



**Dr. B.R. AMBEDKAR UNIVERSITY, SRIKAKULAM
ETCHERLA – 532410**

DEPARTMENT OF EDUCATION

MASTER OF EDUCATION (M. Ed)

(TWO YEAR PROGRAMME)

(As per NCTE New Guidelines-2014 & CBCS of Dr B.R.Ambedkar University Sriakulam)

(Effective from the academic year 2019-2020)

**SYLLABUS, RULES AND REGULATIONS OF M.Ed. COURSE
(TWO YEAR PROGRAMME) OF Dr B.R.AMBEDKAR UNIVERSITY SRIKAKULAM**

Applicable to the students admitted from the academic year 2015-2016 onwards for two year (Four-semester) M.Ed., Degree course

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

ADMISSIONS:

A Candidate seeking admission to two year (four-semester) M.Ed. Course has to qualify himself / herself at the M.Ed Common Entrance Test conducted by the University. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

CURRICULUM TRANSACTION:

1. The duration of M.Ed. Course will be of two year in four semesters. Total number of working days / hours per year are 180- (1080 hours)
2. Number of days earmarked for Admissions – 2 days
3. Number of days for Theory internal assessment examinations – 15 days
(1 semester 4 days + 2 semester 4 days +3 semester 4 days + 4 semester 3 days)
4. Number of days for Theory Semester End Examinations – 6 days
(1 semester 4 days + 2 semester 4 days +3 semester 4 days + 4 semester 3 days)
5. Number of days for M.Ed. Dissertation Viva-Voce Examinations – 4 days

(During semester 4)
6. The number of days for dissertation Data Collection – 20 days (during semester 4)

GENERAL RULES FOR EXAMINATION

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

Dr B.R.Ambedkar University Srikakulam”

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, residence, practical work etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidates, shall forward the application to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. The Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without purring in any further attendance.
6. A candidate after he/ she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subject in which he /she was examined and the division in which he / she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.

8. Students who have appeared once at any examination of the University need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus regulations.
10. No admissions/readmissions/promotions are to be made after the expiry of two weeks from the date of commencement of instruction.
11. No supplementary or any other examination shall be conducted during the instruction period.
12. Candidates will be allotted to M.Ed., course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including reservation.
13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed.
14. The programme of instruction, examination and vacation shall be notified by the University.
- 15. The medium of instruction for the M.Ed., course shall be English and the students have to answer all examination in English only.**
16. University examinations shall be held as prescribed in the scheme of the examination.
17. The course of study shall consist of class lectures, tutorials, seminars, assignments, guest lecturers, research through dissertation, etc.,
18. The examination in the theory papers will be a written examination. Besides the written examination there will be a viva-voce examination to defend the dissertation.
19. Principal of the college of education should depute their teachers for examination work as and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

RULES OF ATTENDANCE:

1. The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed., course as specified above, has pursued a "Regular course of study" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and dissertation and viva-voce examinations.
2. A regular course of study means attendance at not less than 75% in Teaching instructional period. In special cases the Vice-Chancellor may condone deficiently of attendance not exceeding 10% on the recommendation of the Principal, based on Medical certificate by an authorized medical officer approved by the Principal.
3. The names of students who are continuously absent for ten days or more without any leave sanctioned or who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission during the next academic year as per the request of the candidate with the permission of the Vice-Chancellor of the University.
4. The students who do not have adequate attendance will not be considered for the award of any scholarships or any kind of financial aid by the colleges or any other government or quasi government agency.
5. Students who do not have adequate attendance will not be permitted to appear for theory examination and such candidates have to rejoin the course with exemption from the entrance test. The admission of all such candidates will be over and above the sanctioned ceiling of seats for the college.
6. Attendance shall be reckoned from the date of commencement of instruction as per the almanac communicated by the university.

AWARD OF DIVISION:

Candidates will be awarded division in Theory, Dissertation and Viva-voce examinations put together.

For theory Examination:

First Class with Distinction	:	70% and above
First Class	:	60% and above
Second Class	:	50% and above and less than 60%
Minimum pass marks in each theory paper:		40%
Aggregate marks for all papers put together:		50%

i.e., 8 marks in internal assessment for a maximum of 20

32 marks in end-semester examination for a maximum of 80

For Dissertation:

Minimum pass marks in Dissertation : 50% - i.e. 75 marks for a
Maximum of 150 marks.

Minimum pass marks for Viva-voce examination : 50% - i.e. 25 marks for 50 for a
Maximum of 50 marks.

Candidates, who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for rank certificates/Gold Medals/prizes.

APPEARANCE AND REAPPEARANCE FOR THE EXAMINATION:

1. Candidates who secure minimum pass marks in theory, dissertation and viva-voce examinations and fails to secure overall aggregate of 50% at the end of Semester – 4 are declared failed and they have to reappear for those papers of their choice for a maximum of three attempts in three consecutive years, However, they are not eligible for distinction/rank certificates/Medals/Prizes.
2. Candidates who have completed dissertation work specified in the curriculum alone are eligible to appear for theory examination of M.Ed. course at the end of semester 4. No. candidate without the submission of M.Ed. dissertation is allowed for final semester end theory examinations.
3. The college will have the discretion of not allowing the candidates to appear for the final theory examination in case their dissertation work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their dissertation work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper/papers in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
5. A candidate who fails to secure the minimum pass mark in the Dissertation work/Viva-voce shall resubmit the dissertation after making necessary changes as open the instructions by the examiner and submit the same in the subsequent year to complete evaluation and viva-voce examination.
6. Candidates who have appeared once at any examination of the University need not put in fresh attendance if they want to reappear at the same examination notwithstanding the fact that new subjects may have been introduced or group of subjects changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
7. Attendance at N.CC./N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

TEACHING FACULTY AS RESEARCH GUIDES FOR M.Ed. DISSERTATIONS

Each lecturer in the College will act as a Dissertation Guide. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the M.Ed. student i.e., attendance, preparation of research proposals, research designs, development of research tool, standardization if necessary, collection of data, interpretation of data, statistical treatment of data if necessary and preparation of Research Report in the form of a Dissertation as per the existing rules of the University. Each Research Guide, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. The Research guide will authenticate the report prepared by his/he student and evaluate the Dissertation and Viva-voce examination as one of the examiners.

VIVA-VOCE EXAMINATION:

1. The candidates are expected to preserve all their manuscripts, tools, data sheets, corrected copies of the dissertation, reference material, etc., and present them for verification during the viva-voce examination.
2. If any student is found to carryout plagiarism in the preparation of dissertation his dissertation will be cancelled and he has to prepare a new dissertation. He will not be allowed to take the examination during that year and he has to re appear for the examination in the subsequent year.
3. The students should submit attendance certificate from the Head of the Institution from where they have collected the information/data for their dissertation and these should be acknowledged in the dissertation and submitted during the viva-voce examination.
4. The evaluation of the M.Ed. dissertation will be conducted by a panel of at least two independent examiners one internal and one external (From outside the University). The modalities of conducting the viva-voce examination are as per the rules and regulations of the University.
5. The College will have the discretion of not sending up candidates for the final examination, both in Theory and Dissertation in case their performance is not satisfactory and those candidates who fail in the Internal Examinations and /or in Dissertation also have to seek fresh admission in the sub-sequent year(s) t complete their work.

TRANSITORY PROVISIONS:

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

ANNEXURE – I

ELIGIBILITY

Course	Qualifying Examination for Admission into M.Ed
Master of Education (M.Ed)	(1) 55% of Marks in General B. Ed

ANNEXURE – II

SCHEME OF INSTRUCTION

Semester-I

Course Code	Title of the Paper	Compulsory / Elective	No. of Hours of Instruction per week
101	Philosophical Foundations of Education	Compulsory	6 Hours.
102	Sociological Foundations of Education	Compulsory	6 Hours.
103	Psychology of Learning and Teaching	Compulsory	6 Hours.
104	Introduction to Education Studies	Compulsory	6 Hours.
105	Self-Development	Compulsory	2 Hours
106	Communication & Expository Writing	Compulsory	2 Hours
107	Extension Work	Compulsory	2 Hours
108	CBCS Paper	Elective	6 Hours

Semester-II

Course Code	Title of the Paper	Compulsory / Elective	No. of Hours of Instruction per week
201	History & Political Economy of Education	Compulsory	6 Hours.
202	Secondary Education – I / Elementary Education - I	Elective	6 Hours.
203	Research Methods – I (Preliminary)	Compulsory	6 Hours.
204	Teacher Education – I	Compulsory	6 Hours.
205	Internship : Teaching Practice Session	Compulsory	2 Hours
206	Dissertation	Compulsory	2 Hours
207	Extension Work	Compulsory	2 Hours
208	CBCS Paper	Elective	6 Hours

Semester-III

Course Code	Title of the Paper	Compulsory / Elective	No. of Hours of Instruction per week
301	Curriculum Studies	Compulsory	6 Hours.
302	Secondary Education – II / Elementary Education – II	Elective	6 Hours.
303	Research Methods – II (Advanced)	Compulsory	6 Hours.
304	Teacher Education – II	Compulsory	6 Hours.
305	Internship : Theme Specialization	Compulsory	2 Hours
306	Dissertation	Compulsory	2 Hours
307	Extension Work	Compulsory	2 Hours
308	CBCS Paper	Elective	6 Hours

Semester-IV

Course Code	Title of the Paper	Compulsory / Elective	No. of Hours of Instruction per week
401	Thematic Specialization -I	Elective	6 Hours.
402	Thematic Specialization –II	Elective	6 Hours.
403	Thematic Specialization –III	Elective	6 Hours.
404	Dissertation	Compulsory	4 Hours
405	Academic Writing	Compulsory	4 Hours
406	Extension Work	Compulsory	4 Hours
407	CBCS Paper	Elective	6 Hours

NOTE: The Candidate should opt ONE paper each under Thematic Specializations –I, II & III from the following list;

1. Educational Management, Administration & Leadership
2. Educational Measurement & Evaluation
3. Guidance & Counselling
4. Inclusive Education
5. Educational Technology & ICT in education

Field Work for Dissertation:

Candidate shall have field work in their selected research area for a period of 20 days during Fourth Semester.

ANNEXURE – III

SCHEME OF EXAMINATION AS PER CREDIT SYSTEM

Semester-I

Course Code	Title of the Paper	Credit	Max. Marks	Double Valuation (Internal/ External)	Internal Assessment
101	Philosophical Foundations of Education	4	100	80	20
102	Sociological Foundations of Education	4	100	80	20
103	Psychology of Learning and Teaching	4	100	80	20
104	Introduction to Education Studies	4	100	80	20
105	Self Development	1	25	--	25
106	Communication & Expository Writing	1	25	--	25
107	Extension Work	1	25	--	25
108	CBCS Paper	1	50	50	--
	TOTAL	20	525	370	155

Semester-II

Course Code	Title of the Paper	Credit	Max. Marks	Double Valuation (Internal/ External)	Internal Assessment
201	History & Political Economy of Education	4	100	80	20
202	Secondary Education – I / Elementary Education – I	4	100	80	20
203	Research Methods – I (Preliminary)	4	100	80	20
204	Teacher Education – I	4	100	80	20
205	Internship : Teaching Practice Session	4	100	--	100
206	Dissertation	2	50	--	50
207	Extension Work	1	25	--	25
208	CBCS Paper	1	50	50	--
	TOTAL	24	625	370	255

Semester-III

Course Code	Title of the Paper	Credit	Max. Marks	Double Valuation (Internal/ External)	Internal Assessment
301	Curriculum Studies	4	100	80	20
302	Secondary Education – II / Elementary Education – II	4	100	80	20
303	Research Methods – II (Advanced)	4	100	80	20
304	Teacher Education – II	4	100	80	20
305	Internship : Theme Specialization	4	100	--	100
306	Dissertation	2	50	--	50
307	Extension Work	1	25	--	25
308	CBCS Paper	1	50	50	--
	TOTAL	24	625	370	255

Semester-IV

Course Code	Title of the Paper	Credit	Max. Marks	Double Valuation (Internal/ External)	Internal Assessment
401	Thematic Specialization -I	4	100	80	20
402	Thematic Specialization –II	4	100	80	20
403	Thematic Specialization –III	4	100	80	20
404	Dissertation	2	50	--	50
405	Viva-voce	2	50	--	50 *
406	Academic Writing	2	50	--	50
407	Extension Work	1	25	--	25
408	CBCS Paper	1	50	50	--
	TOTAL	20	525	290	235

NOTE : *Single valuation by Viva-voce committee

TOTAL MARKS:

1ST, 2ND, 3RD & 4TH SEMESTERS : 525+625+625+525 = 2300

TOTAL CREDITS:

1ST, 2ND, 3RD & 4TH SEMESTERS : 20+24+24+20 = 88

M.Ed. Degree Examination
(With effect from M.Ed. Admitted Batch 2015-2016)
Model Question Paper
Semester – 1/Semester -2 / Semester – 3/Semester -4

Paper – 1/2/3/4/5:

Time: 3 Hours

Max. Marks: 80

Section – A (5x4 = 20 Marks)

Answer the FIVE out of eight questions, in not less than one page.
Each Question Carries 4 marks

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

Section – B (5X12 = 60 Marks)

Answer all the Questions with internal choice in not less than three pages.
Each Question Carries 12 marks

- | | |
|----------|--------|
| 1. (a) – | Unit 1 |
| | [OR] |
| (b) – | Unit 1 |
| | |
| 2.(a) – | Unit 2 |
| | [OR] |
| (b) – | Unit 2 |
| | |
| 3.(a) – | Unit 3 |
| | [OR] |
| (b) – | Unit 3 |
| | |
| 4.(a) – | Unit 4 |
| | [OR] |
| (b)- | Unit 4 |
| | |
| 5.(a) – | Unit 5 |
| | [OR] |
| (b)- | Unit 5 |



DEPARTMENT OF EDUCATION
DR. B.R. AMBEDKAR UNIVERSITY, SRIKAKULAM

MASTER OF EDUCATION (M.Ed)

SYLLABUS

SEMESTER - I

Course – 101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Credits	:	Four	Maximum Marks :	100
Contact Hours	:	Six hours per week	Internal	: 20
Examination	:	Three hours	External	: 80

Course Objectives:

The course is intended to help the students:

- (i) To develop an insight into the nature and purpose of philosophy of education
- (ii) To develop critical understanding about the relationship between philosophy and education
- (iii) To develop thorough understanding of various schools of philosophical thought in education
- (iv) To develop critical understanding of the contributions of Indian and Western thinkers to the field of education
- (v) To understand the role of education in value and cultural transformation

Course Outcomes:

After Completion of the course, the students will be able to:

- (i) develop a critical understanding of the aims and functions of Education and its relationship with Philosophy
- (ii) develop a thorough understanding of various schools of philosophical thought in education
- (iii) develop a critical understanding of the contributions of Indian and Western thinkers to the field of education
- (iv) understand the role of education in value transformation
- (v) develop a critical understanding of the role of education in the transmission of culture

COURSE CONTENT:

UNIT-I: PHILOSOPHY OF EDUCATION

Philosophy: Meaning and nature – Different branches of Philosophy: Metaphysics, Epistemology, Axiology and Logic - Education: Meaning, nature and scope – Aims of Education – Functions of Education – Relationship between Philosophy and Education - Nature and scope of Philosophy of Education.

Learning outcomes:

- After completion of the unit, the students: (i) know different branches of philosophy, (ii) understand different aims and functions of education; and the relationship between Philosophy and Education (iii) understand the nature and scope of Philosophy of Education

UNIT-II: SCHOOLS OF PHILOSOPHICAL THOUGHT

Different schools of philosophical thought – Idealism, Naturalism, Pragmatism and Existentialism – Contributions of different schools of thought to the field of education with reference to aims and objectives of education, Curriculum, Methods of teaching and Role of the teacher.

Learning outcomes:

- After completion of the unit, the students: (i) Understand different schools of philosophical thought, (ii) know the contributions of various schools of philosophy to the field of education with reference to aims and objectives, curriculum and methods of teaching and (iii) identify the role of the teacher with reference to different schools of Philosophical thought

UNIT-III: GREAT THINKERS ON EDUCATION

Indian thinkers on Education – Contributions of Rabindranath Tagore, M. K. Gandhi, Swami Vivekananda and Sri Aurobindo to the field of Education. Western thinkers on Education – Contributions of John Dewey, Froebel and Maria Montessori to the field of Education.

Learning outcomes:

- After completion of the unit, the students: (i) understand the contributions of Rabindranath Tagore and M.K. Gandhi to the field of education (ii) know the contributions of Swami Vivekananda and Sri Aurobindo to the field of education (iii) get an understanding of the contributions of John Dewey, Froebel and Maria Montessori to the field of education.

UNIT-IV: VALUES IN EDUCATION

Values – Meaning, nature, concept and importance of values – Classification of values– Moral, spiritual, Cultural and Social values – Theories of values: Cognitive theory, Development theory, Social Learning theory and Psycho-analytical theory - Inculcation of values –Ways and means of inculcating values among the students – Role of the teacher in value transformation.

Learning outcomes:

- After completion of the unit, the students: (i) Understand the meaning, nature, concept and importance of values, (ii) visualize different theories of values, (iii) know the ways and means of inculcation of values among the students and the role of the teacher in value transformation

UNIT-V: CULTURE AND EDUCATION

Culture – concept, meaning and nature of culture – Characteristics of culture –Relationship between Culture and Education – Preservation of cultural heritage – Transmission of culture – Development of culture – Influence of culture on aims of education, curriculum, Methods of teaching and Role of teacher.

Learning outcomes:

- After completion of the unit, the students: (i) understand concept, meaning, nature and characteristics of culture, (ii) know the characteristics of culture, the relationship between culture and Education, preservation of cultural heritage and the transmission of culture (iii) visualize the influence of culture on aims of education, curriculum methods of teaching and the role of teacher.

SUGGESTED READINGS:

- Alfred North Whitehead (1967): *Aims of Education and other essays*, McMillan Publications, New York.
- John S Brubacher (1969) : *Modern Philosophies of Education*. McGraw Hill Publications, New Delhi.
- Krishna Murthy, J. (1947) : *On Education*, Orient Longman, New Delhi.
- Mani, R.S. (1964) : *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Manoj Das (1999) : *Sri Aurobindo on Education*, National Council for Teacher Education, New Delhi.
- NCERT (2005) : *National Curriculum Framework-2005*, NCERT, New Delhi.
- NCERT (2014) : *Basics in Education*, NCERT, 2014

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Course – 102: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to make the students acquire the ability:

- (i) To analyze, interpret and synthesize various concepts of Sociological principles related to educational phenomenon.
- (ii) To visualize education as an instrument of social change and understand the constraints of social change with special reference to caste, class, language and religion
- (iii) To get a thorough understanding of the sociological perspectives in education
- (iv) To identify the purposes of Democratic Education and its equal contribution to all sections of people in the society
- (v) To understand the educational implications of Liberalization, Privatization and Globalization.

Course Outcomes:

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

- (i) analyze, interpret and synthesize various concepts of Sociological principles related to educational phenomenon
- (ii) visualize education as an instrument of social change and understand the constraints of social change with special reference to caste, class, language and religion
- (iii) get a thorough understanding of the sociological perspectives in education
- (iv) identify the purposes of Democratic Education and its equal contribution to all sections of people in the society
- (v) understand the educational implications of Liberalization, Privatization and Globalization.

COURSE CONTENT (along with Learning Outcomes):

UNIT-I: SOCIOLOGY OF EDUCATION

Sociology – Meaning, nature and scope – Relationship between Sociology and Education – Concept, scope and functions of Sociology of Education - Education as a social sub system - Social structure – Meaning and nature - Role and functions of Education in Social structure

Learning outcomes:

- After completion of the unit, the students: (i) understand the meaning, nature and scope of Sociology; and identify the relationship between Sociology and Education, (ii) understand the meaning and nature of social structure and (iii) visualize the role and functions of Education in social structure.

UNIT-II: EDUCATION AND SOCIAL CHANGE

Social change – Meaning and nature – Education as an instrument of social change – Factors affecting social change – Constraints of social change with special reference to caste, class, language and religion – Social stratification – Meaning and nature - Characteristics of Social stratification – Social mobility – Factors affecting social mobility – Role of Education in social mobility.

Learning outcomes:

- After completion of the unit, the students: (i) understand the meaning and nature of Social Change; and realize the importance of Education as an instrument of social change, (ii) identify the constraints of social change with special reference to caste, class, language and religion, (iii) understand the concepts of ‘social stratification’ and ‘social mobility’; and visualize the role of education in social mobility.

UNIT-III: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Sociological theories – Emile Durkheim on Social solidarity – Talcott Parsons on Social systems – Max Weber on Social Action - Conflict theories – George Simmel on functions of conflict – Karl Marx on Social Evolution - C.W. Mills on Sociological Imagination – Radha Kamal Mukherjee on Social values

Learning outcomes:

- After completion of the unit, students: (i) understand different sociological theories propounded by Emile Durkheim, Talcott Parsons and Max Weber, (ii) visualize the theories of George Simmel and Karl Marx, and (iii) get an understanding of the sociological theories of C.W. Mills and Radha Kamal Mukherjee.

UNIT-IV: EDUCATION AND THE STATE

Education for democracy – Objectives of Democratic Education – Equality of Educational opportunities – Education for the socially and economically disadvantaged sections of society with special reference to Scheduled Castes, Scheduled Tribes, Women and Rural population, Minorities and disabled – Right to Education (RTE) – Education for National Integration and International understanding.

Learning outcomes:

- After completion of the unit, students: (i) understand the concept of 'education for democracy' and visualize the objectives of democratic education, (ii) realize the need for education for the socially and economically disadvantaged sections of the society such as SCs, STs, Women, Rural population, minorities and disabled, (iii) recognize the need and importance of Right to Education; and understand the purpose of education for National Integration and International Understanding.

UNIT-V: EDUCATION AND SOCIALIZATION

School as a Social Organization - Sociological functions of School - Socialization of the learner - School culture and Home culture - Role of Peer group and the media in socializing the learner - Changing role of a teacher in the process of socialization - Liberalization, Privatization and Globalization - Educational Implications.

Learning outcomes:

- After completion of the unit, students: (i) understand the sociological functions of school and the role of peer group and the media in the socialization of the learner, (ii) realize the changing role of a teacher in the process of socialization of the child and (iii) understand educational implications of socialization in the context of Liberalization, Privatization and Globalization.

SUGGESTED READINGS

- Alfred North Whitehead (1967): *Aims of Education and other essays*, McMillan Publications, New York.
- Durkheim, E. (1956) : *Education and Society*, Teachers College Press, New York.
- Gore, M. S. et al. (1975) : *Papers on Sociology of Education in India*, NCERT, New Delhi.
- Harlambs, M. (1981) : *Sociology – Theories and Perspectives*, Oxford University Press, New Delhi.
- Johnson, H.M. (1970) : *Sociology: A Systematic Introduction*, Allied Publishers, Bombay.
- Raymond Aron (1987) : *Main currents in Sociological Thought, Vol.II*, Penguin, London.
- William Skidmore (1975) : *Theoretical Thinking in Sociology*, Cambridge University Press, Cambridge.

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Course – 104: INTRODUCTION TO EDUCATION STUDIES

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

COURSE OBJECTIVES:

The course study is intended to make the students acquire the ability;

1. To understand the nature and purpose of education;
2. To develop insight into the perspectives and process of educational system
3. To appreciate the disciplinary nature of education.
4. To develop critical understanding about the relationship of Education with other disciplines
5. To reflect on the educational ideas of various thinkers and understand the educational practices

COURSE OUTCOMES:

After the completion of this course, the student should be able to;

1. Understand the nature and purpose of education;
2. Develop insight into the perspectives and process of educational system
3. Appreciate the disciplinary nature of education.
4. Develop critical understanding about the relationship of Education with other disciplines
5. Reflect on the educational ideas of various thinkers and understand the educational practices

COURSE CONTENT:

UNIT-I: INTRODUCTION TO EDUCATION

Education: Meaning, nature and scope – Aims of Education in the context of emerging aspirations – Functions of Education – Dualities in educational practices with reference to Teaching and Learning, Teacher and Learner, Innate and acquired, Content and Pedagogy, Theory and Practice, Learning and assessment.

Learning Outcomes :

- After completion of the unit, students: (i) Understand the meaning and scope of the Education, (ii) Known the aims and functions of education, (iii) understand the dualities in educational practices for various contexts

UNIT-II: DISCIPLINARY NATURE OF EDUCATION

Education as a discipline – Disciplinary nature of education – Interdisciplinary and multi-disciplinary nature of education – Relationship of Education with other disciplines such as Philosophy, Sociology, Psychology, Anthropology, Biology, Economics and Political Science.

Learning Outcomes :

- After completion of the unit, students: (i) know the educations in respective of discipline, (ii) understand the nature of inter-disciplinary and multi-disciplinary of education, (iii) identify the relationships of education and other concerns

UNIT-III: CONTEXTUAL NATURE OF EDUCATION

Normative context of Education – Constitutional provisions in Education – Socio-cultural Context – student participation in classroom interaction – Politico-economic Context – Creating conditions for equal opportunities in learning situation – Psychological context – Psychological attributes that facilitate learning – Motivation, Attitude and Interest in the learning process

Learning Outcomes :

- After completion of the unit, students: (i) understand the normative context of education, (ii) know the various provisions in education (iii) understand the context of different areas in education

UNIT-IV: EDUCATIONAL THINKERS AND THEIR CONTRIBUTION TO EDUCATION

Rousseau on Child-centered nature of education - John Dewey on Education through experience - Paulo Freire on Pedagogy of the oppressed – J. Krishna Murthy on Freedom from Known – Aurobindo on Integral Yoga.

Learning Outcomes :

- After completion of the unit, students: (i) Know the concept of contributions of educational thinkers, (ii) understand the contributions of Rousseau, John Dewey, Paulo, Krishna Murty and Aurobindo on different areas of education

UNIT-V: CONTEMPORARY ISSUES IN EDUCATION

Enrolment and Retention of children in Primary Schools – Measures taken by the Central and the State Governments for quality improvement in Primary Education – Instructional and Infrastructural facilities in Schools – Functions of Rajiv Vidya Mission (RVM) – Measures to strengthen Teacher Education programme – Role of UGC, NAAC, NCERT, NCTE, SCERT and APSCHE in improving standards in Education at various levels.

Learning Outcomes :

- After completion of the unit, students: (i) Identify the terms of enrolment and retention in schools, (ii) Comparison of the measures of governments for improvement to primary education, (iii) understand the measures and roles of various apex bodies and organizations to strengthen teacher education programme

TRANSACTION MODE:

- Expositions, Lectures, Reflective talks, dialogue and discussions
- Library readings
- Observational studies and activities
- Presentations by students on selected themes-individual and collective
- Preparation of Theme papers on the contributions of various Educational Thinkers

SESSIONAL WORK:

- Each student is required to analyse aims of education in the changing context and prepare a report on it.
- Presentations by students on the contributions of various Educational Thinkers
- Survey of conditions prevailing in various Primary and Secondary schools by visiting them in groups
- A debate may be organized on the value system provided by Indian schooling.

SUGGESTED READINGS:

Alfred North Whitehead (1967): *Aims of Education and other essays*, McMillan Publications, New York.

Krishna Murthy, J. (1947) : *On Education*, Orient Longman, New Delhi.

Pathak Avjit (2009) : *Education and Moral Quest*, Aakar Books, New Delhi.

Palmer, J.A. (ed.) (2001) : *Fifty Modern Thinkers of Education*, Routledge Publishers, UK.

NCERT (2005) : *National Curriculum Framework-2005*, NCERT, New Delhi.

NCERT (2014) : *Basics in Education*, NCERT, 2014



DEPARTMENT OF EDUCATION
DR. B.R. AMBEDKAR UNIVERSITY, SRIKAKULAM

MASTER OF EDUCATION (M.Ed)

SYLLABUS

SEMESTER - II

Course – 201: HISTORY & POLITICAL ECONOMY OF EDUCATION

Credits	: Four	Maximum Marks	: 100
Contact Hours	: Six hours per week	Internal	: 20
Examination	: Three hours	External	: 80

Course Objectives:

The course is intended to make the students acquire the ability:

- (i) To develop an understanding of schooling across civilizations with special reference to India
- (ii) To understand the recommendations of various Committees and Commissions on the Political Economy of Indian education across civilizations
- (iii) To understand Intellectual Property Rights and the role of International and other organizations in transforming knowledge into property
- (iv) To bring about consciousness among learners towards preservation of indigenous knowledge systems.
- (v) To understand the implications of IPR to Education with special reference to Higher Education

Course Outcomes:

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

- (i) Develop an understanding of schooling across civilizations with special reference to India
- (ii) Understand the recommendations of various Committees and Commissions on the Political Economy of Indian education across civilizations
- (iii) Understand Intellectual Property Rights and the role of International and other organizations in transforming knowledge into property
- (iv) Bring about consciousness among learners towards preservation of indigenous knowledge systems.
- (v) Understand the implications of IPR to Education with special reference to Higher Education

COURSE CONTENT (along with Learning Outcomes):

UNIT-I: HISTORY OF SCHOOLING

Schooling across civilizations with special reference to India – Origin of Schooling – Need, nature, functions and purpose of schooling – Functions of schools: Cognitive, economic,

socio-cultural, normative and ideological: A historical Analysis/Inquiry/Understanding – Changing nature of schools in their functions and purposes

Learning outcomes:

- After completion of the unit, the students: (i) understand the need, nature, functions and purpose of schooling, (ii) make an enquiry into the cognitive, economic, socio-cultural, normative and ideological functions of schools and (iii) estimate the changing nature of schools in their functions and purposes

UNIT –II: UNDERSTANDING POLITICAL ECONOMY

Meaning, nature and purpose of Political Economy – Political Economy as a method of understanding education and its nature – Relationship between Political Economy and education – Political Economy: The ideological Foundation of Education – Education as an instrument of Political Economy.

Learning outcomes:

- After completion of the unit, the students: (i) understand the concept of Political Economy, (ii) comprehend Political Economy as a method of understanding the nature of education, (iii) know the relationship between Political Economy and Education; and identify education as an instrument of Political Economy

UNIT-III: POLITICAL ECONOMY OF INDIAN EDUCATION: A HISTORICAL PERSPECTIVE

Political Economy of: Ancient Indian Education-Vedic and Buddhist; Medieval Indian Education; British Education: McCauley Minutes, Woods Dispatch, Hunter Commission, Basic Education-1937 – Post-independent Indian education: Education Commissions - 1948, 1952 and 1964-66, Education Policies - 1986 and POA 1992, National Knowledge Commission (NKC), 2005.

Learning outcomes:

- After completion of the unit, the students: (i) know the Political economy of education during ancient, medieval, British and post-independent periods with reference to different Committees and Commissions and (ii) understand the concept of different Education policies with special reference to National Policy on Education, 1986 and Programme of Action, 1992; and (iii) know the implications of National Knowledge Commission (NKC), 2005 on Indian Education

UNIT-IV: KNOWLEDGE ECONOMY AND EDUCATION

Property: Concept, definition and meaning – Knowledge as property: Distinct characteristics – Intellectual Property Rights (IPR): Concept, nature and development – Knowledge as Capital – Changing nature of knowledge: Liberalization, Privatization and Globalization – Role of International agencies in transforming knowledge into property: GATTs and WTO –

Implications of IPR to Education with special reference to Higher Education – Education as Merit Good and Non-merit Good: A Critical understanding.

Learning outcomes:

- After completion of the unit, students: (i) understand the concept of Intellectual Property Rights (IPR), (ii) realize the changing nature of knowledge in the context of Liberalization, Privatization and Globalization and (iii) understand the implications of IPR to education with special reference to Higher Education.

UNIT-V: INTELLECTUAL PROPERTY RIGHTS (IPR) AND INDIGENOUS KNOWLEDGE SYSTEMS: CURRICULAR IMPLICATIONS

Indigenous Knowledge systems: Meaning and nature – Patent rights: Implications to Indigenous Knowledge systems – IPR and Cultural rights of Indigenous people – IPR and Right to Education – Ethical/moral issues in IPR

Learning outcomes:

- After completion of the unit, students: (i) understand the meaning and nature of Indigenous Knowledge systems, (ii) know the implications of parent rights to Indigenous Knowledge systems, (iii) understand the relationship between IPR and Right to Education (RTE); and recognize ethical and moral issues in IPR

SUGGESTED READINGS:

Althusser, L (1971): *Ideology and Ideological State Apparatus*. New Left Books, London

Anuradha De & Jean Dreze (1999): *PROBE*. Oxford University Press, New Delhi.

Apple W Micheal & Beane A James (2006): *Democratic Schools: Lessons from chalk face*. Ekalavya, London.

Geeta Gandhi kingdom & Mohd. Muzammil (2008): *A Political Economy of Education in India: The case of Uttar Pradesh*. Oxford Policy Institute.

Harry Broudy S (1988): *The Uses of Schooling*. Routledge, New York.

Illich Ivan (2012): *De-schooling Society*. Morion Boyars, London

Rierner E (1971): *School is Dead: Alternatives in Education*. Anchos Books, Double Day & Co., New York.

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Course – 202: (a) SECONDARY EDUCATION – I

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to help the students:

- (i) To develop a thorough understanding of the philosophical, sociological and psychological perspectives on secondary education
- (ii) To examine critically various policies related to secondary education and discuss their implications in the politico-economic context
- (iii) To understand the planning and implementation of different programmes in Secondary education
- (iv) To visualize different approaches in inclusive education to meet diverse needs of children at secondary stage
- (v) To understand the strategies of curriculum development in secondary education and know various methods of evaluation of curriculum

Course Outcomes:

After Completion of the course the students will be able to:

- (i) develop a thorough understanding of the philosophical, sociological and psychological perspectives on secondary education
- (ii) examine critically various policies related to secondary education and discuss their implications in the politico-economic context
- (iii) understand the planning and implementation of different programmes in Secondary education
- (iv) visualize different approaches in inclusive education to meet diverse needs of children at secondary stage
- (v) understand the strategies of curriculum development in secondary education and know various methods of evaluation of curriculum

COURSE CONTENT:

UNIT-I: PERSPECTIVES AND DEVELOPMENT OF SECONDARY EDUCATION

Meaning, Nature and scope of Secondary Education- Function and structure of Secondary Education – Philosophical, Sociological and Psychological Perspectives of Secondary Education in India – Rationale of universalization of secondary education in response to the acceleration and growth of Human Resource Capital - Preparation for knowledge

society - skill development to meet emerging needs - Making of productive and socially responsible citizens.

Learning outcomes:

- After completion of the unit, the Students : (i) understand meaning, nature, scope, functions and structure of Secondary Education (ii) visualize the Philosophical, Sociological and Psychological perspectives of secondary Education in India (iii) understand the importance of skill development to meet the emerging needs of people in society

UNIT-II: PLANNING, POLICIES AND ADMINISTRATION IN SECONDARY EDUCATION

Education Policies after independence, Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National policy on Education (1986), National Knowledge Commission(2005) with special reference to secondary education, CABE on Universalisation of Secondary Education – Recommendations – Policy perspectives in decentralization of administration and management of secondary education- Local Bodies, SMC, PTA – Administration - Responsibility of different levels of central and state governments - Assessment and Accreditation of Secondary schools.

Learning outcomes:

- After completion of the unit, the students : (i) Understand policies and planning in secondary education (ii) Know the recommendations of various national level commissions on Secondary Education, (iii) visualize the policy perspectives in the decentralization of administration and management of secondary education

UNIT-III: PROGRAMMES AND IMPLEMENTATION STRATEGIES OF SECONDARY EDUCATION

Programmes and Strategies of Government of India to improve access, enrolment, retention and quality of Secondary education – Rashtriya Madhyamika Shiksha Abhiyan (RMSA) for achieving Universalization of secondary education – programmes and strategies, its impact on quality enhancement – National Vocational Education Qualification Framework (NVEQF) – Centrally sponsored schemes and state projects and programmes and their impact on secondary education.

Learning outcomes:

- After completion of the unit, the students : (i) understand Strategies for improvement of access, enrolment, retention and quality of Secondary education (ii) Know the responsibilities of RMSA for achieving universalization of secondary Education programme and Quality enhancement (iii) understand the central and state government programs for NVEQF.

UNIT-IV: APPROACHES IN INCLUSIVE EDUCATION TO MEET DIVERSE NEEDS OF CHILDREN AT SECONDARY SCHOOLS

Concept, need and importance of inclusive education at the secondary level – Perspectives on Inclusive education: human rights, diversity, social justice, equality and equity – Special provisions/ schemes supporting inclusiveness at secondary stage – Challenges of bringing all children with diverse needs together at the secondary stage.

Learning outcomes:

- After completion of the unit, the students: (i) understand the importance of inclusive Education to meet the diverse needs of children, (ii) create knowledge on inclusive education at the secondary level and (iii) identify Challenges of bringing all children with diverse needs together at the secondary stage.

UNIT-V: CURRICULUM, PEDAGOGY AND EVALUATION IN SECONDARY EDUCATION

Principles of curriculum development at Secondary Level – National curriculum frameworks of secondary education - Common Core Curriculum and work centered pedagogy – Relevance, integration, flexibility and conceptuality - Determinants of curriculum at secondary level – Innovative pedagogical approaches at secondary stage - Formative and summative evaluation – Alternative assessment at secondary education

Learning outcomes:

- After completion of the unit, the students : (i) Understand the principles of curriculum development at secondary level, (ii) know the salient features of NCF of Secondary Education (iii) gain the knowledge of innovative pedagogical approaches and understand the concept of alternative assessment at secondary education.

SUGGESTED READINGS:

- Govt. of India (1953): Report of Secondary Education Commission, New Delhi
Govt. of India, MHRD (2005): *Universalization of Secondary Education: Report of the CABE*, New Delhi
Macbeth, J. (1999): *Schools must speak for themselves*. Routledge, UK.
Malhotra P.L. (1986): *School education in India : Present status and Future Needs*, NCERT, New Delhi
National policy on Education/POA, 1986/1992.
National Curriculum Framework on School Education, 2005
NCERT (1997): *Code of professional ethics for teachers*.
Report of the Indian Education Commission (1964-66)
Report of the Delors Commission, UNESCO, 1996

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Course – 202: (b) ELEMENTARY EDUCATION – I

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to help the students:

- (i) To understand the issues relating to the growth and development of Elementary Education
- (ii) To examine critically different strategies in the planning, policy making and administration of Elementary Education
- (iii) To understand different strategies relating to programme implementation in Elementary Education
- (iv) To analyze various issues concerning curriculum preparation in elementary education
- (v) To understand various evaluation processes in Elementary Education.

Course Outcomes:

After Completion of the course, the students will be able to:

- (i) understand the issues relating to the growth and development of Elementary Education
- (ii) examine critically different strategies in the planning, policy making and administration of Elementary Education
- (iii) understand different strategies relating to programme implementation in Elementary Education
- (iv) analyze various issues concerning curriculum preparation in elementary education
- (v) understand various evaluation processes in Elementary Education.

COURSE CONTENT:

UNIT-I: GROWTH AND DEVELOPMENT OF ELEMENTARY EDUCATION

Meaning, Nature and Concept of Elementary Education – Contemporary issues in Elementary Education: ancient, medieval and modern periods – Universalisation of Elementary Education (UEE) – Status of Elementary Education in India.

Learning outcomes:

- After completion of the unit, students: (i) understand the meaning, nature and scope of Elementary Education, (ii) know contemporary issues in Elementary Education, (iii) understand the concept of Universalisation of Elementary Education and estimate the status of Elementary Education in India.

UNIT-II: PLANNING, POLICIES AND ADMINISTRATION IN ELEMENTARY EDUCATION

Constitutional provisions of Elementary Education - Recommendations of various Committees and Commissions on Elementary Education - National Policies on Elementary Education – Decentralization of administration: Role of Panchayat Raj Institutions (PRIs), Urban and Rural Local Bodies (Corporations, Municipalities, Zilla Parishads, Mandal Parishads) ,SMCs, PTAs – Role of Central and State Governments - National initiatives and resources to States - Regulation of private schools - Right to Free and Compulsory Education Act, 2009.

Learning outcomes:

- After completion of the unit, students: (i) understand the constitutional provisions of Elementary Education, (ii) visualize the recommendations of various Committees and Commissions on Elementary Education, (iii) know the procedures in the regulation of private schools; and understand the implications of Right to Free and Compulsory Education Act, 2009.

UNIT-III: PROGRAMME IMPLEMENTATION IN ELEMENTARY EDUCATION

Implementation strategies in Elementary Education – Programme of Mass Orientation of School Teachers (PMOST), Operation Black Board (OBB), Minimum Levels of Learning (MLL), District Primary Education Project (DPEP), Kasturiba Gandhi Balika Vidyalayas (KGBVs) – Centrally sponsored schemes and state projects – Implementation strategies of Sarva Shiksha Abhiyan (SSA), Mid Day Meal (MDM) programme – Quality improvement in Elementary Education

Learning outcomes:

- After completion of the unit, students: (i) understand various implementation strategies in Elementary Education, (ii) know the Centrally sponsored schemes and State projects on Elementary Education, (iii) visualize the implementation strategies of different schemes on SSA and MDM; and understand the concept of quality improvement in Elementary Education.

UNIT-IV: CURRICULUM AND PEDAGOGY IN ELEMENTARY EDUCATION

Principles of curriculum development in Elementary Education – National curriculum frameworks for elementary education - Common Core Curriculum - Determinants of curriculum at Elementary level – Relevance, integration, flexibility and conceptuality.

Learning outcomes:

- After completion of the unit, students: (i) understand different principles of curriculum development in Elementary Education, (ii) know the issues relating to National Curriculum Frameworks for Elementary Education, (iii) understand the contents of Common Core Curriculum; and identify the determinants of curriculum at Elementary level.

UNIT-V: EVALUATION IN ELEMENTARY EDUCATION

Assessment in Elementary Education: Formative and summative assessment – Continuous Comprehensive Evaluation (CCE) at elementary stage – School based assessment: Preparation of scheme and guidelines for evaluation – Strategies for quality assessment in Elementary Education.

Learning outcomes:

- After completion of the unit, students: (i) know the concept of assessment in Elementary Education, (ii) distinguish between Formative and Summative assessment, (iii) know the process involved in Continuous Comprehensive Evaluation at Elementary level; and visualize the strategies for quality assessment in Elementary Education.

SUGGESTED READINGS:

1. Govt. of India (2005). *National Plan of Action for Children 2005*. Department of Women and child development, New Delhi
2. *Report of the Education Commission (1964-66)*
3. *Report of the National Commission on Teachers (1983-85)*
4. *National Policy of Education, 1986 and Programme of Action, 1992*
5. *National Curriculum Framework on school education, 2005*
6. Pathak, Avijit (2002): *Social Implications of Schooling*, Rainbow publishers, New Delhi
7. Prakash V (1997) (ed): *Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi
8. NEUPA (2014): *Education for all towards quality with equity*. NEUPA, MHRD, New Delhi

COURSE – 203: RESEARCH METHODS – I

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

COURSE OBJECTIVES:

The course study is intended to make the students acquire the ability:

- (i) To understand various conceptual issues relating to research in education
- (ii) To comprehend different methods of educational research
- (iii) To visualize various Probability and Non-probability sampling methods
- (iv) To understand the preparation and use of various tools of research for data collection
- (v) To develop an understanding of the conceptual framework of a Research proposal

COURSE OUTCOMES:

After the completion of this course, the student should be able to:

- (i) understand various conceptual issues relating to research in education
- (ii) comprehend different methods of educational research
- (iii) visualize various Probability and Non-probability sampling methods
- (iv) understand the preparation and use of various tools of research for data collection
- (v) develop an understanding of the conceptual framework of a Research proposal

COURSE CONTENT:

Unit I –RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

Meaning, Nature, Scope and Purpose of Research in Education – Types of Research: Fundamental, Applied and Action Research and their characteristics – Research Problem: Nature, importance and fields of problems in Education -- Characteristics of research problem – Sources for research problem – Literature Review: Sources, Selection and Interpretation of Various sources of Educational Research.

Learning Outcomes:

- After the completion of the Unit, the students: (i) Understand the meaning, nature, scope and purpose of research in education, (ii) Classify the different types of Research, (iii) Understand the concept, characteristics and sources of a research problem

Unit II – METHODS OF EDUCATIONAL RESEARCH

Meaning, Nature and Scope of Quantitative & Qualitative Research – Methods of Educational Research - Descriptive: Survey; Interrelationship Studies: Case Study, Causal Comparative Studies & Correlational Studies; Developmental Studies: Growth and Trend; Experimental: Designs and Types; Historical, Ex-post Facto, Philosophical, Ethnographical Studies.

Learning Outcomes :

- After the completion of the Unit, the students; (i) Known the knowledge a thorough understanding of various quantitative and qualitative methods of research, (ii) describe various experimental designs in educational research, (iii) Understand various developmental studies relating to educational research.

Unit III- SAMPLING DESIGN

Concept of Population and Sample – Concept of Sampling Unit – Representativeness of a sample – Sampling frame – Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (simple random sampling, stratified random sampling, systematic sampling, cluster and multi-stage sampling) and Non-Probability Sampling (Accidental sampling, quota sampling, purposive sampling, judgmental sampling and snowball sampling) – Concept, meaning and nature of Variables – Types of Variables.

Learning Outcomes :

- After the completion of the Unit, the students: (i) comparison between the concepts of population and sample, (ii) Understand the concept and relevance of various sampling methods, (iii) Understand the concept and nature of variables

Unit-IV: METHODS OF COLLECTING DATA

Tools and Techniques: Questionnaire, Checklist, Observation, Interview, Psychological Test, Achievement Tests and Diagnostic Tests, Focused Group, discussion, Field notes, Transcriptions, Recording (Audio and video), Anecdotal records, Portfolios, Dialogue discourse, Documents – **Standardization of Tools: Reliability:** Meaning, types and procedure of establishing reliability for various tools; **Validity:** Meaning, types and procedure of establishing validity for various tools; **Items Analysis:** Difficulty value of test item, Discriminative Index and facility Value finalization of items (standardization of various tools).

Learning Outcomes :

- After the completion the unit, the students: (i) Understand the nature and types of tools of research for data collection, (ii) Develop an understanding of the process involved in the standardization of a research tool, (iii) understand the concept of Item Analysis in the standardization of a research tool

Unit V- RESEARCH PROPOSAL

Conceptual Framework : need and importance – Research questions, objectives, propositions and hypotheses – Sources of data and methods – Tools and techniques – Sampling designs – Data analysis plan – Budgeting and Time schedule.

Learning Outcomes :

- After the completion of the Unit, the students; (i) Understand the need and importance of a research proposal, (ii) Understand the style and format of writing

the research proposal, (iii) Know the importance of budgeting and time schedule in the preparation of research proposal

SUGGESTED READINGS:

- Anpara Vincent & Mertz Norma T. (2006): "Theoretical Frameworks in Qualitative Research", SAGE Publication, New Delhi
- Best J.W. (1977): "Research in Education", Prentice Hall of India Pvt.Ltd., New Delhi
- Birg W.R and Gall M.D (1983) : "Educational Research – An Introduction", Longman Inc, New York
- Lokesh Koul (2007): "Methodology of Educational Research", Vikas Publishing House Pvt Ltd., New Delhi.
- Buch M D (1991): "Fourth Survey of Research in Education", NCERT, New Delhi
- Johnson, Palmer O (1961): "Statistical Method in Research", Asia Publishing House, Mumbai
- Englehart, Max D (1972): "Methods of Educational Research", Rand McNally and Company, Chicago

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COURSE – 204: TEACHER EDUCATION – I

Credits	: Four	Maximum Marks	: 100
Contact Hours	: Six hours per week	Internal	: 20
Examination	: Three hours	External	: 80

Course Objectives:

The course is intended to make the students acquire the ability:

- (i) To visualize the historical perspectives of Teacher Education in India
- (ii) To understand the scope for the professional preparation of teachers
- (iii) To know the role and functions of various teacher education institutions
- (iv) To get an overview of curriculum framework in teacher education - its organization, transaction and evaluation
- (v) To comprehend different approaches for the professional development of teachers in Teacher Education Institutions

Course Outcomes:

On completion of the course, students:

- (i) visualize the historical perspectives of Teacher Education in India
- (ii) understand the scope for the professional preparation of teachers
- (iii) know the role and functions of various teacher education institutions
- (iv) get an overview of curriculum framework in teacher education - its organization, transaction and evaluation
- (v) comprehend different approaches for the professional development of teachers in Teacher Education Institutions

COURSE CONTENT:

UNIT-I: HISTORICAL PERSPECTIVES OF TEACHER EDUCATION

Teacher Education: Concept, meaning, nature and scope – History of teacher education in India: Trends, developments and forces that shaped Teacher Education – Reports of National Commissions on Teacher Education – Indian Education Commission (1964-66), National Policy on Education (NPE), 1986 and Programme of Action (POA), 1992 – Justice Verma Committee on Teacher Education.

Learning Outcomes :

- After completion of the unit, students: (i) understand the concept, meaning, nature and scope of Teacher Education and (ii) know the trends, developments and forces that

shaped Teacher Education and (iii) visualize the recommendations of various National Commissions in their reports on Teacher Education.

UNIT-II: PROFESSIONAL PREPARATION OF TEACHERS

Teaching as a profession: meaning and nature – Status of teachers in India – Teacher Identity – Changing roles and responsibilities of teachers – Characteristics of teaching profession – Professional ethics for teachers – Teacher autonomy and accountability – Preparation of teachers for various disciplines.

Learning Outcomes :

- After completion of the unit, students: (i) know the status and identity of teachers in India, (ii) understand changing roles and responsibilities of teachers, (iii) know the characteristics of teaching profession, teacher accountability and preparation of teachers for various disciplines

UNIT III: ROLE AND FUNCTIONS OF TEACHER EDUCATION INSTITUTIONS

Role and functions of Teacher Education Institutions: RIEs, Colleges of Teacher Education, University Departments of Education, Elementary Teacher Education institutions, ECCE Teacher Education institutions, institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CREs, DIETs and CRCs .

Learning Outcomes :

- After completion of the unit, students: (i) understand the role and functions of various Teacher Education Institutions such as RIEs, Colleges of Teacher Education (ii) realize the functions of University Departments of Education (iii) know the functioning of Elementary Teacher Education Institutions, ECCE Teacher Education institutions, IASEs, CREs, DIETs and CRCs.

UNIT IV: CURRICULUM FRAMEWORK, ORGANIZATION, TRANSACTION AND EVALUATION

Teacher Education Curriculum: An overview of curriculum framework for Teacher Education (1978, 1988, 1998, 2006 and NCFTE-2009) – Organization of curriculum – Transactional approaches in Teacher Education curriculum – expository, participatory, collaborative, peer coaching and inquiry – Evaluation of Teacher Education curriculum: Self appraisal, peer evaluation, reflective journals, portfolio assessment – Evaluation of classroom processes including internship.

Learning Outcomes :

- After completion of the unit, students: (i) get an overview of curriculum framework for Teacher Education, (ii) understand the processes involved in the organization of

curriculum, (iii) know different transactional approaches to Teacher Education curriculum and evaluation of classroom processes

UNIT V: PROFESSIONAL DEVELOPMENT OF TEACHERS IN TEACHER EDUCATION INSTITUTIONS

Concept and importance of Professional Development of teachers – Approaches of Professional Development: In-service education, self-study; participation in seminars, workshops, panel discussions, Symposium, organization of study groups and study circles, Orientation and Refresher courses, Faculty Development Programmes – INSET and Extension education: concept and methodology, training needs, assessment strategies, development of content for training modules, organization of training programmes, preparation of Self-Learning Material (SLM) – Role of professional organizations in teacher education.

Learning Outcomes :

- After completion of the unit, students: (i) understand different approaches of professional development of teachers, (ii) know various activities conducted by INSET and Extension Education Departments and (iii) understand the role of various professional organizations in Teacher Education.

SUGGESTED READINGS:

Arora, G.L.(2005): *Teachers and their Teaching: Need for New Perspectives*. Ravi Book, New Delhi.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004):
A Guide to Teaching Practice (5th edition). Rout ledge Falmer, London and New York

Herne Steve, Jesserl John & Griffigh, Jenny(2000): Study to Teach:
A guide to studying teacher education. Rout ledge Falmer, London and New York

Mohammad Miyan (2004): *Professionalization of teacher education*. Mittal Publications, New Delhi.

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DEPARTMENT OF EDUCATION
DR. B.R. AMBEDKAR UNIVERSITY, SRIKAKULAM

MASTER OF EDUCATION (M.Ed)

SYLLABUS

SEMESTER - III

Course – 301: CURRICULUM STUDIES

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

COURSE OBJECTIVES:

The course is intended to help the students:

- (i) To understand the concept, bases and determinants of curriculum
- (ii) To visualize issues relating to curriculum planning and development
- (iii) To comprehend various processes involved in the implementation of curriculum in school programme
- (iv) To describe various guiding principles for selection and organization of learning experiences.
- (v) To visualize the process involved in curriculum evaluation

Course Outcomes:

After Completion of the course, the students:

- (i) understand the concept, bases and determinants of curriculum
- (ii) visualize issues relating to curriculum planning and development
- (iii) comprehend various processes involved in the implementation of curriculum in school programme
- (iv) describe various guiding principles for selection and organization of learning experiences.
- (v) visualize the process involved in curriculum evaluation

COURSE CONTENT:

UNIT I: CONCEPT, BASES AND DETERMINANTS OF CURRICULUM

Meaning, nature and concept of curriculum –Characteristics of curriculum - Types of curriculum: Core curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum, Objective centered curriculum, Standard Based Curriculum and Issue Based Curriculum - Determinants of curriculum: Relevance, flexibility, quality, continuity and plurality - Curriculum framework-need and importance - Curriculum frameworks for school education and Teacher education.

Learning Outcomes :

- After completion of the unit, students: (i) Understand the meaning, concept, nature and characteristics of curriculum (ii) Distinguish between various types of curriculum and (iii) visualize the need and importance of curriculum framework in school education and Teacher Education programmes

UNIT II: CURRICULUM DEVELOPMENT:

Issues in Curriculum Planning and development – Factors influencing curriculum development - Curriculum development as a continuous and cyclic process - Approaches of curriculum development: Administrative approach, Grass root approach, Demonstration approach and Systems approach - Development of textual and learning material: planning and process of development - involvement of various stake holders.

Learning Outcomes :

- After completion of the unit, students: (i) Understand Issues in Curriculum Planning and development, (ii) understand different Approaches of curriculum development; and (iii) understand the role of various stake holders in the development of textual and learning material

UNIT III: IMPLEMENTATION OF CURRICULUM IN SCHOOL

Implementation of curriculum in School programme – Availability of curricular resources (textbook, teacher’s handbook, library, laboratory, school playground, neighborhood etc.) - Teacher’s Role in curriculum construction - Curriculum Transaction (co-operative leaning approach and collaborative learning approach) - ICT in curriculum transaction - Role of external agencies in providing curriculum - pedagogical support to teachers within schools and at local, regional and national levels.

Learning Outcomes :

- After completion of the unit, the students: (i) get an understand of availability of curricular resources in the school, (ii) realize the role of teacher in curriculum construction, (iii) understand the role of external agencies in providing curriculum.

UNIT IV: SELECTION AND ORGANIZATION OF LEARNING EXPERIENCES

Designing integrated and interdisciplinary learning experiences - Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented, values, health and needs of children with disabilities - Infusion of environment related knowledge and concerns in all subjects and levels.

Learning Outcomes :

- After completion of the unit, the students: (i) understand the process involved in designing integrated and interdisciplinary learning experiences, (ii) realize the need for integration of learning experiences for children with disabilities and (iii) understand the need for infusion of environment related knowledge and concerns in all subjects

UNIT V: CURRICULUM EVALUATION

Tools and Techniques of Curriculum Evaluation: Observation, Interview and Peer Evaluation – Types of Evaluation of Curriculum: Diagnostic, Formative and Summative Evaluation: Concept, Scope and Importance of different types - Situation analysis using survey and interview – Need for research in Curriculum Evaluation

Learning Outcomes :

- After completion of the unit, students: (i) understand the use of various Tools and Techniques of Curriculum Evaluation, (ii) know different types of curriculum evaluation and (iii) realize the need for research in Curriculum Evaluation

SUGGESTED READINGS:

- Aggarwal Deepak (2007): *Curriculum development: Concept Methods and Techniques*. Book Enclave, New Delhi.
- Arora G.L. (1984): *Reflections on Curriculum*, NCERT, New Delhi.
- Bob Moon and Patricia Murphy (Ed) (1999):
Curriculum in context. Paul Chapman publishing, London
- Chomsky, N. (1986): *Knowledge of Language*, Peger, New York
- Datta, D.M. (1972) : *Six ways of knowing*. Calcutta university press, Calcutta.
- Kelley A.B. (1996): *The curricular theory and practice*, Harper Androw, US.

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Course – 302: (b) ELEMENTARY EDUCATION – II

Credits	:	Four	Maximum Marks :	100	
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to help the students:

- (i) To understand the role of various institutions and agencies in the organization of Elementary Education
- (ii) To visualize different phases in the transition of education from pre-school level to elementary level and again from elementary level to secondary level
- (iii) To understand the role and functions of various support services at Elementary level
- (iv) To develop a critical understanding of the issues and challenges in elementary education
- (v) To understand the significance of EMIS and Research in bringing quality improvement in elementary education

Course Outcomes:

After Completion of the course, the students will be able to:

- (i) understand the role of various institutions and agencies in the organization of Elementary Education
- (ii) visualize different phases in the transition of education from pre-school level to elementary level and again from elementary level to secondary level
- (iii) understand the role and functions of various support services at Elementary level
- (iv) develop a critical understanding of the issues and challenges in elementary education
- (v) understand the significance of EMIS and Research in bringing quality improvement in elementary education

COURSE CONTENT:

UNIT-I: ORGANIZATION OF ELEMENTARY EDUCATION

Role of different agencies in the Organization of Elementary Education : (a) International Agencies – Important UN Organizations – UNICEF, UNESCO, WHO, IBE, (b) National level- Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development, Ministry of Tribal Affairs and Ministry of Minority Affairs, (c) State level – State Department of Education - Directorates and Secretariats - SCERTs /SIEs, State Institute of

Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT), (d) District and sub district levels - DIET, BRC, CRC, School Management Committee (SMC), Parent Teacher Association (PTA) - NGOs, Civil Society and advocacy groups – focus areas, importance and functions

Learning Outcomes :

- After completion of the unit, students: (i) understand the role and functions of different agencies in the organization of Elementary Education at International, National and State levels and (ii) realize the functions of district level bodies in the organization of Elementary Education; and (iii) know the responsibilities of Parent Teacher Associations, School Management Committees, NGO's, Civil Society and advocacy groups in the organization of Elementary Education

UNIT-II: TRANSITION OF ELEMENTARY EDUCATION

Linking Elementary Education with Early Child Care Education and secondary education - Transition from pre-school to elementary school - Assessment and intervention - school readiness - Transition from elementary school to secondary school: Moving towards USE

Learning Outcomes :

- After completion of the unit, students: (i) understand the linkages between Elementary Education, Early Child Care Education and Secondary Education and (ii) know the transition process from elementary school to secondary school and (iii) the process involved in moving from Elementary Education to Universalization of Secondary Education

UNIT-III: SUPPORT SYSTEMS AT ELEMENTARY STAGE OF EDUCATION

Integrated Child Development Services (ICDS) - Convergence of ICDS to support elementary education - School guidance services and counseling - school health services - scouts and guides - Teacher associations/ federations and organizations at National and State levels - Family and community – importance of their role in promoting elementary education - Influence of Elementary school teacher in the lifelong learning process of the children

Learning Outcomes :

- After completion of the unit, students: (i) understand various support systems at Elementary stage of education, (ii) get a thorough understanding of school guidance services and counseling (iii) identify the importance of the roles being played by the Family, Community and the Teacher in providing quality elementary education to the children

UNIT –IV: CONCERNS, ISSUES AND CHALLENGES IN ELEMENTARY EDUCATION

Achieving UEE –Universal access, retention and success - Quality concerns in elementary education – classroom processes, learning achievement teacher and teacher preparation - Language formula and its implementation – medium of instruction - multilingual approach at elementary level - Matching local conditions with reference to cultural practice and language

Learning Outcomes :

- After completion of the unit, students: (i) understand the meaning of Universalization of Elementary Education and visualize the concepts of universal access, retention and success, (ii) understand the quality concerns in elementary education, and (iii) get an understanding of multilingual approach at elementary level and match local conditions with reference to cultural practices.

UNIT-V: INNOVATIONS AND RESEARCH IN ELEMENTARY EDUCATION

Role and functions of Education Management Information System (EMIS) - Utilization of EMIS data for planning research and feedback for improvement in elementary education - Current trends of research in elementary education: Gaps and priority areas - Innovation in classroom practices - Implementation of programs and schemes at the elements level

Learning Outcomes :

- After completion of the unit, students: (i) understand the role and functions of EMIS and the utilization of EMIS data for planning research and taking feedback for the quality improvement in elementary education, (ii) realize the current trends of research in elementary education and (iii) understand innovative practices in classroom teaching at primary level.

SUGGESTED READINGS:

1. Chopra, R.K.(1993): *Status of Teachers in India*, NCERT, New Delhi
2. Govt. of India (1953): *Report of Education Commission*, New Delhi
3. Govt. of India (1996): *Report of India Education Commission*, New Delhi
4. Govt. of India (1986/1992): *National Policy of education 1986 and Programme of Action, 1992: Modification*, MHRD, Dept of Education
5. Kumar K (2004): *What is Worth Teaching ? 3rd edition*, Orient Longman
6. Mac Beth , J (1999): *Schools must speak for themselves*. Routledge, UK.
7. Malhotra P.L.(1997): *Elementary Education in India : Present status and future needs*, NCERT, New Delhi
8. NCERT (1997): *Code of Professional Ethics for Teachers*.

COURSE – 303: RESEARCH METHODS – II

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

COURSE OBJECTIVES:

The course study is intended to make the students acquire the ability:

- (i) To understand the concept, characteristics and applications of various statistical measures
- (ii) To visualize the application of parametric inferential statistics in educational research
- (iii) To understand the use and application of non-parametric inferential statistics in research
- (iv) To take up the analysis of qualitative and quantitative data
- (v) To understand the process involved in the preparation of Research Report

COURSE OUTCOMES:

After the completion of this course, the student should be able to:

- (i) understand the concept, characteristics and applications of various statistical measures
- (ii) visualize the application of parametric inferential statistics in educational research
- (iii) understand the use and application of non-parametric inferential statistics in research
- (iv) take up the analysis of qualitative and quantitative data
- (v) understand the process involved in the preparation of Research Report

COURSE CONTENT:

Unit-I: INTRODUCTION TO EDUCATIONAL STATISTICS

Educational Statistics: Basic Descriptive Statistical Treatment for Data Analysis: Graphical Representations – Statistical Measures: Central Tendencies, Dispersion, Percentiles, Percentile Ranks – Correlations Methods: Rank, Product Moment, Biserial and Point Biserial Methods; Regression – Normal Probability Distribution: Concept, Characteristics and Applications, Standard Scores, Derived scores

Learning Outcomes :

- After the completion of the Unit, the students: (i) Understand the measures of central tendency and dispersion for the given ungrouped and grouped data, (ii) Known the knowledge of the coefficient of correlation using different methods, (iii) understand the applications of the normal curve in the field of educational research

Unit-II: INFERENCE STATISTICS: PARAMETRIC

Concept, Use and Interpretations of Parametric Statistics - Concept of Sampling Distribution of Statistics – Standard Error as an index of Sampling Error, Concept of Estimation point and Interval parametric – Testing of Hypothesis: Concepts of One tailed and Two tailed test, Type 1 and Type 2 Error – Testing the Significance of the difference between means variances correlations and Proportions – Analysis of Variance and Co-variance: Concept Principle Assumptions and Uses.

Learning Outcomes :

- After the completion the unit, the students: (i) known the confidence intervals, levels of confidence, and standard error, (ii) understand the Test the significance of the difference between the means of two independent samples involving (a) one tailed test and (b) two tailed test, (iii) understand the uses of analysis of variance and co-variance

Unit-III: INFERENCE STATISTICS: NON-PARAMETRIC

Non-parametric statistics in education: Use non-parametric test and its rationale for distribution free data Chi-square Test, Sign test, Mann Whitney U-test and Wilcoxon test, Median Test – Quantitative Data Analysis by using Computer software {SPSS/R}

Learning Outcomes :

- After the completion the unit, the students: (i) understand the assumptions on which the use of non-parametric tests are based, (ii) known the use of chi-square tests and Median test (iii) understand the process involved in the Quantitative Data Analysis using Computer software

Unit-IV: QUALITATIVE AND QUANTITATIVE ANALYSIS OF DATA

Qualitative and Quantitative Analysis: Meaning and Nature – Methods of Qualitative Analysis: Content Analysis, Inductive Analysis, Logical Analysis, Narrative Analysis, Critical and its preparation – Validation of Qualitative Data: Coding and categorizing data, reduction, triangulation comparison – Quantitative analysis of data – Scales of Measurement -- Preparing the data for analysis using computer software.

Learning Outcomes :

- After the completion the unit, the students: (i) understand the procedures used in organization of qualitative data, (ii) known the various methods that are used in the analysis of qualitative data and their interpretations, (iii) understand the quantitative analysis of data

Unit – V: REPORT WRITING

Report Writing: Characterization and presentation (Language Style, Headings and Sub-Headings) Quotations, Tables and figures, footnotes, bibliography, pagination, typing and font, format of report writing, APA reference style – Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity and plagiarism

Learning Outcomes :

- After the completion the unit, the student: (i) known the the general format of the research report, (ii) identify the procedure which is followed in typing different sections of the research report, (iii) understand the procedure which is adopted in proof reading of the final draft of the research report

SUGGESTED READINGS:

- Edwards (1973). Statistical Methods for Behavioral Sciences, New York : Holt, Rinehart and Winston.
- Ferguson G.(198). A Statistical Analysis in Psychology and Education New York Mc Graw Hill
- Garret, H.E. (1967).Statistics in Psychology and Education Bombay Vakils.
- Guilford, Carol (2006). Qualitative Data Analysis: An Introduction SAGE Publication
- Guilford, J.P. and B. Fruchter. (1987).Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).

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COURSE – 304: TEACHER EDUCATION – II

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to make the students acquire the ability:

- (i) To gain an insight into the factors influencing teacher development in Teacher Education Institutions
- (ii) To gain an insight into the structure and management of Teacher Education
- (iii) To reflect on the role of different agencies in the quality assurance of teacher development
- (iv) To visualize the problems and issues in Teacher Education with special reference to School Education programme
- (v) To reflect on the trends of research in Teacher Education

Course Outcomes:

After completion of the course, the students:

- (i) gain an insight into the factors influencing teacher development in Teacher Education Institutions
- (ii) gain an insight into the structure and management of Teacher Education
- (iii) reflect on the role of different agencies in the quality assurance of teacher development
- (iv) visualize the problems and issues in Teacher Education with special reference to School Education programme
- (v) reflect on the trends of research in Teacher Education

COURSE CONTENT:

UNIT – I: DEVELOPMENT OF TEACHERS IN TEACHER EDUCATION INSTITUTIONS

Teacher development - Factors influencing teacher development – personal and contextual - Teacher expertise-Berliner's stages of development of a teacher - Approaches to teachers development - self-directed development, co-operative or collegial development, change oriented and staff development - Different organization and agencies involved in teacher education – their roles, functions and networking.

Learning Outcomes :

- After completion of the unit, students: (i) understand factors influencing teacher development, (ii) know different approaches to Teachers development and (iii) identify the role and functions of different agencies involved in Teacher Education with regard to Teacher development

UNIT –II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

Structure of teacher education in India – Preparing teachers for pre-primary, Primary, Secondary and Higher educational institutions – Teacher Education under different managements: Government and Private – Planning, financing and control of teacher education at different levels

Learning Outcomes :

- After completion of the unit, students: (i) understand the structure of teacher education, (ii) know the processes of preparing teachers for different levels and (iii) know the functioning of Teacher Education institutions under different managements

UNIT-III: QUALITY ASSURANCE IN TEACHER EDUCATION

Quality assurance – meaning and nature - Competency based performance and commitment oriented teacher education - Teacher appraisal and accountability - Role of different agencies in quality assurance of teacher development DIETs, SCERT, CTE,IASE ,NCERT,NUEPA, UGC, assessment of quality of teacher education programme / institutes NCTE ,NAAC - Quality Management in Teacher Education

Learning Outcomes :

- After completion of the unit, students: (i) understand the meaning and nature of quality assurance, (ii) know the concepts of teacher appraisal and accountability and (iii) know the role of different agencies in quality assurance of Teacher Education programme.

UNIT-IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

Challenges in professional development of teachers w.r.t. school education - Single subject versus multiple subject teachers - Issues related to enhancing teacher competence, commitment and teacher performance. - Maintaining and implementing standards in teacher education- admission policies, staffing pattern, qualification and mode of recruitment and service conditions of teacher educators. - Isolation of teacher education institutions - Teachers empowerment and motivation: issues and concerns - Code of conduct and professional ethics for teachers - Unplanned growth of teacher education institutions

Learning Outcomes :

- After completion of the unit, students: (i) understand various problems and issues in teacher education programme, (ii) visualize the mode of recruitment and service conditions of teacher educators, (iii) know the code of conduct and Professional ethics for teachers and identify the causes for the mushrooming of Teacher Education institutions

UNIT-V : RESEARCH IN TEACHER EDUCATION

Research in teacher education-direct versus indirect inference, laboratory versus field research, scope and limitations of class room observation.- Assessment of teaching proficiency : criterion tools and techniques (Questionnaire, observation , interview and self-appraisal testing) - Trends of research in teacher education - Review of recent research studies in teacher education with reference to design ,findings and policy implications - Areas of research in teacher education. - Research on pedagogical approaches in teacher education including classroom processes – Research in evaluation of teacher education programme.

Learning Outcomes :

- After completion of the unit, students: (i) understand various types of research in Teacher Education, (ii) know different methods of assessment of teaching proficiency, (iii) visualize the trends in research in the teacher education programme

SUGGESTED READINGS

- Canon L. & monin, L(1978): *A guide to teaching fanciness*. London; mtehner & co. Ltd
- Comb, A.W.et al.(1974): *Professional education of teachers: A humanistic approach to teacher training* , Boston: Allyaon & becon inc.
- Flanders, N.A(1970): *Analyzing Parching Behaviors*, Addison Wesley Publishing Company, New Delhi.
- Gange, N.L.(1963): *.Handbook of research on teaching*. Chicago: Rand McNally college publishing Co.
- Joyee, B.& showers, B.(1983).*Powers in staff development through research on training* Alexandria virginls: ASCD.

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MASTER OF EDUCATION (M.Ed)

SYLLABUS

SEMESTER - IV

Course-401: EDUCATIONAL ADMINISTRATION, MANAGEMENT & LEADERSHIP

Credits	: Four	Maximum Marks	: 100
Contact Hours	: Six hours per week	Internal	: 20
Examination	: Three hours	External	: 80

Course Objectives:

The course is intended to help the students:

- (i) To develop understanding about developmental process of educational administration and management
- (ii) To understand the basic concepts and process of educational administration and management
- (iii) To develop an understanding about the role of different agencies in educational administration and management
- (iv) To become conversant with the different sub-structures operating within the educational system and their interrelationships
- (v) To develop competencies to use concept of management in areas of educational system.

Course Outcomes:

After Completion of the course, the students:

- (i) Develop understanding about developmental process of educational administration and management
- (ii) Understand the basic concepts and process of educational administration and management
- (iii) Develop an understanding about the role of different agencies in educational administration and management
- (iv) Become conversant with the different sub-structures operating within the educational system and their interrelationships
- (v) Develop competencies to use concept of management in areas of educational system.

COURSE CONTENT:

UNIT – I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION

Educational Administration: Meaning and Nature, Scope – Functions of Educational Administration – Process of Educational Administration – Growth and Development of Administration at various levels : (a) Centre (b) State (c) Local Bodies and (d) Private Agencies – Principles of Educational Administration.

Learning Outcomes :

- After completion of the unit, the students : (i) Understand meaning, nature and scope of educational administration, (ii) Know the functions and process of Educational Administration and (iii) visualize the growth and development of administration at various levels.

UNIT – II: PERSPECTIVES OF EDUCATIONAL ADMINISTRATION

Theories of Educational Administration – Human Relations approach to Educational Administration – Types of Educational Administration: Autocratic, Bureaucratic and Democratic – Decision making: Concept and Nature – Factor influencing decision making – Qualities of a good administrator.

Learning Outcomes :

- After completion of the unit, the students: (i) Understand different Theories of Educational Administration (ii) Know different types of Educational Administration (iii) understand the concept, nature and factors influencing decision making and identify the qualities of a good administrator

UNIT –III: EDUCATIONAL PLANNING

Meaning and Nature of Educational Planning – Educational Planning in India – Principles of Educational Planning – Different approaches to educational planning: Social Demand approach, Rate of Return Approach, Man Power Requirement Approach – Institutional Planning – Quality management in Educational Planning

Learning Outcomes :

- After completion of the unit, the students: (i) Understand Educational Planning in India (ii) understand different principles of Educational planning, (iii) know Different approaches to educational planning and realize the importance of Quality management in Educational planning

UNIT – IV: INTRODUCTION TO EDUCATIONAL MANAGEMENT

Educational Management: Concept, Nature and Meaning – Functions of Management – Principles of Educational Management – Management at different Levels: Elementary, Secondary and Higher Education – Dynamics of Class room management – Role of different agencies in affective institutional management: School Management Committee (SMC), PTA – Emerging sub-structures of school management: open school system, Navodaya Vidyalayas, KVS, KGBV.

Learning Outcomes :

- After completion of the unit, the students: (i) Understand Functions of Management, (ii) know the Principles of Educational Management and (iii) understand the Role of different agencies in affective institutional management

UNIT –V: EDUCATIONAL LEADERSHIP

Leadership: Meaning and Nature – Leadership Traits: Responsible, Self disciplined, Innovative, Imaginative and Visionary – Skills in educational leadership – Decision making, planning, co-ordinating, communicating, evaluation and feed back.

Learning Outcomes :

- After completion of the unit, the students: (i) Understand the meaning and nature of leadership, (ii) know different traits of leadership, (iii) understand the skills in educational leadership.

SUGGESTED READINGS

Bhatnagar, R.P. and Agrawal V (2006):

Educational Administration Supervision, Planning and Financing
R.Lall Book Depot, Meerut.

Kimbrough S.Ralph, Michall & Nummery. *Educational Administration*
New York: Mc Millan Company.

Maleya K.C. shiksha Prashaasan and Paryaveshana (1964):

Leadership and administration in Behavioral Science
Edited by Daniel E. Griffeths Chicago Uni. Of Chicago Press.

Newman and Summer. *The process of Management: Concept, Behaviour.* Prentice Hall of India Pvt. Ltd, New Delhi

Robin Stepher P. : *Organizational Behaviour*, Prentice Hall of India Pvt. Ltd., New Delhi.

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Course- 402: EDUCATIONAL MEASUREMENT & EVALUATION

Credits	:	Four	Maximum Marks :	100
Contact Hours	:	Six hours per week	Internal	: 20
Examination	:	Three hours	External	: 80

Course Objectives:

The course is intended to help the students:

- (i) To know the concept, scope, need, functions and purposes of measurement and evaluation in Education
- (ii) To recognize different tools of measurement and evaluation in education
- (iii) To realize the process involved in the standardization of a test
- (iv) To understand different types of measurement and evaluation in education
- (v) To reflect on the new trends in educational evaluation

Course Outcomes:

After completion of the course, the students:

- (i) know the concept, scope, need, functions and purposes of measurement and evaluation in Education
- (ii) recognize different tools of measurement and evaluation in education
- (iii) realize the process involved in the standardization of a test
- (iv) understand different types of measurement and evaluation in education
- (v) reflect on the new trends in educational evaluation

COURSE CONTENT (Including Learning Outcomes):

UNIT-I: INTRODUCTION TO MEASUREMENT & EVALUATION IN EDUCATION

Educational Measurement and Evaluation: Concept, Scope, Need and Relevance - Relationship between Measurement and Evaluation - Functions of measurement and evaluation in education – Purposes of Educational Evaluation – The process of evaluation

Learning Outcomes :

- After completion of the unit, students: (i) understand the concept, scope, need and relevance of Educational Measurement and Evaluation, (ii) realize the functions of measurement and evaluation in Education and (iii) understand the purposes and process of educational evaluation.

UNIT-II: TOOLS OF MEASUREMENT AND EVALUATION

Subjective and Objective tools: Tests: Essay tests, Objective tests, Scales, Questionnaires, schedules, inventories, anecdotal records, observation, interviews, performance tests, Oral tests.
– Diagnostic tests and remedial measures.

Learning Outcomes :

- After completion of the unit, students: (i) understand the use of different subjective tools of measurement and evaluation, (ii) know the uses of various objective tools of measurement and evaluation; and (iii) understand the concept of a diagnostic test and know its uses

UNIT-III: STANDARDIZATION OF TESTS

Characteristics of a good measuring instrument: Reliability, Validity, Practicability, Scorability, Usability, applicability - Types of Reliability and Validity and Methods of finding out the reliability and validity of a measuring instrument – Test Standardization: Item Analysis, Norms (Age Norms, Grade Norms and percentile Norms) Norm referenced and criterion referenced tests, scaling, standard scores, T-scores and C-scores, steps in the standardization of a test – Standardized Tests and Question Banks – Qualitative and Quantitative Analysis of Test Scores.

Learning Outcomes :

- After completion of the unit, students: (i) know the characteristics of a good measuring instrument, (ii) understand the process involved in the standardization of a test; and (iii) distinguish between age norms, grade norms, percentile norms and standard scores of tests

UNIT-IV: TYPES OF MEASUREMENTS

Different types of Measurements: Measurement of achievement, aptitude, intelligence, personality, attitude, interest and skills – Interpretation of test scores - Methods of feedback to the students – Types of Evaluation: Formative, Summative & Diagnostic Evaluation

Learning Outcomes :

- After completion of the unit, students: (i) understand measurement of achievement, aptitude, intelligence, personality, attitude, interest and skills, (ii) know the interpretation of test scores, (iii) recognize the importance of different methods of feedback to the students and use them in the process of evaluation

UNIT-V: NEW TRENDS IN EVALUATION

Grading system, Semester System, Continuous Internal Assessment, Continuous Comprehensive Evaluation, Question Bank, Uses of Computer in Evaluation.

Learning Outcomes :

- After completion of the unit, students: (i) understand new trends in evaluation such as grading system, semester system and continuous internal assessment, (ii) know the concept of Continuous Comprehensive Evaluation and (iii) understand the uses of computer in evaluation.

SUGGESTED READINGS

- Ahmann J. Stanley (1965): *Testing Student Achievements and Aptitudes*. Prentice-Hall of India, New Delhi.
- Anastasi, A. (1968) : *Psychological Testing*. MacMillan, New York.
- Bloom B. S. (1964) : *Taxonomy of Educational Objectives, Hand Book-I, Cognitive Domain*. Orient Longman, New York.
- Cronback, L.J. (1970) : *Essentials of Psychological Testing*. Harper and Row, New York.
- Downie, N.M. (1961) : *Fundamentals of Measurement*. Oxford University Press, New York.
- Michaels, W.J. Karnes and M. Ray (1950):
Measuring Educational Achievement. McGraw Hill Book Company, New York.
- Nanda, S.K.(1979) : *Educational Psychology*, New Academic Publishing Company, Jullundur.
- Ross, C.C. and Stanley, J.C. (1963):
Measurement in To-day's Schools. Prentice-Hall of India, New Delhi.
- Thorndike, R.L. and Hagen Elizabeth (1962):
Measurement and Evaluation in Psychology and Education
John Wiley and Sons, New York.

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Course-404: INCLUSIVE EDUCATION

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

Course Objectives:

The course is intended to help the students:

- (i) To understand the concept, meaning, nature, scope and objectives of Inclusive Education and realize different approaches to Inclusive Education
- (ii) To reflect on problems and prospects of Inclusive Education in India with reference to school organization, curriculum adaptation, materials and human resources.
- (iii) To realize the role of teachers, parents and community in the effective implementation of inclusive education in school programme
- (iv) To identify learning disabilities of children with special needs
- (v) To reflect on the recent trends in inclusive education

Course Outcomes:

After Completion of the course, the students will be able to:

- (i) understand the concept, meaning, nature, scope and objectives of Inclusive Education and realize different approaches to Inclusive Education
- (ii) reflect on problems and prospects of Inclusive Education in India with reference to school organization, curriculum adaptation, materials and human resources.
- (iii) realize the role of teachers, parents and community in the effective implementation of inclusive education in school programme
- (iv) identify learning disabilities of children with special needs
- (v) reflect on the recent trends in inclusive education

COURSE CONTENT:

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION

Inclusive Education: Concept, Meaning, Need and Importance – Nature and Scope of Inclusive Education – Objectives of Inclusive Education – Approaches to Inclusive Education: Philosophical, Psychological and Sociological.

Learning Outcomes :

- After completion of the unit, students: (i) understand the concept, meaning, need, importance, nature and scope of Inclusive Education, (ii) realize the objectives of Inclusive Education and (iii) understand different approaches to Inclusive Education

UNIT –II: ISSUES IN INCLUSIVE EDUCATION

Accountability, Advocacy, Attitudes and Awareness on Inclusive Education – Curriculum Design – Instruction and Resources for Inclusive Education – Pre-service and In-service Training in Inclusive Education – Problems and prospects of Inclusive Education in India with reference to school organization, curriculum adaptation, material and human resources.

Learning Outcomes :

- After completion of the unit, students: (i) get an understanding of Accountability, Advocacy, Attitudes and Awareness on Inclusive Education, (ii) know the pre-service and in-service training processes in inclusive education, (iii) visualize the problems and prospects of Inclusive Education in India with reference to school organization, curriculum adaptation, material and human resources.

UNIT – III: PRACTICES IN INCLUSIVE EDUCATION

Preparation for Inclusive Education – Factors influencing successful inclusion – Building learner friendly classrooms – Role of teachers, parents and community in the effective implementation of Inclusive Education in schools

Learning Outcomes :

- After completion of the unit, students: (i) understand the Factors influencing successful inclusion, (ii) understand the process involved in building learner friendly classrooms and (iii) realize the role of teachers, parents and community in the effective implementation of Inclusive Education in schools

UNIT – IV: LEARNING DISABILITIES OF CHILDREN WITH SPECIAL NEEDS

Nature, Concept, Causes and Characteristics of Disabilities: Visual Impairment, Hearing Impairment and Loco-motor - Educational Implications of Learning of Children with special needs

Learning Outcomes :

- After completion of the unit, students: (i) understand the Nature, Concept, Causes and Characteristics of various disabilities, (ii) realize the challenges in educating children with visual impairment, Hearing impairment and Loco-motor disability; and (iii) realize the Educational Implications of Learning of Children with special needs

UNIT – V: RECENT TRENDS IN INCLUSIVE EDUCATION

Inclusive Education: Planning and conducting research - Selecting appropriate areas of Research – Methods and Tools of Research – Steps involved in supervising research activities – Role of ICT in Inclusive Education – Use of ICT in Curriculum Planning and Implementation for Children with special needs.

Learning Outcomes :

- After completion of the unit, students: (i) understand the process of planning and conducting research in inclusive education , (ii) know the steps involved in supervising research activities, (iii) understand the use of ICT in Curriculum Planning and Implementation for Children with special needs.

SUGGESTED READINGS:

1. Ainscow, M. and Booth, T (2002): *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE
2. Ainscow, M., Dyson, A and Booth, T (2006): *Improving Schools for Developing Inclusion*. London: Rotledge Falmer.
3. Booth T. Nes, K Stromstab, M. (2003): *Developing Inclusive Teacher Education*, London: Rotledge Falmer.
4. Coleman, M and Briggs, A (2002): *Research Methods in Inclusive Education*, London: Paul Chapman Publishing
5. Collard, J and Reynolds C (eds) (2005) *Leadership Gender and Culture in Inclusive Education*, London: Rotledge Falmer.
6. National Policy of Education, 1986 (revised 1992)
7. Index of Inclusion (2014) NCERT, New Delhi.

Course – 405: EDUCATIONAL TECHNOLOGY & I.C.T. IN EDUCATION

Credits	:	Four	Maximum Marks	:	100
Contact Hours	:	Six hours per week	Internal	:	20
Examination	:	Three hours	External	:	80

COURSE OBJECTIVES:

The course study is intended to make the students acquire the ability:

- (i) To understand various approaches to Educational Technology
- (ii) To reflect on the process and atages of development of Instructional Design
- (iii) To understand different approaches and strategies to integrate ICT in education
- (iv) To implement e-learning processes in education
- (v) To reflect on the emerging trends in ICT in education

COURSE OUTCOMES:

After the completion of this course, the student should be able to:

- (i) understand various approaches to Educational Technology
- (ii) reflect on the process and atages of development of Instructional Design
- (iii) understand different approaches and strategies to integrate ICT in education
- (iv) implement e-learning processes in education
- (v) reflect on the emerging trends in ICT in education

COURSE CONTENT:

UNIT I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Meaning and nature of Educational technology - Approaches to educational technology: Media approach, Audio visual approach, System approach (Cybernetics), Behaviourist approach, Cognitivist approach, and Instructional design approach – Edgar Dale’s Cone of Learning Experiences

Learning Outcomes:

- After the completion of the Unit, the students: (i) understand the meaning and nature of educational technology, (ii) known the various approaches to educational technology, (iii) understand the stages in the development of Edgar Dale’s cone of learning experiences

UNIT II: INSTRUCTIONAL DESIGN

Meaning and Views of Instructional Design – Process and Stages of development of Instructional Design – Models of Instructional Design: ADDIE Model – Instructional Design for Competency Based Teaching – Models for development of self-learning material – Researches on Instructional Design.

Learning Outcomes:

- After the completion of the Unit, the students: (i) understand the process of development of instructional design, (ii) describe various models of instructional design, (iii) understand the process of conducting researches on instructional design.

UNIT III: INTRODUCTION TO ICT IN EDUCATION

Meaning and Nature of ICT in Education – Use of ICT in Management, Administration and Professional Development – Digital Learning: Meaning, Nature and Characteristics - Need and importance of digital Literacy – Approaches and strategies to integrate ICT in the teaching learning process – Role of ICT in Personal Development and Professional Development.

Learning Outcomes:

- After the completion of the Unit, the students; (i) know the knowledge of meaning and nature of ICT, (ii) understand the uses of ICT in education, (iii) understand the approaches and strategies of ICT in teaching learning process.

UNIT IV: E-LEARNING IN EDUCATION

Meaning and Nature of e-learning in Education - Elements of e-Learning - Characteristics of e-Learner - Learning Management Systems (LMS): Meaning, Types, Features and Sources of LMS – Use of Web tools and collaboration tools in e-learning – Online Testing: Different Methods – e-learning competencies among school teachers

Learning Outcomes:

- After the completion of the Unit, the students: (i) understanding of e-learning in education, (ii) understand the elements of e-learning in education, (iii) identify the role of online testing methods in teaching learning process.

UNIT V: EMERGING TRENDS IN ICT

Research in ICT - Action research and design based research in technology integration and its implications for professional development – Trends in ICT: Increased online access and connectivity - Mobile access - Free and Open Source Software (FOSS) - Emerging role for augmented and virtual reality in education

Learning Outcomes:

- After the completion of the Unit, the students: (i) understand trends in ICT, (ii) understand the concepts of Action research in technology for professional development. (iii) recognize the emerging trends in ICT.

SUGGESTED READINGS:

- Anderw M. St Laurent. (2004) Understanding Open source and free software licensing. O'Reilly : Cambridge
- Bharibok Deepak (2000) fundamentals of information technology pentagon press: New Delhi
- Event M: the international encyclopaedia of education technology
- Gwen Solomon lynne schrum (2014) Web 2.0 how-to for education second edition ISTE