ☐ Properties and uses of normal probability curve
- ☐ Problems on normal probability curve
- ☐ Divergence from normality: Skewness and Kurtosis

## **UNIT 8: Fundamental Concepts in Inferential Statistics**

- Concept and use of inferential statistics
- The 't' distribution
- Confidence interval and confidence limits
- Levels of Significance, Degrees of Freedom
- Two -tailed and one -tailed test of significance
- Errors in testing of hypothesis: Type – I and Type – II

### **Practicum:**

1. Development of a research proposal for M.Ed. Dissertation and its seminar presentation.
2. One Seminar
3. One Assignment

### **Reference Books**

1. Best John W. and James Kahn V., 1989, Research in Education, Sixth Edition, Prentice-Hall of India Pvt. Ltd., New Delhi.
2. Sharma R.A., 1992, Fundamentals of Educational Research, Loyal Book Depot, Meerut, UP, India.
3. Kulbir Singh Sidhu, 1990, Methodology of Research in Education, Sterling Publishers Pvt. Ltd., New Delhi.
4. Lokesh Koul, 1997, Methodology of Educational Research, Third Edition, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Kothari C.R., 1990, Research Methodology Methods and Techniques, Wiley Eastern Limited, New Delhi.
6. Borg Walter R., Gall Meridith D., 1983, Educational Research an Introduction, Fourth Edition, Longman, New York & London.
7. Nitko Anthony J., 1983, Educational Tests and Measurement an Introduction, Harcourt Brace Jovanovich, Inc., New York.
8. Aggarwal Y.P., 1988, Statistical Methods, Sterling Publishers Pvt. Ltd., New Delhi.
9. Garret Henry E., 1985, Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
10. Guilford, J.P., and Benjamin Fruchter, 1982, Fundamentals of Statistics in Psychology and Education, Fifth Edition, McGraw-Hill Book Company, New York.
11. Gupta S.C., and Kapoor V.K., 1999, Fundaments of Mathematical Statistics, Sultan Chand & Sons Educational Publishers, New Delhi.
12. Grewal P.S., 1990, Methods of Statistical Analysis, Sterling Publishers Pvt., Ltd., New Delhi.

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**1<sup>st</sup> Semester/ 1<sup>st</sup> Year**

**Paper 4: EMERGING TECHNOLOGIES IN EDUCATION (ICT in Education)**

***Objectives:***

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

**Course Contents:**

**UNIT 1: Concept of Educational Technology**

- Meaning, Nature, Scope and Significance of Educational Technology
- Components of Educational Technology : Software, Hardware
- Mass media approach in Educational Technology
- Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT

**UNIT 2: Communication and Instructional Technology**

- Theory, Concept, Nature, Process, Components Types, Classroom Communication
- Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behaviour: Micro teaching, Flander's Interaction Analysis, Simulation
- Programmed instruction (linear/branching model) - Origin and types - linear and branching - Development of the programmed instruction material
- Teaching machines
- Computer Assisted Instruction
- Future priorities in Educational Technology

**Unit 3: Introduction to Information Technology**

- Definition Need and Scope of Information Technology
- Categories of Information: Data, Information, Knowledge, Intellect
- Types of Information : By Source, By Channel, By Media, By Need
- Information Services; Library, Institute, Internet

- Caution against over use of IT.
- Developments in information technology and their uses to the field of education.

### **Unit 3: Fundamentals of Computers**

- Various aspects of Hardware and Software
- Introduction to operating systems.

### **Unit 4: Introduction to Multimedia in Education**

- Concept and Uses of multimedia
- Multimedia development
- Multimedia software: Basic tools, authoring tools, software drivers.
- Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio
- Multimedia applications in education

### **Unit 5: Internet, Communication and Education**

- Concepts and types of Networks and communication networks.
- The Internet and the World Wide Web
- Communication channels and protocols.
- Factors affecting communication
- Browsers and search engines
- Internet applications in education

### **Unit 7: Management Information System**

- Files and databases
- Data storage
- File management
- Database management
- Management information systems in the field of education.

### **Unit 8: Computer and Educational Research**

- Computer and Data Analysis - Data Base Packages - MS -Excel, - Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation
- Performing Simple Statistical Analyses like Measures of Central Tendency, Measures of Variability, Percentiles, Correlation, t – Value, F –Value, Chi square test etc.

### **Books Recommended:**

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

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**

**Paper 1: VALUE EDUCATION AND HUMAN RIGHTS EDUCATION**

**Objectives**

1. To enable the student to understand the need and importance of Value Education and Education for Human Rights
2. To enable the student to understand the nature of values / human rights and to classify them
3. To orient the student to various approaches/ strategies / models for value and human rights education
4. To enable the student to comprehend the concept of morality, moral judgment, moral action, justice, and care
5. To enable the student to appreciate the contribution of Indian culture in the development of human values.

**Course Content**

**PART A VALUE EDUCATION**

**UNIT 1: Nature and Concept of Value Education**

- ☐ Meaning and Classification of Values
- ☐ Values and Education – Meaning and Relationship
- ☐ Need and importance of Value Education in the existing social scenario
- ☐ Value Education – Its form and content (Curriculum at different stages)
- ☐ Role of teachers, parents and media in Value Education

**UNIT 2: Models of Value Education**

- ☐ Value Clarification Model
- ☐ Social Action Model
- ☐ Just Community Intervention Model
- ☐ Rationale Building Model
- ☐ Consideration Model

**UNIT 3: Moral Maturity**

- ☐ Concept of Morality
- ☐ Anatomy of a Morally Educated person ( Seven Part) – Moral Emotion, Moral Reasoning, Moral Behavior, Moral Identity, Moral action, Moral Judgment, Meta- moral Characteristics

**UNIT 4: Justice and Care**

- ☐ Concept of Justice -Meaning and types (Legal, Political, Social, and Economic)
- ☐ Concept of Care
- ☐ Justice and Care – the two dimensions in morality

**PART B: HUMAN RIGHTS EDUCATION**

**UNIT 5: Historical Perspectives of Human Rights**

- ☐ Meaning of Human Rights
- ☐ Theories of Human Rights
- ☐ Classification of Human Rights
- ☐ Evolution of Human Rights- Historical development of Human Rights in the Global and Indian Context

## **UNIT 6: Human Rights in the Indian Context**

- ☐ Indian constitution and Human rights
- ☐ Fundamental Duties of Indian citizens
- ☐ Agencies Promoting Human Rights in India – National Human Rights Commission, the AP State Human Rights Commission – their composition and functions.

## **UNIT 7: Indian Culture and Human Values/ Rights**

- ☐ Symbols of Indian Culture
- ☐ Indian culture as an embodiment of Human Values
- ☐ Indian culture and Human rights

## **Unit 8: Human Rights Education (HRE)**

- ☐ Need / Rationale for Human Rights Education
- ☐ Principles of Human Rights Education
- ☐ Curriculum of HRE at Primary, High School, and College Level.
- ☐ Direct/ Indirect/ Integrated approaches for HRE
- ☐ Strategies for HRE at school level
- ☐ Role of media in HRE

## **Practicum**

Scrap Book on Human Rights- Violations and Protection  
One Seminar, One assignment

## **Reference Books**

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2nd Semester / 2<sup>nd</sup> Year**  
**Paper 2: EDUCATIONAL GUIDANCE & COUNSELING**

**Objectives**

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

**Course Content**

**UNIT 1: Fundamental Concepts of Guidance**

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

**UNIT 2: Educational Guidance**

- Nature of Educational Guidance
- Principles of Educational Guidance
- Guidance and curriculum
- Induction Programme
- Guidance and classroom learning.
- Guidance for special learners

**UNIT 3: Vocational Guidance**

- Nature of work, various motives associated with work
- Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference , Industrial Visit, Simulated Interview, Vocational Counseling.
- Theories of Vocational Guidance- Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance
- Occupational Information
- Problems of Guidance.

**UNIT 4: Personal Guidance**

- Nature and Scope of Personal Guidance,
- Family, Health, Marital, Legal, Educational, Vocational.
- Role of Counselor in Personal Guidance

**UNIT 5: Group Guidance**

- Concept, Concern and principles of Group Guidance
- Advantages of Group Guidance
- Scope and Planning of Group Guidance
- Procedure and techniques of group guidance.

## **UNIT 6 : Counselling Process**

- Concept, nature, principles of counselling
- Counselling approaches – directive, non-directive
- Group counselling vs. Individual counselling
- Counselling for adjustment
- Characteristics of good counselling
- Conduction of counselling, Interview for exceptional children.

## **UNIT 7: Organization and Components of Guidance Programme**

- Principles of organisation.
- Various types of Guidance Services - Orientation Service, Student Information Service, Information service, Counseling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service.
- Evaluation of Guidance programme

## **UNIT 8: Testing in Guidance Service**

- ☐ Use of tests in Guidance and Counseling
- ☐ Tests of intelligence, aptitude, creativity, interest and personality.
- ☐ Administering, scoring and interpretation of test scores

## **Practicum**

1. One Seminar,
2. One Assignment

## **Reference Books**

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2. Anne Anastasi, Psychological Testing Macmillian, New York
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**MASTER OF EDUCATION**  
**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**  
**SPECIAL THEORY PAPERS: GROUP A**  
**Paper 3: TEACHER EDUCATION**

**Objectives**

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with existing practices regarding structure, curriculum and evaluation in teacher education at different level.
3. To enable the student to understand teaching and training techniques.
4. To enable the student to organise various types of student teaching programme.
5. To enable the student to know the concept and practice of evaluation in teacher education.
6. To acquaint the student with the innovative practice in teacher education.
7. To develop in the student professional ethics and to develop in the student the commitment to the profession
8. To acquaint the student with different agencies of teacher education in India and their rules and functions.
9. To acquaint the student with the role of professional organization of teacher educators.
10. To help the student to understand major issues and problems of teacher education.

**Course Content**

**UNIT 1: Concept Objectives and Structure of Teacher Education**

- Meaning, nature and concept of teacher training and teacher education
- Needs of the educational system and the teacher education programme
- Need of the learner the teacher education.
- Objectives teacher education of primary, secondary and college level
- Structure of Teacher Education - Levels-Types-Two year under graduate, One year post graduate and Four year integrated.
- Silent characteristics of teacher education - Relevance, Flexibility, Integration and Interdisciplinary.

**UNIT 2: Curriculum of Teacher Education**

- Nature and concepts of teacher education curriculum at primary, secondary and college, level.
- Pedagogical theory- Methodology of teaching school subjects, Practice teaching internship and other practical work.
- Socially useful productive work (SUPW) and working with community.

**UNIT 3: Training Techniques of Teacher Education**

- Nature, assumptions, relevance to objectives of the following techniques:  
a) Seminar/Symposium/Panel discussion b) Workshop c) Team Teaching d) Teaching through Audio Visual. aids e) Programme Learning f) Supervised Study g) Lecture-cum-demonstration h) Tutorials i) Field Study j) Brain Storming
- Nature, assumptions, relevance to objectives of the following training techniques  
a) Systematic observation and feedback b) Simulation and Role playing c) Micro teaching  
System approach

#### **UNIT 4: Pattern and Practice of Student Teaching Programmes**

- Concept and objectives of student teaching
- Patterns of Practice Teaching
  - a. Spaced Lesson teaching: nature, assumptions, merits and demerits.
  - b. Block student teaching / off campus student teaching programme: nature, assumptions, merits and demerits.
  - c. Internship: principles, assumptions, merits and demerits.
- Working with cooperating schools/laboratory schools
- Stages in the organization of practice-teaching programme:
  - a. Pre-practice teaching preparation phase college based under simulated condition, skill training (micro-teaching)
  - b. Assimilation phase integration - real situation - internship.
- Evaluation of practice teaching.

#### **UNIT 5: Evaluation in Teacher Education**

- Concept of evaluation and measurement
- Objectives of evaluation in teacher education
  - (a) Pedagogical Theory
  - (b) Practical Work
  - (c) Practice Teaching
- Types of evaluation : formative and summative, programme evaluation
- Existing evaluation practices : internal vs. external evaluation
- Modes of Evaluation - Essay, objective, citation reference, and norm reference testing. Utilization of evaluation for improvement of teacher education programme
- Systematic observation
- Question Bank

#### **UNIT 6: Agencies of Teacher Education**

1. Role and function of following agencies :

##### **(a) National Level**

- (i) University Grant Commission
- (ii) National Council of Education Research and Training
- (iii) National Council for Teacher Education
- (iv) National University of Educational Planning and Administration
- (v) India Council of Social Science and Research

##### **(b) State Level**

- (i) State Institutes of Education
- (ii) State Councils of Educational Research and Training
- (iii) University Department of Education

##### **(c) International Level**

- (i) UNESCO

#### **UNIT 7: Professional Organization and Status of Teacher Education:**

- Professional Organizations
  - Objectives and activities of Local, State, National and International level of professional organization for teacher educators
- Status of Teacher Educators

- (i) Professional status: Responsibilities and rights ,Opportunities for Professional growth, Academic freedom ,Participation in civic rights ,Code of ethics and its enforcement, Working conditions ,Provision for necessary facilities and equipment
- (ii) Economic Status: Salary system, Service conditions, Service requirements, Security of service, welfare measures etc.
- (iii) Social Status: Recognition, Participation in the decision making bodies, Relationship with other educational institutions, Provision of awards etc.

### **UNIT 8: Major Issues and Problems of Teacher Education**

- Standards in Teacher Education.
- Admission policies and procedures.
- Isolation of Teacher Education Institutions.
- Preparation of teacher for special fields such as craft, art and physical education, music and teachers for special education.
- Issues pertaining to the opportunities for professional development of teacher educators pre-service and in-service programmes.
- Issues related to administration of teacher education institutions.
- Lack of co-ordination in man-power planning.

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**  
**SPECIAL THEORY PAPERS: GROUP A**

**Paper 4: Management, Planning and Economics of Education**

**Objectives:**

1. To enable the students to understand basic concepts of educational administration and management
2. To enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
3. To develop an understanding and appreciation of the role of different agencies of educational administration
4. To enable the students to understand how different branches of education are managed and administered and appreciate various aspects of educational planning and finance
5. To enable them to understand contemporary developments in educational management, planning and finance
6. To develop awareness among students about the importance of economics to the field of education
7. To develop understanding about education both as consumption and investment
8. To develop understanding about the benefits and the costs of education and its role in human and economic development
9. To develop various abilities to understand the internal efficiency of the system of education
10. To enable them understand the contemporary developments in economics of education.

**Course Contents:**

**UNIT I: Principles and Practices of Educational Management**

- Meaning, scope and importance of educational management.
- Growth of educational management – Historical perspective.
- Objectives and Principles of educational management.
- Educational Administration at various levels: a. Centre b. State c. Local bodies and d. Private agencies
- Basic concepts of leadership and personnel management

**UNIT 2: Concepts of Educational Planning**

- Need and importance of educational planning
- Goals of educational planning
- Micro and macro models of educational Planning
- Approaches of educational planning - Social demand approach , Rate of return approach and Man power requirement approach

**UNIT 3: Educational Planning in India**

- Planning process: National and State level
- Education in five year plans – inter sector allocation – education
- Critical appraisal of educational planning in India
- Decentralized planning – process, advantages and disadvantages.

**UNIT 4: Educational Finance**

- Importance of financing education, Effects of educational financing
- Demand factors for finance in education
- Theoretical basis of educational finance
- Budgetary control, management and reforms



- Issues in the finance of education
- Financing elementary, secondary and higher education

#### **UNIT 5: The Theory and Practice of Financing Education**

- Sources of finance for Education in India a. Public funding of education b. Fees c. Student loans d. Education cess e. External aid for education
- Budgeting: control of funds, grant in –aid policy at National & State levels.
- Plan and non-plan expenditure on education and the role of planning and finance commission.
- Inter sector allocating of education
- Resource mobilization and utilization in India.

#### **UNIT 6: Basic Concepts of Economics of Education**

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

#### **UNIT 7: Education and Economic Development**

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

#### **UNIT 8: COSTS AND BENEFITS OF EDUCATION**

- Direct cost, indirect cost, capital cost and external costs
- Difference between cost and expenditure, the components and determinants of cost of education, unit cost of education, analysis of costs of education
- Taxonomy of educational benefits
- Approaches to measuring the benefits of education
- Problems in measurement of benefits and costs
- Cost benefit analysis in education
- Private and social rates of return to education
- Input – output relationship in education.- the measurement of output in education, the effect of alternative inputs on educational output- the cost effectiveness analysis of education.
- Internal efficiency of Indian Education System

#### **REFERENCES:**

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20. Education – Man power – Economic growth – Horbison and Mayer
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22. Investment in Education, V.K.R.V. Rao

**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**

**SPECIAL THEORY PAPERS: GROUP B**

**Paper 5: DISTANCE EDUCATION AND ALTERNATIVE EDUCATION**

**Objectives**

- 1 To orient students with the nature and need of Distance Education in the present day Indian Society
- 2 To enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.
- 3 To enable students to evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education. Programs.
- 4 To develop among the students a deeper understanding of the concept of Non-Formal Education and its role in national development.
- 5 To develop a comparative perspective of Adult Education and the importance of Continuing Education in the context of knowledge explosion and the problems involved in it.
- 6 To understand the concepts of experimental learning and self-directed learning and their importance in non-formal education and
- 7 To enable the students to understand the contemporary developments in non-formal education.

**Course Content**

**PART A: DISTANCE EDUCATION**

**Unit 1: Distance Education and Its Growth**

- Concept and Definitions
- Need of Distance Education
- Characteristics of Distance Education
- Growth of Distance Education

**Unit 2: Communication Technologies and their Implications for Education**

- Concept and Types of Communication
- Models of Communication
- Technologies of Communication
- Theories of Communication and their Educational Implications

**Unit 3 : Students Support Services in Distance Education**

- Concept of student support service
- Counselling - definition, importance and its categories
- Role of Counselor
- Study Centers and its functions
- Instructional Media - Print and Non-Print.

**Unit 4: Quality Assurance in Distance Education**

- The need of staff development in Distance Education
- The sources of staff development
- Types of training for Distance Educators
- Programme Evaluation in Distance Education - purposes and functions
- Types of tests used in Evaluation

## Unit 5: Introduction to Non-Formal Education

- ## Unit 6: Adult Education

- ## Unit 7: Methods and Techniques In Adult Education:

- ## Unit: 8 Lifelong Education /Continuing Education

- ## Practicum

- ## References

- Minutes of the Meeting of BOS in Education dt: 03.02.2010

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2nd Semester / 2<sup>nd</sup> Year**  
**SPECIAL THEORY PAPERS: GROUP B**  
**Paper 6: ELEMENTARY AND ENVIRONMENTAL EDUCATION**

**Objectives**

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

**COURSE CONTENT**

**PART A ELEMENTARY EDUCATION**

**Unit 1: Concepts, Objectives and Rationale of Elementary Education**

- Concept and Criteria of Education (R S Peters). Concept of 'Elementary', 'Basic' education – Basic learning needs and 'Education for All', elementary schooling as the delivery system for basic education – Objectives of elementary education.
- Rationale of Universal Elementary Education – Meaning of Universalisation of Elementary Education, justification of Universalisation of Elementary Education – elementary education as a basic human right, elementary education as an instrument of empowerment, Universalisation of Elementary Education as a development strategy – national development goals.
- Linkage with pre-primary and secondary education.

**Unit 2 : Indian Constitution and Status of Elementary Education**

- Directive Principles in Articles 45<sup>th</sup>, 73<sup>rd</sup> and 74<sup>th</sup> Constitutional amendments and their implications for elementary education. Other relevant provisions on education.
- National and State policies on Elementary Education, National Policy of Education – 1986, Reviews of National Policy of Education – 1986, selected state policies.
- Different aspects of Universalisation of Elementary Education – enrolment, participation and learning achievement.
- Growth of elementary education during the post independence period and current status of Universalisation of Elementary Education with reference to the above indicators – All India and specific states.
- Status of Universalisation of Elementary Education with reference to the equity principles – differentials across habitations, class, caste, tribe and other disadvantaged groups.

**Unit 3: Challenges and Problems in the Way of Achieving Universalisation of Elementary Education**

- Access, enrolment and participation – Lack of access: Schools, teachers, infrastructure. Problems of non-enrolment of girl child, working children, other disadvantaged groups. Participation – internal efficiency of the system, the drop out phenomenon and its causes.

- Education of the Girl Child – Gender disparities in education. Social, cultural and educational aspects of gender bias in education.
- Education of the disabled – Problems of enrolment and access; provisions made – IED.
- Quality of Schooling and Learning Achievement
- Quality of school facilities – Factors determining school effectiveness – school, teachers, infrastructure, teaching-learning process. Learning achievement - achievement of MLLs in basic learning areas – causes of low and under achievement.

#### **Unit 4 : Strategies and Programmes**

- Decentralised educational planning and management – community mobilization, microplanning, District Primary Education Programme – goals and strategies, involving the local bodies and community in educational planning and management, village education committees – role and functions.
- Access – enhancing access to schools, national norms, school mapping, minimum facilities – Operation Blackboard scheme.
- Improving the internal efficiency of the system, retention of children and prevention of drop out rate, incentive schemes – mid-day meals, meeting opportunity costs, non-detention at the primary stage, managing learning in multigrade contexts, dealing with the learning problems of disadvantaged children.
- Dealing with out-of-school children – alternative schooling (non-formal education), schemes and practices, the ungraded school and multiple point entry.
- Educating the girl child – imparting gender sensitivity to educational planning and implementation, removing gender bias in curriculum and textbooks, women's empowerment, Mahila Samakhya.
- Support services of Universalisation of Elementary Education – early childhood care and education programme, integrated child development service, convergence of services.
- Enhancing learning achievement of children – MLL oriented curriculum, textbooks, teaching and evaluation.

### **PART B : ENVIRONMENTAL EDUCATION**

#### **Objectives**

1. To make students understand about the concept, importance scope and aims of environmental education.
2. To acquaint the students with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient students with various components of environment for preparing a curriculum for environmental education.
4. To enable the students to develop various methods and strategies for realizing the objectives of environmental education
5. To enable the students to understand about various projects in the area of environmental studies in different countries.

#### **Course Content**

##### **UNIT 5: Environmental Hazards**

- Environmental pollution: soil, air, water, noise, chemical
- Extinction of flora and fauna, deforestation, soil erosion.
- Natural system earth and biosphere, abiotic and biotic components
- Natural resources, abiotic resources
- Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources

## **UNIT 6 : Programmes for Environmental Protection Environment and Legislation**

- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, secondary and higher education institutions The Water (Prevention and Control of Pollution) Act, 1974
- The Environment (Protection) Act, 1986
- The Wild Life (Protection) Act, 1972
- The Motor Vehicles Act, 1988
- The Air (Prevention and Control of Pollution) Act, 1989
- The Indian Forest Act, 1927

## **UNIT 7: Environmental Education( EE)**

- ☐ Concept, Importance and Scope of EE
- ☐ Aims and Objectives of EE
- ☐ Guiding Principles and Foundations of EE
- ☐ Relationship between Man and Environment
- ☐ Ecological and Psychological Perspectives of EE

## **UNIT 8: Curriculum for Environmental Education**

- ☐ Special nature of curriculum on environmental education
- ☐ Concept of environment and ecosystem
- ☐ Methods and approaches of environmental education
- ☐ Strategies and approaches, integration and interdisciplinary approaches.
- ☐ Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- ☐ Role of Media - Print, Films, and Electronic.

## **Practicum**

1. One Assignment
2. One Seminar

## **Reference Books:**

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24. Paul Fordhan (1992) *Education for All : An Expanded Vision*, UNESCO.
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29. Singh, Joginder, *A Textbook of Environmental Education and Pollution Control*, Kalyani Publishers, New Delhi.
30. Subramanyam, V.P., *Parisarala Kalushyam Pariraskhana: Telugu Academy*, Hyderabad.

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**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**  
**SPECIAL THEORY PAPERS: GROUP C**  
**Paper 7 Educational Measurement and Evaluation**

**Objectives**

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation
2. To help the student understand relationship between measurement and evaluation in education and the existing models of evaluation
3. To orient the student with tools and techniques of measurement and evaluation
4. To develop the skills and competencies in construction and standardization of tests
5. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
6. To enable students to prepare and use psychological tests and different kinds.
7. To equip students with skills to handle data and interpret results
8. To enable students to participate in examination reform.
9. To help students to carry to examination and evaluation work

**Course Content**

**UNIT 1: The Essentials to Evaluation**

- Concept of measurement and evaluation and Characteristics of evaluation
- Difference between measurement and evaluation
- Types of evaluation- Formative, summative and diagnostic evaluation
- Steps in the process in the evaluation
- Maximum performance vs. typical performance
- Criterion referenced vs. Norms referenced evaluation
- Role of evaluation: Diagnosis, Prognosis survey, Guidance, Placement and Improvement of teaching

**UNIT 2 : Models of Educational Evaluation**

- ☐ Need for evaluation models
- ☐ Goal attainment models, Judgment Models, Division facilitation models

**UNIT 3: Qualities Desired in any Measurement Procedure**

Validity : Nature, Types and problem of validity measures

Reliabilities :Nature, type and problems of reliability measures

Usability: Factors affecting the usability of measurement procedure.

**UNIT 4: Planning a Test**

- Test Items : Essay, Short-answer and Objective form ( with reference to kinds, Construction, characteristics and what they measure )
- Drawbacks-and measure for improvement of essay items
- Test items for measuring complex out comes essay question and interpretative exercises
- Preparation teacher made test and standardized achievement test ( including steps involved )
- Constructing performance test
- Nature, format and use of scholastic aptitude test

### **UNIT 5: Standardized Tests**

- Nature and use of standardized tests
- General procedure of test standardization
- Administration of standardized tests
- Locating information about standardized tests
- Choosing a standardized test
- Scoring a standardized test.
- Interpretation of test score and norms ( including types of name )

### **UNIT 6: Planning a testing programme**

- Function of testing programme.
- Qualities desired in a testing programme
- Planning a testing programme
- Testing programme for primary, secondary and collage Levels.
- Presenting the results of testing to the individual and public

### **UNIT 7: Trait Measurement Devices**

- Meaning of attitude, Measurement of attitudes : Thurstone method, Likert method, Summated rating Scale Q-sort technique
- Meaning of interest, Measurement of interest: Strong Campbell interest inventory, Kuder preference Records.
- Measurement of Behaviour : Sociometry, Rating scale, Interview, Check-Lists, Observation, Anecdotal records, case studies, situational test and self reporting technique
- Meaning of interest, Measurement of intelligence: individual and group test verbal and non-verbal test and performance test:
- Meaning of personality, measurement of personality: Self Report technique: Rating Scales, Problems check-lists.
- Projective techniques : Rorschach and Thematic Apperception Test (TAT)

### **UNIT 8: Using Evaluation Result in Teaching and Marking**

- Motivating learning
- increasing retention and transfer of learning
- Marking and reporting methods ( concept and current use )
  - Letter grades
  - Parent-teacher conference
  - Written description of performance
  - Number grades
  - percentage grades
  - Pass-fail report
  - Profiles
- Progress report

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**ACHARYA NAGARJUNA UNIVERSITY**  
**MASTER OF EDUCATION**  
**2<sup>nd</sup> Semester / 2<sup>nd</sup> Year**  
**SPECIAL THEORY PAPERS: GROUP C**

**Paper 8: Special Education**

**Objectives**

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

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

- Concept of Impairment, Disability and Handicap
- Classification of Exceptional Children
- Brief History of Special Education
- Nature and Scope of Special Education
- Importance and need of Segregated - Integrated- Inclusive Education
- Concessions and facilities for persons with Disabilities

**UNIT 2: Meaning of Universalisation of Education**

- ☐ Meaning of Universalisation of education as per constitutional provision as well as state-wise allotment
- ☐ Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India,

**Unit 3: Children with Sensory Impairment**

- Visual Impairment : Blind-Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances
- Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.

**Unit 4: Children with Physical Impairment**

- Nature, Definition and Categories
- Identification and Characteristics
- Causes-Prenatal, Perinatal and Postnatal
- Preventive measures and Educational Provisions
- Barrier free School Environment

**Unit 5: Children with Mental Retardation**

- Definition, Nature and Classification
- Identification and Characteristics
- Causes –Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Perinatal and Postnatal causes.
- Preventive measures.
- Different types of Educational Programmes for mentally retarded.

## **Unit 6: Children with Learning Disability**

- Nature, Definitions and Classifications – Dyslexia, Dysgraphia, Dyscalculia, Aphasia
- Identification and Characteristics
- Etiological Factors
- Preventive measures
- Educational Provisions – Multisensory Approach, and Behavioural approach
- 

## **UNIT 7: Meaning of an Educational Intervention**

- ☐ Nature and objectives of special schools
- ☐ Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor etc.
- ☐ Concept of remedial teaching (specially for learning disabled children)
- ☐ Role of other (peer) members of the school (children as well as teachers)
- ☐ Family of the “concerned child” and the community in educating the child who is an exceptional one

## **Unit 8 : Preparation of the teachers for the Special Education Schools**

- Roles & responsibilities of the teachers in the Special Education schools
- Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems.
- Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.
- Curriculum for teacher preparation & transaction modes
- Roles of different institutions, Universities, Special Schools in promoting Special Education.

### **Practicum:**

Observation of Special Schools for children with disabilities and report writing.

A Report on present concessions and facilities for persons with Disabilities

Guidance to the parents of Special children and report writing

Undertaking any two cases of any two disabilities for educational intervention and Report writing.

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## ANNEXURE 2

### Norms for Appointment of B. Ed Practical Examiners

1. A Teacher Educator shall be eligible for appointment as an External / Internal Examiner only if he possesses a P. G. in concerned subject, concerned Methodology in B.Ed./ M.A.(Education) degree and M. Ed degree.
2. Teacher Educators shall be eligible for appointment as Examiners based on the seniority in teaching the methodology at B. Ed level.
3. Teacher Educator's seniority shall be calculated from the date of award of both M. Ed and PG degrees in concerned subject, even though he joined in any college of education with out required qualification, whichever is later.
4. Teacher Educators having concerned subject at PG level shall be eligible for appointment as an External / Internal Examiner in concerned methodology. In case of non availability, the teacher educators of general subjects with concerned methodology at B.Ed., / concerned methodology at M.A. (Education) degree, may be appointed.

i)	Methods of Teaching Biological Sciences	:	M.A. in Botany / Zoology
ii)	Methods of Teaching Mathematics	:	M. Sc / M.A. Mathematics
iii)	Methods of Teaching Social Studies	:	M.A. in History/ Geography/ Political Science/ Economics
iv)	Methods of Teaching Physical Sciences	:	M. Sc in Physics/ Chemistry
v)	Methods of Teaching English	:	M.A. in English
vi)	Methods of Teaching Telugu	:	M.A. in Telugu
vii)	Methods of Teaching Urdu	:	M.A. in Urdu

5. The Teacher Educators should have secured required percentage at PG and M.Ed., as per NCTE norms, shall be eligible for appointment as an External / Internal Examiners.
6. Teacher educators with M.A. (Education) degree are eligible to be appointed as External Examiners only if they have B.Ed., degree with concerned Methodology.
7. The College has to submit a List of Internal Examiners to the University satisfying the above-mentioned qualifications and experience at least three months prior to the commencement of the examinations. No replacements and changes shall be accepted in the Internal Examiners once submitted.
8. The university shall not appoint any Internal Examiner for any College. Only Internal Examiners shall be appointed by the university for additional Boards.
9. Examination work is mandatory and no Teacher Educator shall be permitted to excuse himself/ herself from attending the duties assigned by the University.

### B. Ed Practical Examinations: Guidelines for Chief Superintendent

1. The Chief Superintendent shall not accept responsibilities when his/ her relative is appearing for the examination at the centre.
2. The Chief Superintendent shall issue Hall tickets for conducting the practical exams
3. The Chief Superintendent shall not allow any candidate without Hall Ticket for practical exams.

4. The Chief Superintendent shall prepare the examination schedule dairy and hand it over to the examiners on the first day and send a copy in advance to the Coordinator, PG and Professional Courses.
5. The Chief Superintendent shall check Identity cards of external / internal examiners. Impersonation, if any should be brought to the notice of the Coordinator, P.G. & Professional Courses, ANU immediately.
6. The Chief Superintendent shall receive attendance sheets and absentee statements from all boards at the end of the day.
7. The Chief Superintendent shall send the names of the external and internal examiners to the Coordinator, P.G. & Professional Courses, ANU along with the awards list.
8. The Chief Superintendent shall receive the relieving order from the external examiners on the first day of the practicals. No examiner shall be permitted without the relieving order.
9. The Chief Superintendent shall compulsorily display his/her identity card issued by the University.
10. The Chief Superintendent shall receive the original award lists form examiners and dispatch it to the Coordinator, PG and Professional Courses on the last day of the Practical examinations of the centre.

#### **B. Ed Practical Examinations: Guidelines for Examiners**

1. The examiner shall not accept examinership when his/ her relative is appearing for the examination at the centre.
2. The examiner shall report to the Chief Superintendent of Examination centre by 9.00 am on the first day itself.
3. The examiner shall submit the relieving order from his Principal to the Chief Superintendent of the examination centre on the first day he/she takes charge as an external examiner.
4. The examiner shall cooperate with the Chief Superintendent of the centre and flying squad observers for the smooth conduct of exams.
5. The examiner shall receive the diary from the Chief Superintendent duly signed by the chief superintendent on the first day.
6. The examiner shall follow the schedule given by the chief superintendent of the center without any deviation. He/ She shall deviate /alternate form the schedule with permission from both the chief superintendent and concerned authorities.
7. The examiner shall not allow any candidate without hall ticket.
8. The examiner shall compulsorily display his identity card issued by the University.
9. The examiner shall obtain signature of the candidate in his attendance sheet / diary and inform the chief superintendent if there are any candidates absent at the end of the day.
10. The examiner shall prepare awards lists in duplicate and hand over the original to the Chief superintendent and post the duplicate to the Coordinator, PG and Professional Exams , Acharya Nagarjuna University , Nagarjunanagar-522510 by either registered or speed post only.
11. The examiner shall be paid TA/DA as per the University rules. Demanding / Accepting / Expecting additional amounts/ services will be liable for serious action.
12. The examiner should obtain the attendance certificate from the chief superintendent after completion of his work as examiner.
13. Any examiner violating the guidelines will be disqualified form future practical examinations
14. The examiner will have to attend before the results committee of the university at his/ her own expense. If any discrepancies in awards lists are established, examinership may be cancelled/ and or other punitive action can be taken.

#### **B. Ed Practical Examinations: Guidelines for Flying Squad Observers**

1. The observer shall check the Hall tickets issued by the Chief Superintendent/ Principal of the centre conducting the practical exams

2. The observer shall not allow any candidate without Hall Ticket for practical exams.
3. The observer shall verify the examination schedule dairies.
4. The observer shall check Identity cards of examiners. Impersonation, if any should be brought to the notice of the Coordinator, P.G. & Professional Courses, ANU immediately.
5. The observer shall verify attendance sheets /absentee statements from all the boards.
6. The observer shall send a brief report along with the names of the external and internal examiners to the Coordinator, P.G. & Professional Courses, ANU.
7. Any observer violating the guidelines will be disqualified from future practical examinations.

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### ANNEXURE 3

#### Norms for Appointment of B. Ed Spot Valuation Chief Examiner, Examiners and Scrutinisers

##### Chief Examiner

1. The senior most teacher educators teaching the concerned subject are to be appointed as chief examiners.
2. The Experience shall be calculated based on the information given by the College Principal in the Proforma submitted to the Chief of B. Ed Spot Valuation/ University.
3. All Chief Examiners shall be appointed only on producing relieving certificates from the Principal of the College in the University prescribed Proforma.

##### Examiner

1. Only the teacher educators having a minimum of two years of teaching experience in B. Ed colleges on the date of commencement of spot valuation are to be appointed as examiners and orders need to be served ten days before the commencement of the valuation of B. Ed. answer scripts.
1. A Teacher Educator shall be eligible for appointment as an Examiner as follows:

Paper 1	Foundations of Education	:	Any Education Lecturer
Paper 2	Educational Psychology	:	Any Education Lecturer
Paper 3	Educational Technology and Computer Education	:	Any Education Lecturer with Computer Knowledge
Paper 4	Educational Management and Systems of Education	:	Any Education Lecturer
Paper 5	Personality Development and Communicative English	:	Any Education Lecturer
Paper 6	Methods of Teaching Biological Sciences	:	M.Sc. in Botany / Zoology
Paper 7	Methods of Teaching Mathematics	:	M. Sc / M.A. Mathematics
Paper 8	Methods of Teaching Social Studies	:	M.A. in History/ Geography/ Political Science/ Economics
Paper 9	Methods of Teaching Physical Sciences	:	M. Sc in Physics/ Chemistry
Paper 10	Methods of Teaching English	:	M.A. in English
Paper 11	Methods of Teaching Telugu	:	M.A. in Telugu
Paper 12	Methods of Teaching Urdu	:	M.A. in Urdu

2. The Experience shall be calculated based on the information given by the concerned college principal in the Proforma submitted to the University.
3. All Examiners shall be allowed to undertake valuation only on producing relieving certificates duly signed by the Principal of the College in the University prescribed Proforma.

##### SCRUTINISER

1. Only Teacher educators irrespective of their experience shall be eligible for appointment as scrutinisers.