

RAYALASEEMA UNIVERSITY

DEPARTMENT OF EDUCATION

KURNOOL – 518007



DEGREE OF MASTER OF EDUCATION

(TWO-YEARS REGULAR PROGRAMME)

As per the NCTE Regulations 2014

**CHOICE BASED CREDIT SYSTEM OF TEACHING, LEARNING &
EVALUATION**

W.e.f. 2015 – 2017 ONWARDS

Structure of Examination Question Paper

Time : 3 hrs

Max. Marks: 70

Section –A

6x 5=30 Marks

Section – A consists 10 questions. Answer any six of the following. All questions carry equal marks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section – B

4x 10=40 marks

Section– B consists 4 Questions with Internal Choice.

Four questions need to be answered with internal choice.

Each question carries 10 marks.

11. (a)

OR

(b)

12. (a)

OR

(b)

13(a)

OR

(b)

14(a)

OR

(b)

RAYALASEEMA UNIVERSITY
MASTER OF EDUCATION
(Two Years Regular Programme)
(As per the Norms of NCTE 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, W.E.f.2015-2017)

Semester 1

Papers	Title of the paper	Type of course	No. of Credits
Paper 1	Perspectives of Educational Philosophy	A. Perspective Course	4 credits
Paper 2	Perspectives of Educational Sociology	A. Perspective Course	4 credits
Paper 3	Perspectives of Educational psychology	A. Perspective Course	4 credits
Paper 4	Understanding the Education in India	A. Perspective Course	4 credits
Paper 5	Fundamentals of Educational Research	B.Tool Course	4 credits
Total			20 credits

Inter-Semester Break (ISB)-1

Papers	Title of the paper	Type of course	No. of Credits
ISB P1	Communication Skills	Core Practicum	1 credits
ISB P 2	Expository Writing	Core Practicum	1 credits
ISB P 3	Self development	Core Practicum	1 credits
ISB P 4	Dissertation – Review of Research Studies, Identification of Research Problem and Preparation of Research Proposal.	Tool Practicum	1 credits
Total			4 credits

RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester - I

Paper 1: PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

Objectives:

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

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

Course Content

Unit 1: Philosophy and Education

- 1) Definition, meaning, nature, scope and branches of Philosophy.
- 2) Definition, meaning and nature of Education. Types, Processes and Aims of Education.
- 3) Relationship between Philosophy and Education. Educational Philosophy and its functions-Speculative, Normative and Critical.
- 4) Utility of the subject Educational Philosophy to the prospective of teacher educators.

Unit: - 2: Indian Systems of Education

Indian Systems of Education with Special reference to the Aims and Ideals, Curriculum, Methodology, Teacher – pupil relationship, freedom and discipline:

1. Vedic System
2. Buddhism
3. Jainism
4. Islam
5. Christianity

Unit 3: Philosophical Bases of Education

- 1) Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education (Aims, curriculum, methods of teaching, teacher and discipline.)
- 2) Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore, Aurobindo, Jiddu Krishna Murthy, Swami Vivekananda.
- 3) Epistemology-Meaning, Kinds and Instruments of knowledge.
- 4) Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

Unit 4: Democracy and Education

- 1) Education for citizenship- Fundamental Rights and Duties.
- 2) Nature of inequalities and measures to address them, Constitutional Provisions
- 3) Equity, Equality and Democratization of Education
- 4) National Integration and International Understanding.

Practicum

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

Reference Books

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education* ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy* ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.

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. MorsyZaghloul (1997), *Thinkers on Education* , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod PustakMandir, 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.

RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester – I

Paper – 2: PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

Objectives

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

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

Course Content

Unit - 1: Sociology and Education

1. Meaning, Nature and Scope of Sociological Foundations of Education.
2. Functions of Sociology and utility of Sociology to Teachers.
3. Sociological Aims of Education.
4. Education and Social Mobility.

Unit - 2: Concept of Social Organization

1. Characteristics of Social organization.
2. Social Groups and Characteristics.
3. Social Stratification and Education.
4. Concept of Equality in Education and Need for equality of Educational Opportunities to All.

Unit - 3: Education and Social Change

1. Social Change - Definition, concept and Factors leading to Social Change.
2. Determinants of Socialization. (family, school, peer group and media).
3. Education-Modernization, Globalization, Privatization.
4. Culture – meaning and nature, relationship between culture and education, cultural Conflict, Cultural Lag, Pluralism.

Unit - 4: Sociological Determinants and Education

1. Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.
2. Education in Solving Social Problems – Poverty, Unemployment, Crime.
3. Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities).
4. Functions of Society towards Education.

Practicum

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

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Bhatia K.K. (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
3. Brent.A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
4. Pandey R.S. (1983) Principles of Education ; we know PustakMandir, Agra.
5. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
6. Sree Rama Krishna A.S.(2002) , Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
7. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
8. Ulrich Robber, History of Educational Thought, Eurasia Publishing House, New Delhi.
9. Sociological Philosophy of Education. Y.K Sharma
10. Philosophical and Sociological Foundations of Education. S.K Murthy

11. Philosophical and Sociological Perspectives on Education .Dr.S.ArulSwamy
12. Philosophical Foundations of Education. Dr. T. Mrunalini
13. Philosophical and Sociological Foundations of Education. RaghunathaSafaya
14. Sociological Perspectives in Education. Suresh Chandra
15. Modernization and Social Change. RajendraPandeyInequality of Social Change.
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RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

1st Year, Semester-I

PAPER 3: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

Objectives

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

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Understand himself / herself and the learner.
3. Understand implications of psychological theories and expositions for education.
4. Acquaint the process of development and assessment of various abilities and traits.
5. Design the learning situations suitable to the nature of learners and learning material

Course Content

Unit -1: Scope of Educational Psychology

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

Unit: - 2: Understanding Learner and their Development:

1. Holistic approach in Understanding the Learner's Development and Learning
2. Social – Cultural and economic Contexts causes of difference in Learner and Learning needs.
3. Learning difficulties at primary /secondary stages and Diagnostic tests.
4. Problems of adolescence and self identity education support required for development.
5. Influences of Culture on Learners development.

Unit: - 3: Understanding the Process of Learning:-

1. Concept and View points on Learning Thorndike, Pavlov, Bandura .
2. Development of School Readiness.
3. Learning as a construction of Knowledge. Critical appraisal of View points Piaget, Vygotsky, Bruner.
4. Motivation in Learning intrinsic and extrinsic motivation – Maslow’s humanistic Approach
5. Multiple Ways of Organising Learning, Self Learning, Group Learning, Cooperative Learning, Project work.

Unit: - 4: Assessment of Learner.

1. Concepts of intra and inter individual differences and their implications.
2. Tools of Assessment of concern – Intelligence test (multiple Intelligence) Creativity tests, Interest inventories , Attitude Scales and tests in Learning .
3. Personality assessment- Inventories, Interview , Checklist, Rating Scale, Sociometry,
4. Projective Techniques – Rorschach, TAT, CAT, Story completion, Sentence completion.

Practicum

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

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. UdaySankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
13. UdaySankar, Personality Development, Wiley Eastern Limited, Bangalore
14. Kuppuswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
15. Coleman James C., Abnormal Psychology and Modern Life, Taraporevale Sons & Co., Bombay.
16. Mangal SK., Abnormal Psychology, Sterling Publishers, New Delhi.
17. Kuppuswamy 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, MothilalBanarsidass, 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

RAYALASEEMA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
Paper – 4: UNDERSTADING THE EDUCATION IN INDIA

Objectives

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

- (1) Explain the general development and progress of education prior to independence.
- (2) Describe general development and progress of education after independence.
- (3) Understand the concept and meaning of problems of Education (social, economic, political)
- (4) Understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
- (5) Describe find out the reasons and evaluate the solutions to the education for different stages.
- (6) Understand the problems related to the policies of Government and to find out remedies.

Course Content

Unit – 1: History of Education

1. Education in India – Pre and Post Independence .
2. Educational Commissions – University Education Commission, Secondary Education Commission, Indian Educational Commission.
3. Educational Policies – NPE -1986, POA- 1992, NCF-2005, APSCF-2011,
4. Educational Schemes (SSA,RMSA,RUSA)
5. Right To Education Act- 2009.

Unit – 2: Emerging Issues in Education

1. Privatization in Education, Problem of Brain drain
2. Center- State relationship on education
3. Problem of protective discrimination
4. The language problem
5. Learning without burden
6. Religion and Education
7. Technical skills of learning
8. Challenges in Higher Education

Unit – 3: Education - Development

1. Aims and Objectives of Education - Health Education, Population Education, Education for rural development, Environmental Education, Women Education.
2. Education of the Economical and Social disadvantaged sections.
3. Education of children with special needs.
4. Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.

Unit-IV – Quality Assurance in Education

1. Principles and Practices in Quality Assurance
2. Quality Assurance Mechanisms in Educational Perspective
3. National and International Accreditation.
4. Organizations that ensure quality in Education in India – UGC, NAAC, NCTE,

Practicum

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

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), Philosophies of Education ; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
5. Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.

8. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
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10. MorsyZaghloul (1997), *Thinkers on Education* , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod PustakMandir, 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.

RAYALASEEMA UNIVERSITY
MASTER OF EDUCATION
1st Year, Semester - I
PAPER 5: FUNDAMENTALS OF EDUCATIONAL RESEARCH

Objectives

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

- Describe the nature, purpose, scope and types of research in education.
- Understand the important features of different types of research.
- Explain the characteristics of qualitative and quantitative research in education.
- Conduct a literature search and select a problem for a research study.
- Explain the procedure for construction of tool for a research study.

Course Content

Unit – 1: Introduction to Educational Research

1. Meaning of Research, Sources of Knowledge, Principles of Science and Scientific method.
2. Need, Purpose, Nature and Scope of Educational Research.
3. Types of Educational Research: Basic, Applied and Action research.
4. Research paradigms in Education: Quantitative, Qualitative and Mixed research.

Unit – 2: Methods of Educational Research

1. Philosophical, psychological, and Educational Orientation in Educational Research
2. Historical Method, Normative- survey method, Descriptive method.
3. Experimental method, Field experiment, and Field Studies.
4. Case study, Documentary Analysis, and Ethnographic method.

Unit – 3: Research Problem, Variables, and Hypothesis.

1. Research Problem: Sources of research problem, characteristics of good research problem, definition of the research problem, evaluation of the research problem.
2. Related Literature – Purposes of Review; conducting the literature search using Internet and databases.
3. Objectives in educational Research.
4. Meaning and Classification of Variables.
5. Meaning, Types/Forms of hypotheses, characteristics of good hypothesis and Research Questions.

Unit - IV: Research Proposal.

1. Meaning of Research Project Proposal.
2. Research Design / Blue Print of Research.
3. Need and Purpose of Research Proposal.
4. Steps in Research Proposal or Synopsis.

Practicum

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

Reference Books

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
6. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.

RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

(Two Year Regular Programme)

(As per the Norms of NCTE 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, W.E.F.2015-2017)

SEMESTER -II

Papers	Title of the paper	Types of Course	No. of Credits
Paper-1	Teacher Education	C.Teacher Education Course	4 Credits
Pape-2	Educational planning and Management	C.Teacher Education Course	4 Credits
Paper-3	Advanced Educational Research	B .Tool Course	4 Credits
Paper-4	Advanced Educational Technology	B. Tool Course	4 Credits
Paper-5	ICT Interventions	None Core Paper	4 Credits

INTER SEMESTER BRACK (ISB –II)

Papers	Title of the paper	Types of Course	No. of Credits
ISB-1	Internship/ Attachment in a Teacher Education intuition (a).D.Ed College Attachment –Demonstration of two lessons school subject Methodology and two lessons in Psychology/ Sociology/Philosophy/ School Management. (b).B.Ed College Attachment - Two Lecture/ Demonstration- of two lessons school subject Methodology and two lessons in Psychology/ Sociology/Philosophy/ School Management (c).Observation of 5 Teaching Practice Lessons by D.Ed students (With lesson Plan) (d) Observation of 5 Teaching Practice lessons by B.Ed students (With lesson plan) Note :-According to Observation Schedule	Teacher Education Practicum	4 Credits
ISB-2	Dissertation – Practicum (a).Writing of a Research Proposal (b).Presentation of the Proposal and Discussion for Improvement of their topic	Tool Course Practicum	2 Credits

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

1st Year Semester -II

PAPER –I:-TEACHER EDUCATION

Objectives:-

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

- Understand the concepts of teacher education
- Analyse different approaches to teacher education.
- Familiarize students with the curricular programmes.
- Acquaint with various issues and innovations in teacher education

Course Content:

UNIT: I: - Introduction to Teacher Education.

1. Meaning, Nature and Scope of Teacher Education
2. Aims and Objectives of Teacher Education at different levels.
3. Importance of Teacher Education.
4. Professionalization of Teacher Education.

UNIT: II: - Development of Teacher Education.

1. Teacher Education in Pre – Independent India.
2. Teacher Education in Post- Independent India
3. National Policy on teacher Education, 1986
4. Recent developments in teacher education – NCF – 2005, NCFTE 2009

UNIT: III: -Teacher Education Institutions and Agencies.

1. Institutions of Teacher Education - DIET,CTE,IASE,RIE.
2. The role of NCERT SCERT, NCTE, UGC for strengthening Teacher Education.
3. Innovations in Teacher Education
4. Pre- Service and In-Service Teacher Training Programmes

UNIT: IV: - Major Issues Teacher Education.

1. Quality Assurance in Teacher Education
2. Presage – Process – Product Variables
3. Competency based Commitment oriented Performance (Prof.Dhave Model)
4. Research in Teacher Education

Practicum:

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

References

1. RamanathKishan,N (2007) : Global Trends in Teacher education, APH Publishing Corporation, New Delhi.
2. Govt. of India (1986): New Educational Policy
3. RamanathKishan,N (2004) : Strengthening of Teacher Education: Role of ICT.
4. Report of the Education Commission (1984-66) Education and National Development, Ministry of Education, GOI.
5. Aggarwal.J.C (1998): Teacher Education, theory and practices, Doaba Home, New Delhi.
6. Anderson.L.W et.al (1977): International Encyclopedia of Teaching and Training Education, Pergmon Press.
7. Altekur.A.S (1951) : Education in ancient India, Nandkishore Bros, Banaras.
8. Buch.M.B. (1979): Second Survey of Research on Education, SERD, Baroda.
9. Buch.M.B (1971): First Survey of Research in Education, SERD, Baroda.
10. Anderson.L.W (1995): International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford.1995.

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

1st Year Semester -II

PAPER –II: -EDUCATIONAL PLANNING AND MANAGEMENT

Objectives:-

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

- Understand basic concepts of educational planning, management and finance.
- Develop critical understanding of educational planning in India.
- Locate human and material resources and utilize them to the maximum benefit for education.
- Understand the issues related to planning and management of education.
- Develop an insight of financial problems of educational management.

Course Content

UNIT:-I: – Educational Planning

1. Meaning, Nature and Scope of Educational Planning.
2. Need importance and principles of educational planning. Types of Planning – Planning down to top – top to bottom, Perspective plan (long Term)- Short term plan –terminal plans
3. Approaches of Educational Planning – Social Demand approach, rate of returns approach and man power requirement approach.
4. Planning process at National, State, District and Mandal Levels
5. Education in Five year plan

UNIT- IIEducational Management

1. Meaning, scope and importance of educational management and Administration (POSDCoRB – Planning, Organization, Staffing, Coordinating, Reporting and Budgeting)
2. Objectives and principles of educational management.
3. Growth of Educational Management – historical perspective.
4. Educational Administration at various levels – centre, state local bodies, private agencies.

UNIT - III Institutional Planning

1. Meaning, Concept and Nature of Institutional planning.
2. Different resources of an educational institutions – Material, Financial and Human Resources.
3. Need for resource management in Educational Institutions.
4. Procurement, utilization and maintenance of resources.

UNIT - IV: Educational Finance

1. Concept, need, significance and principles of educational finance.
2. Main features in Five year plan with Special reference to Education
3. Sources of Educational finance– International, Central, State and local Sources.
4. School Budgetary and Accounting Procedure - Monitoring of Expenditure, Utilization offunds, Accounting and Auditing.

Practicum:

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

References:

1. Naik, J.P.(1965); 'Educational Planning in India', Allied Publishers, New Delhi.
2. Mukhopadadyay, Mamar&Tyagi, R.S. (2005); 'Governance of School Education in India', NIEPA, New Delhi.
3. Ramcharan Padma &Vasanth, R. (2005), 'Education in India', National Book Trust, New Delhi.
4. Bhagia, N.M (1990); 'Educational Administration in India and other Developing Countries', Common wealth publishers, New Delhi.
5. Hough, J.R (1990); 'Education, Policy – An International Survey', Croom Helm, London.
6. Tilak, J.B.G (1992); 'Educational Planning in Grassroots', Ashish Publications, New Delhi.
7. Bush, Tony (1986); 'Theories of Educational Management', Harper & Row Publishers, London.
8. Mahajan, Balder and Khullar, K.K (2002); 'Educational Administration in Central Government – Structures, Processes and future prospects', Vikas Publication, House Pvt.Ltd., New Delhi.
9. Mukhopadhyay, M.(2005); 'Total quality Management in Education', Sage Publications, New Delhi.
10. John, R.L &Morphet, B.L (Ed.)(1952); 'Problems and Issues in Public School Finance', Columbia University, New York.
11. Nail,J.P.(1975); 'Equality, Quality and Quantity', Allied Publishers, New Delhi.
12. Rao, V.K.R.V (1966); 'Education and Human Resources Developments', Allied Publishers, New Delhi

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

1st Year Semester -II

PAPER –III: -ADVANCED EDUCATIONAL RESEARCH

Objectives:-

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

- Explain a sampling design appropriate for a research study
- explain the procedure of developing research tools and procedure for collection of data
- Understand and appreciate the role of statistics in Educational Research
- Develop the ability of applying appropriate measures of descriptive and inferential statistics in given contexts
- Develop understanding about correlation and Regression.
- Develop competence administer parametric and non-parametric tests.

Course Content:

UNIT:-I: - Sampling Techniques – Tools and Techniques of Data Collection

- 1) Random Sampling teachings: Simple random Sampling, Systematic random sampling, Stratified random sampling, Cluster sampling and Multi –Stage sampling.
- 2) Non – Random sampling techniques: Convenience Sampling, Purposive Sampling, Quota sampling, and Sampling Error.
- 3) Tools of Data Collection – Tests, Inventories, Attitude Scales, Questionnaire, Interview, Check lists, Schedule.
- 4) Validity and Reliability - its types.

UNIT:-II: - Descriptive Statistics.

- 1) Frequency Distribution and Graphical and Diagrammatic Representations
- 2) Importance of Measures of Central Tendency, Measures of Variability and Correlations.
- 3) Normal Probability Distribution – Characteristics, Skewness and Kurtosis.
- 4) Linear Regression analysis: Concept, Equation and uses.

UNIT:-III: - Inferential Statistics and Research Report.

- 1) Types of Significance between means and Correlations, Levels of Significances, Degrees of Freedom, Errors in Testing of Hypothesis Type I and Type II errors.
- 2) One way/ Two way / Covariance analysis – Concepts and uses – Chi-Square test and test of Independence.
- 3) General format of the research report – APA model and other models.
- 4) Style of writing the Report, References and Bibliography, Characteristics of a good report.

UNIT:-IV: - Computer Applications.

- 1) Role of Computers in Educational Research
- 2) M.S.Word and EXCEL
- 3) Soft-ware for Quantitative Data Analysis –SPSS
- 4) Computer –Qualitative Data Analysis

Practicum:

- (3) One Seminar
- (4) One Assignment

References:

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2. Choucharan, W.G.Sampling Techniques. Asia Publishing House.
3. Cononver,W.J.(1971): Practical Non-Parametric Statistics, New York: John Wiley & Sons Inc.
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5. Ebel RL, Measuring Educational Achievement, Prentice Hall Pvt.Ltd., New Delhi, 1966.
6. Ferguson, George A, Statistical Analysis in Psychology and Education, Mc Graw Hill, New York
7. Ferguson,G.(1981): A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
8. Garrett, H.E: Statistics in Psychology and Education, VakilsTeffer and SimmensPvt.Ltd.Bombay 1966.
9. Gibbons,J.D (1971): Non-Parametric Statistical Inference: New York: McGraw Hill.
10. Glan,G.V., & Hopkins, K.D (1996): Statistical Methods in Education and Psychology, Boston: Allyn& Bacon
11. Guilford JP and Benjamin Frechter, Fundamental Statistics in Psychology and Education, MC Graw Hill company., Inc., New York, 1936.
12. Gupta S.P, Statistical Methods, New Delhi: Sultan Chand & Sons, 1996
13. Gupta, S.C.and Kapoor, V.K. Applied Statistics, Sultan Chand and Sons, New Delhi.
14. Hammersleyarty, The Dilemma of Qualitative Method, London: Routledge, 1989

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

1st Year Semester -II

PAPER –IV: -ADVANCED EDUCATIONAL TECHNOLOGY

Objectives

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

1. Understand about the meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
2. Understand about the importance of programmed instructions and researches in Educational Technology.
3. Develop awareness about uses of computer and information technology in the field of education
4. Develop various skills to use computer technology for the purpose of education.
5. Understand the contemporary developments in the emerging technologies of education.

Course Content:

UNIT:-I: Nature and Scope of Education Technology and Instructional Design

1. Educational Technology – concept, forms of educational technology, teaching technology and behavior technology.
2. Approaches of educational technology: Hardware and Software: Transactional usage of educational technology integrated, complementary, supplementary, stand alone (Independent).
3. Information and communication Basics : Nature and scope of communication system sender, receiver, message and medium
4. Overview of models of instructional design – ADDIE model, Instructional Design for Competency based Teaching, Models for Development of Self Learning Material, Review of Researches on Instructional Design.

UNIT:-II: Audio Visual Media in Education

1. Audio / Radio : Broadcast and audio recordings – strengths and limitation, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in Teaching, Role of AIR / Gyan vani, Audio Conferencing and Interactive Radio conference.
2. Video / Educational Television : Telecast and Video recordings – Strengths and Limitations use of Television and CCTV in Instruction and Training.
3. Teleconference one way & Two way.
4. Use of Audio-Visual media in Educational by CIET, IGNOU, SIET, UGC –CEC, EDUSAT and other institutions.

UNIT III: Communication and Instructional Technology

1. Theory of communication, Concept, Nature, Process, Components, Types and Classroom Communication.
2. Models of teaching: Meaning, Nature, Functions and Types of families of Models of Teaching.
3. Programmed instruction (linear/branching model) - Origin and types - linear and branch - Development of the programmed instruction material.
4. Future priorities in Educational Technology.

UNIT IV: Technology of Teaching

1. Concept, Structure and Levels of Teaching (Memory Level, Understanding Level and Reflective level).
2. Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV and SITE etc.).
3. Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference and Panel (Discussion)).
4. Action Research (Reflective Process – Progressive Problem Solving).

Practicum

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

Reference Books

1. Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers, Ansari Road, Darya Ganj, New Delhi - 110 002
2. Sharma.A.R., 1992, Educational Technology, Vinod PustakMandir, Dr.RangeyaRaghava Marg, Agra-2.
3. Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
4. Buch.M.B. and Santhanam.M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
5. Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
6. Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
7. Skinner.B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
8. Stones.E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.
9. Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
10. Sampath.K.,Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 110016.
11. Chauhan.S.S., 1979, Innovations in Teaching-Learning Process, Vikas Publishing House, Pvt. Ltd., 5, Ansari Road, New Delhi - 110 002.
12. MangaI.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
13. Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/SPrakash Brothers, 546, Books Market, Ludhiana -141008.
14. Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
15. Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
16. Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
17. Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing

- Company, London.
18. Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. NaiSarak, Delhi -110 006.
 19. Passl,B.K. (Ed), 1976, Becoming Better Teacher Micro teaching Approach, SahityaMudranalaya, City Mill Compound, Kankaria Road, Ahmedabad – 22.
 20. Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
 21. Singh.LC., 1977, Micro-Teaching: An Innovation in Teacher Education (Mimeo), NCERT, New Delhi -110 006.
 22. Edgar dale, 1961, Audio-Visual Methods in Teaching (Revised), Holt, Rinehart and Winston, New York.
 23. Kochhar.S.K. 1985, Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi - 110 016.
 24. Lalit Kishore, 1989, A Text book of Audio-Visual Aids, Doaba House, 1688 NaiSarak, Delhi -110006.
 25. Walia.J.S., 1991, Technology of Teaching (Methodology of Teaching), Paul Publishers, 11 Gopal Nagar, Jalandhar City, Punjab.
 26. Das.R.C., 1993, Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110 016.
 27. Vedanayagam.E.G., 1989, Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi-110 016.
 28. Hayes.A.S., 1968, Language Laboratory Facilities, Oxford University Press, London.
 29. Gupta Vikas, Comdex Computer Course Kit, Dream Tech Publications, New Delhi (2001).
 30. Mayer Richard E, 2001. Multimedia Learning, Cambridge University Press, UK
 31. Norton Peter, (2000) Introduction to Computers, Tata McGraw Hill Publications, New Delhi
 32. Schwatz& Schultz, (2000)Office 2000, BPB Publications, New Delhi,
 33. Sinha P K, (1992)Computer Fundamentals, BPB Publication, New Delhi
 34. Sportack M A, (1998) Networking Essentials, Tech Media, New Delhi
 35. Sarma .B.M. Media and Education, Commonwealth Publishers, New Delhi

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

1st Year Semester -II

PAPER –V: -ICT INTERVENTIONS

Objectives

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

1. Understand the nature and scope of ICT in Education.
2. Appreciate the applications of ICT in Education.
3. Understand the components and basic functionality of computer.
4. Know the instructional applications of internet and Web resources.
5. Understand the process of locating research studies available in the Internet and the use of online Journals and books.

Course Content:

UNIT:-I: Information and Communication Technology (ICT).

1. Concept, Importance, Characteristics and Scope of Information and Communication Technology
2. Information Technology- Knowledge Explosion, Preservation and Retrieval.
3. Communication - Concept, Element, Process, Barriers & Types – Teaching as. Communication - Communication Technology- Its application in Education.
4. Instructional Media and Aids- Aural, Print, Visual and Multimedia.

UNIT:-II: Computer Fundamental and Applications.

1. Types, Characteristics and features of Computers.
2. Components of Computers – Hardware, Software, Memory and Maintenance of computers.
3. Operating Systems – DOS, Windows and Macintosh and Mobile Apps for Teaching.
4. Concept, Application and Challenges of Computer networks, Internet, E-mail and Digital Space.

UNIT:-III: Multimedia in Education

1. Introduction to Multimedia and Development of Multimedia lessons in Education.
2. Building block: Text, Graphics, Digital Video or Animation & Digital Audio
3. Software tools: Basic tools, authoring tools & software drivers
4. Application in Education: Multimedia in Teaching, Self-instructional procedures, Presentations, Integration of multimedia in Education.

UNIT-IV – ICT Applications in Education

1. E-learning: Meaning, Nature and Characteristics of E-learning, E-learning and classroom dynamics, Advantages of E-learning Limitations of E-learning.
2. Web based Learning – online Learning: Meaning, Principles and Categories of Web Based Learning, Merits and Limitations of Web based learning; Meaning, Significance, functions and advantages of virtual campus.
3. E-Journals and E-books, Meaning types, Salient features and availability of E-Journals, Meaning, Nature of E-Books.
4. Electronic portfolio.

Practicum:

- (1) One Seminar
- (2) Prepare a Computer assisted to Lesson of your Choice.

Reference Books

1. Anad Rao B. and Ravishankar: Re'adings in Eudcational Technology, Himalay P.H. RamdootDr.Bhalerao Marg, Bombay -04.
2. Chauhan SS : A Text Book of programmed Instruction (2nd Ed) Sterling Publishers Pvt. Ltd., New Delhi / Bangalore.
3. Dharma, OP and Bhatnager O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.
4. Goldberg, Alvin and Carl E; Larson : Group Communication, Prentice Hall, Inc., New Jersey.
5. Harun Arrasjid and DorineArrasjid : Media – A pocket Guide, MSS information Corporation, New York.
6. Keith Hudson : Introducing CAL – Practical guide to writing Cal programmes, Champan and Hall, London.
7. Khanna S.D et.al : Technology of Teaching and Teacher Behaviour, Dobaba House, New Delhi, 1984. Four Author : Technology of Teaching
8. Patel I.J. and other : A Hand book of Programmed Learning CASE Baroda
9. Ronald H Anderson : Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
10. Ruhela S.P. (2001): Some Aspects of Educational Technology.
11. Sharma R.A(1991) : Programmed Instruction – An Instructional Technology, Loyal Book Depto. Meerut.
12. Walter A Written and Charles F Schuller :Intructional Technology – its nature and use of A.V.Materials (5th Ed.), Harper and Row Publishers, New York.

RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

(Two Year Regular Programme)

(As per the Norms of NCTE 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, W.E.F.2015-2017)

SEMESTER -III

Papers	Title of the paper	Types of Course	No. of Credits
Paper-1	ICT in Education	B .Tool Course	4 Credits
Pape-2	Elementary Education	D.Specialization Course	4 Credits
Paper-3	Secondary Education	D.Specialization Course	4 Credits
Paper-4	Inclusive Education	D.Specialization Course	4 Credits
Paper-5	Psychology and Life	None Core Paper	4 Credits

INTER SEMESTER BRACK (ISB –III)

Papers	Title of the paper	Types of Course	No. of Credits
ISB-1	Internship in Specialization. (a) Student Case Studies (2 Students) (b) Institutional Case study (Elementary/Secondary) (c) Multimedia Lesson Presentation using Teaching Models. (d) Organization of Events like (i) Brain storming (ii)Quiz (iii) Group Discussion (iv)Events of National Importance (v)Life Skills Activities (conduct the activity & Write a report)	Teacher Education Practicum	4 Credits
ISB-2	Dissertation - (a) Preparation of Data gathering Tools. (b) Data Collection & Data Analysis.	Tool Course Practicum	2 Credits

RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

(Two Year Regular Programme)

(As per the Norms of NCTE 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, W.E.F.2015-2017)

SEMESTER -IV

Papers	Title of the paper	Types of Course	No. of Credits
Paper-1	Research Perspectives in Teacher Education.	C.Teacher Education Course	4 Credits
Pape-2	Advanced Techniques of Evaluation	D.Specialization Course	4 Credits
Paper-3	Curriculum Studies	D.Specialization Course	4 Credits
Paper-4	Value Education	D.Specialization Course	4 Credits

INTER SEMESTER BRACK (ISB –IV)

Papers	Title of the paper	Types of Course	No. of Credits
ISB-I	Dissertation : (a) Report Writing	Specialization Course	6 Credits
	(b) Viva Voice	Specialization Course	2 Credits

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

IInd Year Semester -III

PAPER –I:-ICT IN EDUCATION

Objectives

After completion of this course, the students will be able to

1. Appreciate the applications of ICT in Education.
2. Understand the process of ICT integration in teaching and learning.
3. Appreciate the scope of ICT for improving the personal and professional competence of teachers.
4. Know the instructional applications of internet and Web resources.
5. Understand the process of locating research studies available in the Internet .
6. Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

Course Content

Unit 1: Information and Communication Technology and its Application

1. ICT resources for teaching and learning.
2. Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.
3. Role of ICT in personality development and professional development.
4. Web 2.0 Technologies - characteristics, types and examples

Unit 2: Internet Education

1. The Internet: Meaning of Internet, Hardware and Software requirements for Internet, Internet terminology, Applications of Internet in Education.
2. The World Wide Web: Concept of WWW; Distinction between Internet and WWW; Web pages and HTML; Web browsers and Web Search Engines; Web Surfing.
3. Critical issues in Internet usage – Authentication, Addiction, Plagiarism, Ethical and Legal standards.
4. Use of Internet based media for teaching and learning enrichment-Acknowledgement.

Unit 3: Information Storage and Management

1. Data and Information: Types of data, File management.
2. Data storage and Data base management – online and offline file storage- cloud storage.
3. Meaning, Characteristics and benefits of cloud computing.
4. Management Information Systems in the field of education- Advantages of MIS.

Unit –4: ICT and Classroom experiences

1. Classroom communication and Communicative skills for teachers and students- Flader’s Interaction Analysis Category System.
2. Virtual Classroom, Smart boards, Tools and Opportunities- Project based learning using computers, internet and activities.
3. Open Educational Resources (OER) - concept and significance – Wikipedia- Digital Library.
4. Social Networking Service/online community services in Education (Face book, Google+, LinkedIn, Instagram, Tumblr, Twitter)-features-social impact and impact on employability and Blogs ,types, creating blogs and Advantages of Blogs.

Practicum

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

Reference Books

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Arulsamy, S. &Sivakumar, P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Barton, R. (2004). *Teaching Secondary Science with ICT*. Mc. Graw Hill International.
4. Bhaskara Rao, Digumarti (2013). *VidyaSamacharaSankethicaSastram (ICT in Education)*. Guntur: Master minds Publications.
5. Cambridge, D. (2010). *E-Portfolios for Lifelong learning and assessment*. John Wiley and Sons.

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

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

IInd Year Semester -III

PAPER –II: -ELEMENTARY EDUCATION

Objectives

After completion of this course, the students will be able to

1. Gain insight into the vision and mission of Elementary Education in the country.
2. Develop understanding for enhancing learners achievement.
3. Promote understanding of school system.
4. Examine the innovative approaches of elementary education
5. Reflect on various issues related with elementary education
6. Gain insight into factors promoting success and participation
7. Develop understanding about quality dimensions of elementary education
8. Promote understanding of school system
9. Examine the existing reports to gain insight into concerns of elementary education
10. Reflect on various issues related with elementary education

Course Structure

Unit – I: Vision and mission

1. Vision and Mission of Elementary Education
2. School Systems across the States
3. Five-Year Plans, Constitutional Provisions, Right to Education and its implications, Quality Assurance in Elementary Education
4. Innovative Approaches: Play way, Activity Based learning Experiment of Tamil Nadu CLIP/CLAP Experiment of Andhra Pradesh. Buniyad of Jharkhand Cooperative Learning

Unit – II: Critical Appraisal of Concerns in Elementary Education

1. School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
2. Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
3. Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
4. Inspection, Supervision and Monitoring

Unit – III: Teachers and Curriculum Transaction Strategies

1. Teachers and Pedagogical Attributes
2. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
3. Analysis of Elementary Education Curriculum, Pupil Assessment Techniques
4. Role of I.C.T, Research Trends in Elementary Education

Unit –IV: Management of Quality in Elementary Education

1. Quality Education for All-International initiatives; Dakar Summit, Millennium Development Goals; Improving Quality: The Policy Perspectives; Monitoring Student Development; Directing Resources and Interventions. Quality parameters-Bench marks. APPEP, DPPEP, SSA, School Complex, School Management Committee(SMC), Mid-day meal, Supply of free books and clothes.
2. Factors hindering success and participation, Enhancing Learning Outcomes – MLL.
3. Teachers Professional Training: In –service Education Programme, Study of SOPT/ PMOST, School Based Staff Development Programme
4. Accountability of Teachers for Quality Teaching Learning

Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

Practicum

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

References

1. Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). *Achieving Universal Primary Education by 2015. A Chance for Every Child*. World Bank Publications.
2. De, Anuradha&Dreze, Jean (1999). *Public Report on Basic Education In India*. Oxford University Press. USA.
3. Kumar, Ravi (2006). *The Crisis of Elementary Education in India*. Sage Publications Pvt. Ltd.
4. Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). *Universalizing Elementary Education in India: Uncaging The ‘Tiger’ Economy* (1st edition) Oxford University Press.
5. Mehrotra, Santosh (2006). *The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs*. Sage Publications. New Delhi.

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

IInd Year Semester -III

PAPER –III: -SECONDARY EDUCATION

Objectives

After completion of this course, the students will be able to

1. Develop the skill of organizing curriculum
2. Become familiar with the concept of teaching and teaching skills.
3. Understand and practice various approaches, Methods and techniques of teaching
4. Acquire mastery over development and use of tools of Evaluation

Course Content

Unit -I: Curriculum

1. Curriculum : Concept and meaning, curriculum and syllabus
2. Principles of curriculum construction
3. Curriculum development – Planning, Implementation and Evaluation
4. Approaches to curriculum organization- Topical, Logical, Sectional, Concentric, Conceptual, Paperary, Seasonal, Integrated.

Unit -II: Teaching and Skills of Teaching

1. Concept, Meaning of Effective teaching, Functions of teaching.
2. Concept, meaning of effective Learning- Cognitive, Affective and Psychomotor domain levels.
3. Teaching skill – Definition, classification and assessment criteria of different types of Teaching skills – Skill of Identifying and writing of content related objectives and Contextual objectives, Skill of Introduction, Explanation, Questioning, Stimulus Variation, Reinforcement, Black board work, Explanation with day-to-day experiences, Suitable illustrations, Skill of Summarization and Conclusions.
4. Planning for Teaching – Lesson planning.

Unit -III : Approaches, Methods and Techniques of Teaching

1. Approaches – Inductive and Deductive
2. Teacher centered methods – Lecture, Lecture- Cum – Demonstration, Historical and Pupil centered methods – Laboratory, Heuristic, Project, Scientific, Problem solving.
3. Techniques of Teaching – Brain storming, Dramatization, Role play, Digital Technology, Supervision, Assignment, Drill work.
4. Teaching Learning Materials – Need, Importance and Classification

Unit -IV : Evaluation and Qualitative Improvement.

1. Concept of Measurement and Evaluation, Purposes and process of Evaluation.
2. Types of Evaluation – Diagnostic, Formative and Summative, Tools and Techniques of Evaluation
3. Qualitative parameters Physical, Academic inputs for quality improvement.
4. Measurements to improve quality in Secondary Education – RMSA, Navodaya Schools, Kasthuribha Schools, Ashram Schools etc...

Practicum

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

References

1. Mangal,S.K., (1993), Methodology of Teaching Mathematics, New Delhi, Arya Book Depot.
2. Agarwal, M.M., Methodology of Teaching Mathematics.
3. NCERT: Measurement and Evaluation
4. Burnet, Will.R. (1960), Teaching Science in the Secondary Schools, New York.
5. Kochhar,S.K (1998), The teaching of Social Studies, Sterling Publishers Pvt. Ltd., New Delhi.

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

IInd Year Semester -III

PAPER –IV: INCLUSIVE EDUCATION

Objectives

After completion of this course, the students will be able to

1. Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
2. Explicate the national & key international policies & frameworks facilitating inclusive education.
3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
4. Describe the inclusive pedagogical practices & its relation to good teaching.
5. Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Course Content

Unit-I – Introduction to Inclusive Education

1. Inclusion: Meaning and Definitions
2. Changing Practices in Education of Children with Disabilities segregation, Integration and Inclusion
3. Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment.

Unit -II – Policies and Frameworks Facilitating Inclusive Education

1. International frame works : Salamanca (1994), Biwako Millennium Frame work of Action (2002).
2. International Conventions: Convention against Discrimination (1960), Convention on Rightsof Child (1989), Papered Nations Convention on Rights of Persons with Disabilities (UNCRPD), 2001.
3. National Commissions and Policies : Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curriculum Frame work (2005), National Policy for Persons with Disabilities (2006).
4. National Acts and Programmes : IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013).

Unit -III – Adaptations, Accommodations and Modifications

1. Specifics for children with sensory disabilities
2. Specifics for children with Neuro-developmental disabilities
3. Specifics for children with Locomotor and Multiple disabilities
4. Specifics for gifted children

Unit -IV – Inclusive Academic instruction

1. Universal Design for Learning
2. Co-teaching Methods : One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching, Team Teaching and Peer tutoring including ICT
3. Classroom Management
4. Involvement of Stakeholders of Inclusive Education

Practicum

- (3) One Seminar
- (4) One Assignment

References

1. Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
2. Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
3. Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
4. Daniels, H. (1999). *Inclusive Education*. London: Kogan.
5. Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
6. Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
7. Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
8. Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
9. Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
10. Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
11. Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
12. Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
13. Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
14. King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.

15. Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
16. McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
17. Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
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RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

Second Year Semester -III

PAPER –V: PSYCHOLOGY AND LIFE

Objectives

After completion of this course, the students will be able to

1. Understand psychology as an applied subject
2. Understand himself / herself
3. Understand emotions of themselves and others.
4. Design a good learning situation
5. Understand the states of mental health
6. Develop into a holistic personality.

Course Content

Unit 1: Meaning and Nature of Psychology

1. Meaning and Methods of psychology.
2. Cognitive capacities-perception, cognition, memory, thinking, reasoning, problem solving, imagination.
3. Affective capacities-feelings, attention, attitudes and interests.
4. Human development – Soft Skills and Life Skills.

Unit – 2: Emotions and Emotional Disorders

1. Emotions- Meaning and types.
2. Emotional expressions, bodily expressions, vocal expressions, Gestures and communications.
3. Emotions and social behaviour.
4. Emotional disorders- fear, anxiety, anger and violence.

Unit - 3: Learning, Memory, Motivation and Creativity

1. Learning- meaning and types, learning difficulties
2. Memory-types, improvement of memory and reasons for forgetting

3. Motivation-types, motivation and achievement, self motivation, attributions for success and failures
4. Creativity – Concept, process , development of creativity , blocks for creativity

Unit 4: Personality and Mental Health

1. Meaning and theories of personality, assessment
2. Positive attitude towards life, Successful social life and importance of fitness
3. Mental disorders, defense mechanisms
4. Personality in the new era

Practicum

- (5) One Seminar
- (6) One Assignment

Reference Books

1. Mangal S.K., (2002), General Psychology, Prentice – Hall of India, New Delhi.
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11. Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
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RAYALASEEMA UNIVERSITY

MASTER OF EDUCATION

(Two Year Regular Programme)

(As per the Norms of NCTE 2014)

(CHOICE BASED CREDIT SYSTEM OF TEACHING & EVALUATION, W.E.F.2015-2017)

SEMESTER -IV

Papers	Title of the paper	Types of Course	No. of Credits
Paper-1	Research Perspectives in Teacher Education.	C.Teacher Education Course	4 Credits
Pape-2	Advanced Techniques of Evaluation	D.Specialization Course	4 Credits
Paper-3	Curriculum Studies	D.Specialization Course	4 Credits
Paper-4	Value Education	D.Specialization Course	4 Credits

INTER SEMESTER BRACK (ISB –IV)

Papers	Title of the paper	Types of Course	No. of Credits
ISB-I	Dissertation : (a) Report Writing	Specialization Course	6 Credits
	(b) Viva Voice	Specialization Course	2 Credits

RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

2nd Year Semester -IV

PAPER –I: RESEARCH PERSPECTIVES IN TEACHER EDUCATION

Objectives

After completion of this course, the students will be able to

1. Understanding of the concept, objectives and principles of teacher education.
2. Existing practices regarding structure, curriculum and evaluation in the education.
3. Understand teaching and training techniques.
4. Organize various types of student teaching programme.
5. Know the concept and practice of evaluation in teacher education.
6. Acquaint the student with the innovative practice in teacher education.
7. Develop in the student professional ethics and to develop in the student the commitment to the profession.
8. Acquaint the student with different agencies of teacher education in India and their rules and functions.
9. Acquaint the student with the role of professional organization of teacher educators.
10. Help the student to understand major issues and problems of teacher education.

Course Content

Unit 1: Teacher Education at Pre-Primary and Primary Levels

1. Objectives of Teacher Education Programme at pre Primary and Primary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels.

Unit 2: Teacher Education at Secondary and Higher Secondary Levels

1. Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
2. Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
3. National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE.
4. Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels

Unit 3: Teacher Education as a Profession

1. Concept of Profession and Professionalism
2. Developing Professionalism, Professional Ethics and Professional Code of Ethics of Teacher Educators.
3. Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.
4. Relationship between Teacher Effectiveness and Professional Ethics.

Unit 4: Research in Teacher Education

1. Nature and Scope of Research in Teacher Education.
2. Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions)
3. Trends in Research in Teacher Education
4. Implications of Research for Teacher Education.

Practicum

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

Reference Books

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16. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
17. Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.

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19. Nyjirhu S.N, (ed), Education of teacher of India (Vol.1)S.Chand and Co. Delhi.1968
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22. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
23. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
24. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
25. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
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RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

2nd Year Semester -IV

PAPER –II: ADVANCED TECHNIQUES OF EVALUATION

Objectives

After completion of this course, the students will be able to

- Acquaint the student with the basic concepts and practices adopted in educational evaluation.
- Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains

Unit I: Basics of Evaluation

1. Evaluation :-Meaning, concept, scope and importance -Basic principles and functions of evaluation - Steps and process of evaluation,
2. Models in Educational Evaluation – 3D Model, Total Model and Individual Judgment Model
3. Role of Evaluation in Education – Diagnosis, improvement of teaching, Guidance prognosis, survey and placement
4. Relationship between Educational objectives, learning experiences and evaluation

Unit II: New trends in Examinations

1. Grading, marking and Semester, credit system - Open book system
2. Alternative assessment strategies- rubric, performance based assessment
3. Continuous and Comprehensive Evaluation - Moderation and reevaluation.
4. Use of Computers in education - Online assessment tools

Unit III : Student Evaluation and Performance Evaluation

Students Evaluation:1. Peer Evaluation, Participation, Group Assessments, Projects, ePortfolio's.

2. Cognitive- Formative, Summative, School Experience -Affective–Assessment of student's Interests, Attitudes, Values, Self-efficacy –Development of Rubrics – Psychomotor–skill assessment checklists, Scales.

3. **Performance Evaluation:**Assessment of teaching Proficiency criterion tools and Techniques - UGC guidelines for Academic Performance Indicators (API) and

4. Portfolio Assessments

Unit IV: Programme Evaluation and Institutional Evaluation

Programme Evaluation: 1. Evaluation of Internship Programmes – 1. Programme Evaluation and Review Technique (PERT)

2. Systems approach

3. Choice based credit system of teaching and Evaluation

Institutional Evaluation: 4. Quality Management systems - NAAC parameters

Practicum:

(1) One Seminar

(2) One Assignment

References:

1. Bhatia.K.K., Measurement and Evaluation in Education Parkash Brothers, 546, Books Market, Ludhiana – 141008
2. Jum C. Nunnally, 1972; “Educational Measurement and Evaluation, Mc Graw – Hill Book Company, New York
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RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

2nd Year Semester -IV

PAPER –III: CURRICULUM STUDIES

Objectives

After completion of this course, the students will be able to

1. Understand the concept of Curriculum
2. Define Curriculum
3. Describe and analyze various approaches to Curriculum Development
4. Have the outlook of various foundations towards Curriculum Development
5. Understand the bases of Curriculum Development
6. Describe the Instructional systems
7. Explain the role of stakeholders in implementation and evaluation of Curriculum
8. Explain the concept and types of evaluation.

Course Content

Paper – I – Introduction of Curriculum

1. Meaning, Concept and Definitions of Curriculum
2. Need of Curriculum
3. Philosophical, Psychological, Sociological and Economic Foundations of Curriculum
4. Types of Curriculum - Core Curriculum, Hidden and Spiral Curriculum

Paper-II – Curriculum Planning and Development

1. Bases of Curriculum Development
2. Curriculum designing
3. Approaches in Curriculum Development – Developmental, Functional, Eclectic and Ecological.
4. Curriculum Framework NCTECF -2009, APSCF-2011.

Paper-III – Curriculum Transaction and Instructional System

1. Instructional system
2. Need and Types of enhancing curricular transaction – Study skills, counseling and tutoring, Feedback Mechanism.
3. Learner – centered and Teacher – Centered Instruction
4. Role of Stakeholders in Implementation and Evaluation of curriculum.

Paper-IV – Curriculum Evaluation

1. Concept, Types of Evaluation
2. Approaches to Evaluation
3. Construction of Evaluation tools
4. Emerging trends in Curriculum evaluation – grading, semester, continuous Internal assessment, uses of computers in evaluation.

Practicum

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

References

1. Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
2. Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
3. Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
4. Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
5. Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
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RAYALASEEMA UNIVERSITY: KURNOOL.

MASTER OF EDUCATION

2nd Year Semester -IV

PAPER –IV: VALUE EDUCATION

Objectives

After completion of this course, the students will be able to

- Develop an awareness and basic understanding value of education and its associated problems in India
- Understand the meaning, nature, need, importance and scope of value education.
- Develop acquaintance with various strategies and techniques of value education.
- Analyse the relationship between values and education
- Acquaint with various strategies, approaches and techniques to inculcate values through education
- Understand value oriented education.
- Make them to put in practice the learnt / caught values in their daily routine activities.

Course Content

Paper-I – Values and Value Education

1. Values – Meaning, concepts of values (Indian and Western), classification of values,nature of values.
2. Supreme values in Ancient Indian life and education, place of values in present society and in present educational system, values and education.
3. Value education – Meaning, need and importance of Value education, status of value education in India.
4. Recommendations of various commissions, committees, policies about value education.

Paper-II – Value Education – Approaches, Methods and Strategies.

1. Meaning, Concept of value oriented education, concept and nature of Moral education.
2. Differences between moral education and value education
3. Strategies of value, education.
4. Approaches and methods of value education.

Paper-III – Value orientation in Teacher Education

1. Present scenario of Teacher Education towards value oriented education.
2. Specific values to develop integrated personality through various activities
3. Teachers, their roles and Teacher education programmes to prepare skilled teachers Through In-service and pre-service programmes.
4. Specific suggestions to improve teacher education programmes for preparing teacher to inculcate values among children.

Paper-IV – Measurement of values and Evaluation of Value education

1. Evaluation strategies of value education
2. Tools and techniques of measurement of values
3. Sources of value education
4. Future research in value education

Practicum

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

References

1. Gokak, V.K (Ed.), Teacher's hand book for "Education in Human Values", Prashanthi Nilayam, Sri Satya Sia EHV Trust.
2. Venkataiah, N, "Value Education", APH Publishing Corporation, New Delhi, (1998).
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7. Mohanty. J. "Values in Education and Strategies for their inculcation" in Indian Education in the Emerging Society, New Delhi : Sterling Publishers Private Limited, 1982.

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