

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-I**

#### **PAPER-1: PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY**

Perspectives of Educational Psychology is a Common Core Course of first-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the student to

- Understand the concepts and principles of Educational Psychology as an applied science.
- Understand himself/herself and the learner.
- Understand the implications of Psychological theories and expositions for education.
- Create the learning situations suitable to the nature of learners and learning material.
- Know the process of development and assessment of various abilities and traits.
- Evaluate the status of mental health and ill health.
- Attain holistic development (Human Resources Development).

#### **Course outcomes**

After the completion of the course, the student is able to

- Explain the concepts of Educational Psychology as an applied science.
- State the principles of Educational Psychology as an applied science.
- Examine himself/herself and the learner.
- Use the implications of psychological theories and expositions for education.
- Organise learning situations suitable to the nature of learners and learning material.
- Identify the process of development and assessment of various abilities and traits.
- Assess the status of mental health and ill health.
- Develop holistic personality.

#### **Specific Learning Outcomes**

After successful completion of the course, the students are able to

- Recall the meaning of Educational Psychology

- Identify the different methods of psychology of study behaviour
- Discuss about the current trends in educational psychology
- Discuss about the various stages of human development from birth to death
- Describe the theories of development
- Compares the western and Indian theories
- Recall the principles of growth and development
- Interprets different theories of development
- Differentiate the changes that take place in each stage of development from birth to death
- Provide environment for harmonious development of personalities of children
- Arrange suitable learning experiences to attain maximum growth and development
- Recall the main features of learning theories
- Identify the various view points on theories of learning
- Describe the theories of learning
- Explain the conditions that facilitate learning in various arrangements.
- Recognise that learning helps in proper adjustment
- Recognize that learning brings realisation of the goals of life
- Generalise that human learning is through conditioning
- Generalise that learning brings modifications in behaviour
- Identify the application of learning theories in classroom situation
- Infer the learning having permanent changes in the behaviour of the learner
- Develop divergent thinking through the theories of learning
- Describe how information is processed
- Distinguish between intra and inter individual differences
- Recognise wide individual differences among human beings
- Generalise that individual differences are a product of both heredity and environment
- Arrive at a comprehension picture of the concept of intelligence
- Classifies the factors of intelligence
- Enlist the uses of intelligence tests
- Compares the concept of mental age and I.Q
- Identify the process of creativity
- Infer creativity in a unique characteristics of the human mind
- Recognize the different status of creativity
- Organises the various expressions of creativity
- Use appropriate methods for fostering creativity in children.

- Identify the concept of personality
- Use personality assessment techniques for educational purpose
- Infer that personality is a complex process of a constantly evolving and changing patterns of a person's unique behaviour
- Recognize that personality emerges as a result of interaction with environment
- Identify the structure of personality with a knowledge of the theories
- Compare the western theories of personality with the Indian theories
- Implement the personality test to assess pupils behaviour
- Differentiate the different ego defence mechanism
- Execute the prevention, constructive and certain measures to maintain mental health
- Establish conditions to promote mental health
- Distinguish adjustment from usual adjustment
- Identify the age defence mechanisms
- Maintain their mental health

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-I**

#### **PAPER-2: EDUCATION STUDIES**

Education studies is a Common Core Course of first-semester in 2 year M.Ed. Programme.

#### **Objectives:**

To enable the students to

- Evaluate the educational development of the disadvantage group.
- Build the ICT skills.
- Recognize the development and issues of education at all levels.
- Acquaint with the general development and progress of education after independence.
- Acquaint with the general development and progress of the education prior to independence
- Understand the education policies.
- Acquaint ancient educational system.
- Describe the philosophy of life in Vedas and characteristics of education.
- Acquaint with the concept of ethics and moral education.
- Understand the education planning and quality education.
- Acquaint with general development of Report of National review committee on higher secondary education.
- Understand the various central school programmes of CBSE schools, KV.
- Understand the technical skills of learning and challenges in higher education.
- Understand the problems of brain drain and privatization in education.
- Understand the special needs of children.
- Explain the problem of education in language, religion and protective discrimination.
- Understand the need for education of the disadvantaged section
- Understand the importance of education of children with special needs

- Understand the importance of information and communication technology.
- Understand the role of UNO

### **Course outcomes:**

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

- Solve the education problem of disadvantage groups.
- Use the ICT skills in education.
- Identify the development issues of education.
- Illustrate the development and progress of education after independence.
- Illustrate the development and progress of education prior to independence.
- Identify the educational policies.

### **Learning Outcomes**

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

- Recall the ancient education system.
- Interpret philosophy of life in Vedas and characteristics of education.
- Apply the ethics and moral education in educational practice.
- Identify the educational planning and quality education.
- Analyze the report of national review committees on higher secondary levels.
- Compare the central school programmes of CBSE schools & KVS
- Identify technical skills of learning and challenges in higher education.
- Monitor the problems of brain drain and privatization in education.
- Integrate the problem of education in language, religion and protective discrimination.
- Identify the general development and progress of various types of education.
- Solve the problems of children with special needs in education.
- Use the student to understand the ICT education.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-I**

#### **PAPER-3: FUNDAMENTALS OF EDUCATIONAL RESEARCH**

Fundamentals of Educational Research is a Common Core Course of first-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the spirit of conducting research and differentiating different types of educational research.
- Compare qualitative and quantitative research and limitations in educational situation.
- Explore the use of related literature to select a problem for study.
- Arrange relative variables logically and frame hypothesis.
- understand the generalizability based on sample and to apply relevant sampling techniques for different problems.
- Organize the steps in constructing tool for the study.
- Analyze the data using appropriate statistical techniques to arrive at meaningful logical interpretations.

#### **Course Outcomes:**

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

- Get the thrill of identifying related variables to find solutions for different problems in the field of education.
- Classify different types of research, basic, applied and action research and identify which type is suitable for different research problems.
- Identify the limitations of qualitative and quantitative research in the field of education.
- Explore different sources to identify a research problem –using related literature, suggestion for further research and experience.

- Classify different variables and frame different types of hypothesis in terms of research problems.
- Identify population to draw representative sample.
- Construct a tool for research which is reliable and valid.
- Collect data from the selected sample by testing, interviews and observation.
- Analyze quantitative data by using measures of central tendency, variability.
- Recall different formulae to calculate measures.
- Apply relevant statistical measures to analyze the problem.
- Implement all the steps of research in a related manner.
- Appreciate practical solution to research problem.

### **Learning Outcomes:**

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

- Recognise the significance of educational research and its role in the progress of knowledge.
- Relate the steps of scientific method in solving problems of educational research.
- Identify limitations of educational research- Dealing with human beings in educational situations against pure scientific research.
- Classify and illustrate basic, applied and action research paradigms in education.
- Clarify the difference between qualitative, quantitative and mixed methods of research.
- Explore different sources of research problem.
- Brainstorm to arrive at a good research problem.
- Evaluate the feasibility, significance and practicability of a research problem.
- Realize the literature search in basic to arrive at crucial problems in the field of education.
- Analyze causes and effects to solve problems and arrive at solutions.
- Classify and clarify independent, dependent and organize variables in dealing with human beings in educational situations.
- Make shrewd guesses to frame different hypothesis.
- Differentiate different types of hypotheses and their suitability to different problems.
- Illustrate different types of hypothesis in different context.
- Test hypothesis by approximate statistical measures.

- Analyze different sectors of population, universe, to select representative sample to generalize with confidence.
- Identify sampling units and decide how much sample is necessary without sampling error.
- Relate different types of sampling techniques to different kinds of problems.
- Illustrate different types of sampling techniques.
- Classify different tools of data collection.
- Identify the uses, merits and limitations of questionnaires – closed and open ended.
- Use tests – standardized and adapted and made keeping in mind norms, validity and reliability.
- Collect data keeping in mind limitation of inventories rating scales in dealing with humans.
- Acquaint the skills of keen observation and interview to get reliable data.
- Explore items to construct tools and techniques
- Brain storm in writing items with the help of peers and professionals.
- Conduct pilot study on limited number of sample to construct final tool.
- Calculate reliability and validity of a tool.
- Get tool experience in the administration and collection of data.
- Gain satisfaction being in touch with sample.
- Develop precision, accuracy in measuring qualitative data.
- Calculate measures of central tendency Mean, Median and Mode to determine standard/ status of the sample.
- Enjoy doing calculations carefully and arrive at correct answers.
- Try different ways of using formulae with presence of mind.
- Appreciate arriving at results in accepting hypothesis solutions.
- Develop skills of calculating QD, AD and SD
- Demonstrate confidence in the calculation if standard scores, percentiles, percentile ranks, z and t scores.
- Acquaint positive mindset towards statistical measures.
- Develop team spirit in calculation and arrive correct answer.
- Understand characteristics and uses of NPC to interpret data



- Identify deviation of normal distribution and learn calculating skewness and kurtosis to understand heterogeneous and homogeneity.
- Remember formulas and apply indifferent analyses.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-I**

#### **PAPER-4: EDUCATIONAL PLANING AND MANAGEMENT**

Educational Planning and Management is a Common Core Course of first-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the fundamental concepts of educational planning and management.
- Acquire relevant knowledge and expertise the principles and procedures in educational planning and management.
- Develop informational skills on planning process at different levels.
- Identify the goals, models and approaches of educational planning.
- Apply the concepts of educational planning and understand how different branches of education are managed and administrated.
- Understand Budgetary control, management reforms and effects of educational financing.
- Identify meaning and concept of Accreditation and its parameters.
- Understand the importance of quality management in education and role of NAAC.

#### **Course Outcomes:**

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

- Understand principles of educational management, leadership and organisational behaviour and their impact on organisations.
- Develop leadership and managerial career prospects through the development of relevant skills, knowledge and experience.
- Explain management issues and their relationship to other developments in education, economy and society.
- Develop skills in the analysis of policy development and factors effecting the implementation of management policies.

- Interpret and appreciate various aspects of educational planning and finance.
- Explain the importance of financing education, budgetary control management and reforms.
- Identify the importance of quality in higher education its management and concept of accreditation and its parameters.
- Identify the existing educational policies, consider needed new ones and to assess needed human, physical and financial resources

**Learning outcomes:**

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

- Explain the meaning and scope of educational management.
- Distinguish the administration among centre, state local bodies and private agencies.
- Identify the objectives and principles of educational management.
- Know the growth of educational management.
- Understand the planning cycle which helps in achieving their desired targets.
- Understand the need, importance and goals of educational planning.
- Distinguish between micro and macro models of educational planning.
- Identify the planning process in national and state level and advantages of Decentralised planning.
- Classify the source of finance for education and grant in aid policy at national and state level.
- Take up and administer the marginal position in the society.
- Explain the importance of financing in education and effects of educational financing.
- Identify the demand factors for finance in education.
- Discuss the issues in the finance of education.
- Describe how financing is done at elementary, secondary and higher education levels.
- Use the knowledge of educational finance will help the learner in his career.
- Understand the meaning and importance of quality.
- Explain how quality is assessed in higher education.
- Describe the accreditation concept, meaning and parameters.
- Interpret the role of NAAC in quality assessment.

- Develop quality importance skill in the learners and facilitate the development of educational system.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-I**

#### **PAPER-5: ADVANCED EDUCATIONAL TECHNOLOGY**

Advanced Educational Technology is a Common Core Course of first-semester in 2 year M.Ed. Programme.

#### **Course objectives:**

To enable the students to

- Understand about the meaning, nature and scope and significance of Educational Technology and its important components in terms of Hardware and Software.
- Distinguish between communication and instruction so that they can develop and design a sound instructional system.
- Acquaint with levels, strategies and models of teaching for future improvement.
- Understand about the importance of programmed instructions and researches in Educational Technology.
- Acquaint with emerging trends in Educational Technology
- Develop awareness about uses of computer and information technology in the field of education
- Develop understanding about the various aspects of information systems and multimedia developments.
- Develop various skills to use computer technology for the purpose of education.
- Inculcate interest about the use of technology in educational research.
- Understand the contemporary developments in the emerging technologies of education.

#### **Course Outcomes:**

On successful completion of the course, the students will be able to

- Recall the concepts of educational technology
- Describe the working of various hardware and software components
- Use technological devices in educational practices
- Examine the effectiveness of technological devices

- Recall the concept of communication
- Explain the different programmed instructions
- Classify the different models of teaching
- Recall the different levels of teaching
- Explain the concept of mass media
- Explain the concept of multimedia
- Interpret the uses of computer in data analysis

**Learning Outcomes:**

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

- Recall the definition of educational technology
- Differentiate different types of information services
- Give examples of different types of information
- Identify the uses of information services
- Explain the concept of communication
- Differentiate between linear and branching programme with respect to various characteristics.
- Analyze and apply principles and practices associated with technology enhanced learning.
- Appreciate the uses of new technological devices in classroom settings.
- Distinguish different levels of teaching.
- Appreciate the developments in educational technology
- Analyze different techniques and use suitable techniques in teaching
- Develop capability of conducting and reporting classroom research
- Explain the concept of mass media
- Describe the concept of multimedia
- Identify various resources for teaching learning process
- Develop understanding about the various aspects of data analysis software.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-II**

#### **PAPER-1: PERSPECTIVES OF EDUCATIONAL PHILOSOPHY**

Perspectives of Educational Philosophy is a Common Core Course of Second-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the nature and functions of philosophy of education.
- Understand the salient features of different philosophies of education.
- Know the information about the contributions made by prominent educational thinkers – Western/Indian.
- Remember the theories of knowledge, instruments of knowledge and metaphysical knowledge problems.
- Know the meaning of the terms – Democracy, Education, Education for citizenship, Rights and duties.
- Know the issues of equality, inequality, equity and quality in education.
- Find out the contribution of Geetha, Islam, Buddhism and Christianity to value formulation.
- Understand the current issues in educational philosophy and their educational implications.

#### **Course Outcomes:**

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

- Explain the nature of philosophy, and infer the functions of philosophy.
- Summarize the salient features of different philosophies of education.
- Recall the information about the contributions of prominent educational thinkers both Western and Indian.

- Identify the theories of knowledge, instruments of knowledge and metaphysical problems.
- Recognise the terms – Democracy, Citizenship, Rights and Duties.
- Interpret the issues of equality, inequality, equity and quality in education.
- Differentiate and discriminate the contribution of Geetha, Islam, Buddhism and Christianity to value formulation.
- Classify the current issues and their educational implications.

**Learning Outcomes:**

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

- Recognise the nature and functions of philosophy of education.
- Describe the nature and functions of philosophy of education.
- Apply the nature and functions of philosophy of education to their life.
- Collect the information about the nature and functions of philosophy of education.
- Evaluate the nature and functions of philosophy of education.
- Create their own thoughts and ideas about the nature of philosophy of education and its functions in daily life.
- Recognise the importance of philosophies of education and their contribution to aims, curriculum, methods of teaching, teacher and discipline.
- Describe the various philosophies of education.
- Apply the various philosophies of education to their life.
- Collect the various philosophies of education.
- Evaluate the various philosophies of education to their life.
- Create their own ideas and thoughts.
- Recognise the contribution made by prominent educational thinkers given below - Plato, Rousseau, Dewey, Gandhiji and Tagore.
- Apply the contribution of thinkers.
- Collect information of thinkers - Plato, Rousseau, Dewey, Gandhiji and Tagore.
- Recognise the contributions of great thinkers.
- Create their own ideas about great thinkers.
- Develop the ability to grasp the meaning of theories or knowledge and instruments of knowledge.



- Use their theories of knowledge to gain more information.
- Describe the concepts of nature of man, freedom and concept of God.
- Evaluate the nature of man, freedom and concept of god.
- Remember – recall relevant terminology about democracy, and education, education for citizenship and fundamental rights and duties.
- Grasp the meaning of education for democracy.
- Apply the learned information in different situations.
- Breakdown the information about education for democracy.
- Judge the value of education for democracy.
- Uniquely apply their prior knowledge on education for democracy and create their own thoughts.
- Remember and recall the concepts of education such as equality, inequality, equity and quality in education.
- Grasp the meaning of such terms as - equality, inequality, equity and quality in education.
- Apply the knowledge of equality and inequality in education.
- Judge the value of equality, inequality and equity and quality.
- Remember and recall the contribution of Geetha, Islam, Buddhism and Christianity to value formation.
- Describe the contribution of Geetha, Islam, Buddhism and Christianity regarding value formation.
- Apply the values formed through the - Geetha, Islam, Buddhism and Christianity in their daily life.
- Collect information about the Geetha, Islam, Buddhism and Christianity regarding value formation.
- Evaluate the value of Geetha, Islam, Buddhism and Christianity.
- Create the own ideas of contributions to value formation.
- Recognize the current issues and their educational implications.
- Describe the current issues such as poverty, unemployment, violence and peace education problems and solutions through education \_ and national and international understanding.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-II**

#### **PAPER-2: PERSPECTIVES OF EDUCATIONAL SOCIOLOGY**

Perspectives of Educational Sociology is a Common Core Course of Second-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the nature and functions of educational sociology
- Understand concept and process of social organization social stratification.
- Understand relationship among culture society and education
- Develop sociological imagination about the ramifications of culture socialization, social change and education.
- Understand utility of sociology to teachers.
- Understand equality of educational opportunities.

#### **Course Outcomes:**

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

- Recall the nature and functions of educational sociology
- Summarize concept and process of social organization social stratification.
- Compare relationship among culture society and education
- Analyze ramifications of culture socialization, social change and education.
- Explain utility of sociology to teachers.
- Identify the need for the equality of educational opportunities.

#### **Learning Outcomes:**

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

- Explain meaning and scope of social mobility & social structure
- Infer sociological aims of education

- Describe the role and functions of sociology
- Identify the characteristics of social organization
- Integrate the social groups & characteristics
- Explain the role of social Stratification and Education.
- Identify the contemporary factors leading to social change.
- Identify the relationship between education and modernization.
- Identify the difference between education & culture.
- Monitor the impact of globalization and science & technology on Education.
- Identify and analyze the existing social problems of sociology.
- Organize programmes to develop the social values among the students.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-II**

#### **PAPER-3: ADVANCED EDUCATIONAL RESEARCH**

Advanced Educational Research is a Common Core Course of Second-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Remember the concept, characteristics, advantages, limitations and procedures of research methods.
- Understand the different paradigms of educational research.
- Create appropriate research proposal and research report.
- Evaluate the quality of research report.
- Analyse the relationship between and among different types of variables of a research study by using suitable statistical techniques.
- Understand the concept, utility and computation of inferential statistical techniques.
- Apply appropriate statistical techniques for testing hypotheses.

#### **Course Outcomes:**

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

- Recall the concepts of different research methods in education.
- Explain the salient features of different research methods in education.
- Use appropriate research methods and statistical techniques in educational research.
- Examine the characteristics of different research methods in education.
- Judge the quality of research report.
- Prepare appropriate research proposal and research report for a chosen research study.
- Recall the concepts and formulae of different statistical measures.
- Examine the relationship between different types of variables of a research study by using correlation techniques or chi-square test.
- Explain the concepts of inferential statistics.
- Estimate the characteristics of population based on sample data.

- Test the specific hypotheses about population based on sample data.
- Participate in research seminars and workshops.
- Prepare research publications.
- Appreciate the contribution of educational research in the progress of education system.

### **Learning Outcomes:**

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

- Recall the characteristics of research methods, viz., phenomenological, philosophical, ethnological, historical, case study, survey, experimental, correlation, causal-comparative methods and action research.
- Explain the vital features of the above research methods.
- Discuss the significance of the above research methods in educational research.
- Describe the research procedures of the above research methods.
- Identify the limitations of the above research methods.
- Compare the merits of the above research methods.
- Collect relevant data for preparing research proposal and research report.
- Outline the process of conducting research.
- Write proposal for a chosen topic of research.
- Write research report in an appropriate format.
- Select appropriate style of writing for research report.
- Use latest version of APA style for references and bibliography.
- Discuss the evaluation criteria for research report.
- Judge the quality of a research report.
- Recall the concept and types of correlation.
- Define correlation coefficient.
- Recall the formulae of correlation coefficient: rank order, product moment, biserial and point-biserial.
- Recognize the symbols of different types of correlation coefficients.
- Describe the important features of correlation techniques: rank order, product moment, biserial and point-biserial.
- Compute correlation coefficient.
- Interpret the value of correlation coefficient.
- Explain the concept of statistical regression.
- Develop regression equations for prediction.

- Predict the value of a dependent variable based on the values of one or more independent variables.
- Distinguish between the concepts correlation and regression.
- Discuss the significance of correlation and regression in educational research.
- Explain the concept of chi-square.
- List the properties and uses of chi-square test.
- Recall the formula of chi-square.
- Identify the assumptions of chi-square test.
- Compute chi-square value.
- Use chi-square test for testing the goodness of fit.
- Use chi-square test for testing the association or independence of the variables.
- Use software packages for data analysis.
- Explain the fundamental concepts of inferential statistics, viz., population, sample, population parameters, sample statistics, sampling error, sampling distribution, standard error, confidence intervals, levels of significance, degrees of freedom, two-tailed and one-tailed tests of significance and errors in hypothesis testing.
- Describe the procedure followed in testing the significance of statistical measures.
- Use t-test for testing the significance of difference between two groups.
- Compare two-tailed and one-tailed tests of significance.
- Choose F-test (One way ANOVA) for testing the significance of difference among the groups.
- Examine the concept and assumptions of ANCOVA (One way).
- Generalize the findings of the research by using inferential statistical techniques.
- Participate in research seminars.
- Prepare research papers.
- Read research journals.
- Associate with research scholars.
- Collect research information.
- Recognise the significance of statistical techniques in the field of educational research.
- Recognize the role of educational research in improving education system.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **1<sup>st</sup> Year, Semester-II**

#### **PAPER-4: TEACHER EDUCATION**

Teacher Education is a Common Core Course of Second-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Identify the nature, need, scope and objective of teacher education.
- Distinguish the context of teacher education in Indian scenario and in global scenario.
- Explain the development of teacher education in pre and post independent India.
- Experiment the current trends in teacher education.
- Describe the efforts of different agencies of teacher education.
- Classify the teacher education programs at different levels.
- Find and interpret the major issues and problems of teacher education.
- Appreciate the innovative practices in teacher education.

#### **Course Outcomes:**

The student will be able to

- Identify the need, nature, scope and objectives of teacher education
- State and distinguish the changing context of teacher education in Indian scenario and in the global scenario
- Explain and summarize the development of teacher education in pre and post independent India
- Invent and experiments the current trends in teacher education
- Describe and appreciate the efforts of different agencies of teacher education
- Name and list out different institutions of teacher education
- Recognize and interpret the major issues and problems of teacher education
- Find out and classify the different teacher education programmes at different levels

## **Learning Outcomes:**

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

- Explain the nature of teacher education
- Recognize the need and scope of teacher education
- State the objectives of teacher education
- Describe the teacher education system in the Indian scenario and global scenario
- Compare between changing context of teacher education in the Indian scenario and in the global scenario
- Explain the importance of national policy on teacher education
- Identify the teacher education system in the pre independent India and the post independent India
- Compare teacher education system in pre independent India and post independent India
- Summarize the development of teacher education
- Read Literature on current trends in teacher education
- Identify and explain different agencies of teacher education at state level, national level and international level
- Identify the role of agencies and institutions of teacher education
- Appreciate the functions of agencies and institutions of teacher education
- Naming and selecting the institutions of teacher education
- Recognize the efforts of different institutions of teacher education
- Identify the major issues and problems of teacher education
- Propose different policies for maintaining standards in teacher education
- Compare and contrast different service conditions of faculty members in teachers education
- Assess and check the quality management of teacher education
- Identify the need and importance of privatization, globalization and autonomy in teacher education



# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-1: GUIDANCE AND COUNSELLING**

Guidance and Counselling is a Common Core Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the concept the need and scope of guidance
- Understand the principles and problems of different types of guidance
- Understand the concept process of counselling
- Acquaint with the aims and principles of guidance programme
- Understand the various procedures of organizing various guidance services
- Identify the situations for individual and group guidance services
- Choose and use appropriate psychological tests to render guidance

#### **Course Outcomes**

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

- Recognise the need of guidance at various levels of education
- Infer that guidance is meant for all
- Understand that guidance helps to develop to maximum of his capacity in the direction most logical to himself and society
- Judge that guidance help to manage his own life situations
- Differentiate the types of guidance and significance of guidance
- Execute the role of teacher in guidance
- Differentiate guidance at different levels primary, secondary and higher secondary school
- Recognise the agencies of education at national, state and local levels
- Identify the need of educational guidance
- Apply the principles of educational guidance

- Differentiate guidance and curriculum
- Organize an induction programme
- Plan guidance in a classroom
- Execute guidance for special learners
- Recognise the strategies of vocational guidance
- Explain the theories of vocational guidance
- Interpret the scope of personal guidance
- Classify different types of personal guidance
- Know the role of counsellor in personal guidance
- Understand the concept of group guidance
- Explain the advantages of group guidance
- Plan for group guidance
- Know the techniques of group guidance
- Understand the benefits of individual and group guidance
- Recognize the principles of counselling
- Know different approaches to counselling
- Differentiate group counselling and individual counselling
- Execute counselling for adjustment
- Explain the characteristics of good counselling
- Distinguish the types of counselling to be given for exceptional children
- Know the use of different tests held for counselling and guidance
- Execute the interpretation of scores
- Implement the principles of guidance programme
- Classify the various types of guidance services
- Recognize the importance of guidance services
- Carry out guidance services.

### **Learning Outcomes:**

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

- Know the need of guidance
- Distinguish the types of guidance to be given
- Describe the role of teacher in guidance

- Explain about guidance at primary, secondary and higher secondary school stages
- Identify the agencies of guidance at national, state and local
- Interpret the principles of educational guidance
- Identify the guidance to be given for curriculum
- Develop an induction programme
- Give guidance for special learners
- Know the importance of vocational guidance
- Conduct a career talk and career conference
- Describe the theories of vocational guidance
- Identify occupational information
- Describe personal and group guidance
- Know the types of personal guidance like family and health
- Make use of group guidance
- Interpret the principles of counselling
- Analyse the counselling approach to be followed
- Make use of psychological tests in guidance and counselling.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-2: ICT IN EDUCATION**

ICT in Education is a Common Core Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Know the fundamentals of ICT.
- Develop an understanding of the basic concepts of ICT.
- Integrate ICT into teaching learning process keeping ethical issues in mind.
- Develop interest in the usage of ICT resources for professional development.
- Develop positive attitude towards e-learning.
- Appreciate the role of ICT in educational practices.
- Develop ICT skills.

#### **Course Outcomes**

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

- Recall the concepts of Information and Communication Technology (ICT).
- Describe the working of Computer, Internet, World Wide Web (W.W.W) and Educational multimedia.
- Use ICT resources in educational practices.
- Examine the effectiveness of ICT resources.
- Assess the relative worth of different ICT resources.
- Organise e-learning in educational practices.
- Operate the computer for browsing and searching with ease.
- Prefer ICT resources for all educational practices.
- Involve in the preparation of e-learning material.

## **Learning Outcomes:**

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

- Recall the full form of ICT.
- Recognise the ICT devices.
- Explain the meaning of ICT.
- Identify the relation between Information Technology and Communication Technology.
- Give examples for ICT resources used in teaching and learning.
- Identify the uses of ICT in teaching-learning.
- List the uses of ICT in evaluation.
- Investigate the role of ICT in research and administration.
- Explain the concepts of computer hardware, computer software, computer memory, operating system and computer VIRUS.
- Explain the concept of Internet.
- Identify the hardware and software requirements of Internet.
- Recognise the Internet terminology.
- Investigate the applications of Internet in Education.
- Describe the concept of World Wide Web (W.W.W).
- Distinguish between Internet and W.W.W.
- Explain the Internet concepts, viz., webpage, website, H.T.M.L, Internet protocol, web browser, web search engine, web surfing.
- Use Internet for searching information.
- Explain the meaning of multimedia.
- Identify the significance of multimedia.
- Describe the elements of multimedia.
- Give examples of multimedia courseware.
- Prepare multimedia presentation.
- Distinguish between 'data' and 'information'.
- Classify different types of data.
- Explain about file management in computer.
- Describe the main features of database management.
- Identify the significance of data storage.
- Define the term cloud computing.

- Explain about the characteristics of cloud computing.
- Identify the benefits of cloud computing.
- Recognise the significance of MIS in Education.
- Illustrate the concept of e-learning with examples.
- Describe the characteristics of e-learning.
- Explain the nature of e-learning.
- Summarise the advantages of e-learning in education.
- Identify the limitations of e-learning.
- Compare traditional classroom learning with e-learning.
- Develop e-learning material.
- Assess the quality of e-learning.
- Explain the meaning of web based learning.
- Classify the categories of web based learning.
- Examine the merits and limitations of web based learning.
- Describe the concept of virtual campus.
- Explain the salient features of e-journals and e-books.
- Recognise the significance of E-books.
- Explain the meaning of electronic Portfolio.
- Prepare an electronic portfolio.
- Participate in online learning programmes.
- Read online journals and books.
- Recognise the value of MIS in Institutional administration.
- Realise the value of internet in searching information.
- Appreciate the role of e-learning in education.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-3: ELEMENTARY EDUCATION**

Elementary Education is a Specialization Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Explain the historical development of elementary education.
- Recognize the aims and objectives of elementary education.
- Identify the rationale for universal elementary education.
- Appreciate the measures taken towards realization of universalization of elementary education.
- Develop information skills on strategies and programs in elementary education.
- Detect and monitor different strategies of improving elementary education.
- Enable the students to identify and implement the different innovative practices in curriculum at elementary level.
- Locate the problems and critically appraise the present evaluation system in elementary education.

#### **Course Outcomes**

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

- Explain the history of elementary education and concept of universalization of elementary education
- Identify, formulate and analyze the challenges and problems in elementary education and universalization of elementary education
- Develop and frame different modern and innovative practices in curriculum at elementary level
- Interpret different evaluation techniques at elementary education

- Appreciate and appraise the different strategies and programmes in elementary education by the government
- Develop interest and attitude in achieving universalization of elementary education goals
- Identify and state “elementary education as a fundamental right”, “as an instrument of empowerment” and as “national development goals”
- Compare and distinguish different constitutional provisions and directive principles related to elementary education

### **Learning Outcomes:**

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

- Explain and examine the history and status of elementary education
- Identify the aims, objectives and need for the elementary education
- List out the recommendations of different education commissions and polices
- Recall the different constitutional provisions related to elementary education
- Employ “elementary education as an instrument of empowerment”
- Explain the concept and meaning of universalization of elementary education
- Justify the universalization of elementary education
- Propose different measures towards realizations of universalization of elementary education
- Develop interest in participating and achieving universalization of elementary education goals
- Identify different challenges and problems in the way of achieving universalization of elementary education
- Identify various village education committees in educational planning and management
- Describe different strategies programmes in elementary education
- Assess the implementation and functioning of SSA,OBB,MDMS etc
- Participate in the government programmes of elementary education
- Identify and name the programmes related to disabled children
- State the objectives, principles of organization of curriculum on elementary education
- Design different innovative practices in curriculum at elementary level
- Examine different evaluation techniques at elementary education



- Assess the evaluation system at elementary education
- Find the problems at present evaluation system in elementary education and stating the solutions

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-4: INCLUSIVE EDUCATION**

Inclusive Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the global initiatives of need of inclusive education
- Understand the historical view on the education of children with special needs
- Develop critical understanding of the recommendations of various national commissions and committees towards teacher preparation for inclusive education
- Appreciate and promote inclusive practice the roles and responsibilities
- Find out the difficulties encountered by children
- Understand the advantages of inclusive education for all children
- Differentiate and analyse special education, integrated education and inclusive education
- Identify and utilise the available resources for promoting inclusive practice

#### **Course Outcomes**

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

- Identify the concept and importance of inclusive education and historical perspectives in education of special needs children
- Differentiate special education, integrated education and inclusive education
- Get the awareness on international initiatives of inclusive education
- Gain the knowledge on national initiatives of inclusive education
- Understand the laws and policy perspectives which support integrated and inclusive education
- Analyse the educational approaches for special, integrated and inclusive education
- Understand the inclusive learning atmosphere in the institutions

- Understand the role of parents, teachers and other community for special and diverse needs children
- Utilise the human and material resources to uplift the lives of children with diverse needs

### **Learning Outcomes:**

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

- Understand the concept and need of inclusive education
- Differentiate special education, integrated education and inclusive education
- Gain the knowledge on the advantages of inclusive education to all
- Understand the international initiatives of inclusive education
- Understand the national initiatives of inclusive education
- Identify the initiatives for the gifted and talented children
- Get the awareness on current laws and policy perspectives which support integrated education
- Analyse the concept of diverse needs
- Identify various educational approaches for children with diverse needs
- Build inclusive friendly atmosphere in the institutions
- Find out the role of the teachers, parents and all other community members who support education for diverse needs
- Understand various diverse needs, reasons for scholastic backwardness of the special needs children and also the role of the teachers working in inclusive education institutions
- Identify the physical and material resources available for the development of education of special needs children

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-5: LIFE SKILLS EDUCATION**

Life skills Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Explain the concept and significance of life skills.
- Identify the need and scope of life skills education.
- Describe the concept of creative thinking
- Recognise various strategies for the development of cognitive skills.
- Explain different psycho social skills.
- Appreciate different kinds of relationships and qualities of skill developed persons.
- Identify different coping skills.
- Compare and distinguish between emotions and stress.

#### **Course Outcomes**

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

- Describe the practical use of core life skills in daily life.
- Help in analyzing the challenges of life and understand the process and benefits of using selected strategies for the development of the learner.
- Draw the learners attention in discrimination what makes a relationship heal thy.
- Help in acquiring basics of communication.
- Develop positive attitude in conflict resolution
- Guide to realize the problem and discover the ways of solving it.
- Help in learning the steps and practice decision making.
- Encourage the participants to share, analyse and discuss their individual qualities among the peers.
- Explain the concept of critical thinking.
- Help in realizing and balancing the emotions.

- Direct to reduce stress by applying different strategies.

### **Learning Outcomes:**

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

- Make effective use of like skills
- Develop interpersonal relations
- Prepare adolescents for livelihood to face their daily challenges.
- Help in holistic development i.e.; concerns of health, (Physical and mental) livelihood and social development.
- Translate knowledge, attitude and values into actual abilities by helping them decide what to do, when to do and how to do it.
- Realize that life skills education is an instrument of empowerment.
- Get aware of good qualities/strengths about oneself and be confident.
- Check worries, fears, needs etc, and makes them humane.
- Realize that empathy makes wonders in our relations.
- Acquire the skill of critical thinking and learn to analyse information and experiences in an objective manner.
- Generate new ideas by combining, changing or re-applying existing ideas.
- Invent new things, new ideas and new concepts.
- Think creatively.
- Deal with problems in a constructive manner.
- Define various ways of solving problems.
- Realise the alternative way for every problem.
- Make decisions from the varied options based on the existing knowledge.
- Ability to establish positive relationship with others.
- Discriminate between healthy and un-healthy relations.
- Interpret the positive relationships help in the growth of the individuals.
- Acquire effective communication skills.
- Support the idea that there is verbal as well as non-verbal communication through gestures.
- Recognise the fact that communication should be culturally acceptable.
- Locate how emotions influence their behaviour.

- Managing positive and negative emotions is a challenge and get acquainted with both situations.
- Recognise the sources of stress.
- Learn how stress affects them physically and emotionally.
- Acquaint with stress relaxation techniques.
- Predict changing environment and life style are stress relax factors.
- Understand the importance of healthy and positive ways of living.
- Reduce vulnerability, decrease risk factors and improve protective factors (family support).
- Adopt the situations and people.
- Have a positive approach towards problems.
- Use their literacy, language, functional and vocational skills better.
- Develop positive and flexible attitude to life.
- Summarise that life skills can be acquired from our own experiences, perceptions, insight, stories, books, parents, teacher, media, religion etc.
- Recognise their strengths and weaknesses, likes and dislikes, goals, dreams and priorities to get success.
- Not to compare with others negatively.
- Realize the concept of empathy.
- Think creatively to find new solutions.
- Make good decisions.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-6: ADULT AND CONTINUING EDUCATION**

Adult and Continuing Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Develop insights into the adult education and Development among the students.
- Develop a deeper understanding of different types of adult education programmes implemented in India.
- Understand the concept of adult education, non-formal education and adult literacy, importance of adult education and non-formal education.
- Understand methods of adult education and non-formal education and methods of imparting literacy.
- Understand the forms of adult education and different agencies of adult education

#### **Course outcomes:**

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

- Explain the importance of Adult Education for various aspects.
- Understanding the meaning, scope and importance of adult literacy
- Identify the problems of Adult Education.
- Select the criteria for appropriate forms of adult education
- Describe the teaching methods used to teach adults
- Understand the administrative structure of adult education
- Classify the organization of different adult education programmes.
- Analyze the agencies of adult education.
- Identify the role and problems of mass media in adult education
- Know the current status of adult education.
- Discuss the recommendations of National policy of education – 1986.

- To familiarize with the meaning, definition and concept of continuing education
- Discuss the nature and scope of continuing education.
- Appreciate the importance of continuing education
- Identify the problems in continuing education.

**Learning Outcomes:**

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

- Explain the concept of Adult Education
- Enlist the different objectives of Adult education.
- Appreciate the adult education for its contribution to the economic, social and political development of India.
- Explain the importance of Adult Education
- Identify the problems and their situations for Adult Education.
- Compare various forms of adult education
- Differentiate various methods of adult education.
- Identify the administrative structure of adult education.
- Classify the organization of different adult education programmes.
- Examine the government and non-government agencies of adult education
- Identify the role and solutions to the problems of mass media in adult education.
- Investigate the current status of adult education
- Describe the suggestions of NPE – 1986.
- Explain the meaning, definition and concept of continuing education.
- Describe the nature and scope of continuing education.
- Appreciate the uses of continuing education
- Identify the different problems associated with and their solutions to the continuous education.



# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-7: SECONDARY EDUCATION**

Secondary Education is a specialization Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Identify the nature and significance of Secondary education and explains the historical development of Secondary education.
- Recognize the major objectives of secondary education.
- Appreciate the national and state policies on Secondary education.
- Identify different constitutional provisions for secondary education.
- Find and use different productive aspects of secondary education for life.
- Develop work experience skills through secondary education.
- Examine the challenges and problems at secondary education stage.
- Assess the quality and quantity of facilities at secondary education stage

#### **Course Outcomes**

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

- Explain the historical development of secondary education in pre and post independent India with special reference to different commissions and committees
- Identify and name the secondary education as the most important link between the primary and higher education
- Describe and appreciate the efforts of national and state policies on secondary education with special reference to different commissions and committees
- Compare and distinguish between different constitutional provisions for secondary education
- Develop and employ work experience skills through secondary education

- Develop good attitude towards the curricular and co-curricular activities which inculcate various kinds of values
- Assess and compare the quality and quantity of facilities of secondary education stage
- Find and examine the challenges and problems at secondary education stage

**Learning Outcomes:**

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

- Explain and recognize the need and significance of secondary education
- Identify and examine the major objectives of secondary education
- Recognize and state secondary education as an important link between primary and higher education
- Explain and distinguish the historical development of secondary education in the pre and post independent India
- Appreciate and compare efforts made by different committees and commissions
- Appreciate different national and state policies on secondary education
- Identify and list out different constitutional provisions for secondary education
- Recognize different types of institutions providing secondary education
- Examine and assess the status of secondary education
- Select and support the principles of equity and equality, class, caste, gender, tribe and groups
- Develop various kinds of values through different curricular and co-curricular activities of secondary education
- Utilize secondary education as a “run way” for future education and careers
- Recognize the importance of secondary education as “Y” junction for the youth
- Develop work experience through secondary education
- Employ the principle “earn while you learn”
- Check and state the problems at secondary education stage
- Recognize the importance of education of the differently-abled children
- Examine and compare the quality and quantity of facilities at secondary education stage
- Appreciate the government and private schools run at secondary education stage

- Design and develop various solutions for the challenges and problems at secondary education stage

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-8: SPECIAL EDUCATION**

Special Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Acquire knowledge regarding various disabilities.
- Identify individuals with disabilities.
- Understand the need and types of rehabilitation measures.
- Apply the techniques of educational interventions.
- Create awareness among public the issue of disabilities and rehabilitation.
- Motivate themselves to act as agent in controlling disabilities.

#### **Course Outcomes**

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

- Identify the nature and scope of Special Education.
- Explain the History of Special Education.
- Appreciate various recommendations and acts related to special education.
- Describe the preventive measures of different categories of special education.
- Examine the concept of impairment.
- State the concept of Mental Retardation.
- Identify different Learning disabilities.
- Recognise the need of remedial teaching in special schools with the help of support services.
- Explain the role and responsibilities of teachers and different institutions for special schools.

#### **Learning Outcomes:**

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

- Interpret the scope of special education.
- Identify the types of exceptional children.
- Interpret inclusive education.
- Identify the concessions and facilities for persons with disabilities.
- Know the recommendations of commissions on persons with disabilities.
- Identify the characteristics of visually impaired.
- Know the measures for prevention of visual impaired.
- Distinguish the visually and hearing impaired children characteristics.
- Identify the educational measures for sensory impairment.
- Distinguish the categories of physical impaired.
- Identify the nature of mental retardation.
- Distinguish the characteristics of different types of mental retardation.
- Analyze the causes of mental retardation.
- Identify the learning disabled children.
- Distinguish the different types of learning disabilities.
- Interpret educational intervention.
- Analyze main streaming.
- Identifies the role of a resource teacher.
- Distinguishes the role of peer, teacher, family and community in education of special child.
- Identify the role of a special teacher in special education school

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-III**

#### **PAPER-9: COMPARITIVE EDUCATION**

Comparitive Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand comparative education as an emerging multi education as discipline (with its scope and major concepts) of education.
- Acquaint with educational systems in terms of factors and approaches of comparative education.
- Orient with skills to assess the efficacy of educational systems of various countries in terms of prevailing trends in those countries.
- Use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
- Create a perspective in the students about the implications of education for solving the prevailing problems in India.

#### **Course Outcomes**

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

- Recall the meaning, scope and objectives of comparative education
- Explain the factors and approaches of comparative education
- Compare education at national and international level
- Examine the modern trends in world education
- Identify the role of UNO and their educational activities
- Explain multiculturalism in education
- Compare the education systems of various countries
- Identify the causes and solutions of problems prevailing in developing countries

## **Learning Outcomes:**

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

- Explain the meaning, scope and concepts of comparative education.
- Analyze the factors of comparative education.
- Define the term cross disciplinary approach used in comparative education
- Identify the modern trends in India and global scenario.
- Analyze the role of various official organs of UNO and the educational activities.
- Describe multiculturalism in education
- Analyze and compare the primary education, secondary education, higher education, teacher education, adult education and open learning education system of different countries.
- Apply the implications of education for solving the prevailing problems in India.
- Identify and describe the causes for problems prevailing in developing countries.
- Evaluate and feel response in finding solution for problems prevailing in developing countries.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-1: PERSPECTIVES OF RESEARCH AND ISSUES IN TEACHER EDUCATION**

Perspectives of Research and Issues in Teacher Education is a Common Core Course of fourth-semester in 2 year M.Ed. Programme.

#### **Objectives:**

To enable the students to

- Understand of the concept, objectives and principles of teacher education.
- Acquaint with existing practices regarding structure, curriculum and evaluation in the education.
- Understand teaching and training techniques.
- Organize various types of student teaching programmes.
- Know the concept and practice of evaluation in teacher education.
- Acquaint with the innovative practices in teacher education.
- Develop professional ethics and commitment to the profession.
- Acquaint with different agencies of teacher education in India and their roles and functions.
- Acquaint with the role of professional organizations of teacher educators.
- Understand major issues and problems of teacher education.

#### **Course Outcomes**

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

- Explain the teacher education at pre-primary and primary levels.
- Discuss the role and competencies required of the teacher at the pre-primary and primary level.
- Explain the national curriculum framework for teacher education programme.
- Distinguish the teacher education programme at secondary and higher secondary level.



- Discuss the role and competencies required of the teacher at the secondary and higher secondary level.
- Identify the areas of research in teacher education.
- Discuss the implications of research for teacher education.
- Recognize the teacher education as a profession.
- Develop professionalism, professional ethics and professional code of ethics of teacher education.

**Learning Outcomes:**

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

- Enumerate the objectives of teacher education programme at pre-primary and primary levels.
- Describe the structure of teacher education programme at pre-primary and primary level.
- Study the national curriculum framework for teacher education programme at pre-primary and primary levels.
- Enlist the competencies of teacher at pre-primary and primary levels.
- Enumerate the objectives of teacher education programme at Secondary and Higher secondary levels.
- Describe the structure of teacher education programme at Secondary and Higher secondary levels.
- Describe the salient features of national curriculum framework for teacher education programme at Secondary and Higher secondary levels.
- Explain the role and competencies of teacher at Secondary and Higher secondary levels.
- Describe the nature and scope of research in teacher education.
- Investigate the areas of research in teacher education.
- Explain the trends in research in teacher education.
- Use the implications of research in practice of teaching.
- Explain the concept of profession and professionalism.
- Recognize the significance of professionalism.
- Follow the professional ethics.
- Develop professional code of ethics.

- Explain the components of teacher effectiveness.
- Identify the relationship between teacher effectiveness and professional ethics.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-2: ENVIRONMENTAL EDUCATION AT ELEMENTARY LEVEL**

Environmental Education at Elementary level is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Identify the relationship between Human beings and their Environment.
- Develop sensitivity towards Environmental Disaster Management.
- Acquire an understanding of the process of environmental education.
- Develop skills and competences of teachers for Management of Environmental awareness programmes.
- Understand the concept, scope and importance of Environmental Education
- Analyse the aims and objectives of Environmental Education.
- Evaluate the guiding principles of Environmental Education.
- Find out the relationship between Man and Environment.
- To know the Ecological and Psychological perspective.
- To recognize the need and importance of Conservation, Preservation and protection of rich Environmental heritage.
- To understand the Environmental Pollution.
- Analyse the causes for extinction of Flora and Fauna deforestation, Soil Erosion.
- To know the various programs of Environmental Education for primary education institutions.
- To differentiate the features of Curriculum for Environmental Education
- To understand the concept of Environment and Ecosystem.
- To analyse the nature systems earth, biosphere, abiotic, biotic components, different resources.

- To recognize the human systems as part of Environment.
- To know Technological Systems, scientific and technological inventions and their impact.
- To understand the methods and approaches of Environmental Education
- To find out the role of the Media.
- To survey the Programmes for Environmental Protection and legislation - the various Acts.

### **Course Outcomes**

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

- Understand the relationship between Human beings and their Environment.
- Develop sensitivity towards Environmental Disaster Management.
- Understand the process of Environmental Education.
- Develop skills and competencies of teachers for Management of Environmental Awareness Programmes.
- Understand the concept, scope and importance of Environmental Education.
- Analyse the aims and objectives of Environmental Education
- Evaluate the guiding principles of Environmental Education and find out the relationship between Man and Environment.
- Understand the ecological and Psychological perspective of Environmental Education.
- Recognize the need and importance of conservation of preservation and protection of the rich Environmental Heritage.
- Understand the various Pollutions in the environment.
- Analyse the causes of extinction of Flora and Fauna, deforestation and soil erosion.
- Know various programmes of Environmental Education at primary level and differentiate the features of curriculum.
- Understand the concept of environment and ecosystem and analyze systems in nature-earth, biosphere, abiotic, biotic components and different resources.
- Recognize human systems as part of environment.
- Know the impact of Technological system scientific and technological inventions on environment.

- Understand various methods and approaches to be followed for imparting Environmental Education
- Find out the role of media in Environmental Education
- Survey the programmes, Legislations done and Acts framed for the Protection of Environment.

### **Learning Outcomes:**

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

- Interpret and explain the relationship between Human beings and their environment.
- Categorize and generalize the Environmental Disaster Management.
- Summarize the process of Environmental Education.
- Clarify and explain the Environmental Awareness Programmes.
- Explain the concept of Environmental Education and define the scope of Environmental Education.
- Differentiate and organize the aims and objectives of Environmental Education.
- Judge the guiding Principles of the Environmental Education and recognize the relationship between Man and environment.
- Compare and contrast various ecological factors, and interpret the Psychological perspective of Environmental Education.
- Recognize need and importance of conservation, preservation and Protection of Environmental Heritage.
- Recognize the various pollutions i.e: physical, air, water, noise and chemical and execute plans to reduce pollutions.
- Find out that flora and fauna are on the verge of becoming extinct and plan for the protection of the same.
- Focus on fauna that are likely to become extinct, prepare a report and enlighten the public about the importance of their life.
- Know the effect of deforestation and the disadvantages of man exploiting the forest and therefore the need to protect the forests.
- Analyse the causes of soil erosion and suggest ways to reduce soil erosion.
- Recognize the values of various programs of Environmental Education at Primary level.
- Recognize the need to have specific curriculum for the protection of our environment.

- Understand the terms such as (i) Environment (ii)Ecosystem (iii)Earth (iv)Biosphere (v) Abiotic Components (vi) Biotic components (vii)Natural Resources.
- Make out that man is a part of environment and will be able to speak out the responsibility of man to protect environment.
- Analyse the impact of technology on the life of human beings.
- Think of ways to reduce the impact understand the impact of scientific and technological inventions and suggest the advantages and disadvantages of these inventions.
- Recognize the importance of Environmental Education and hence the need to adopt various methods and approaches to teach the subject Environmental Education.
- Critically evaluate the role of different media such as Print Films TV and Radio in Protecting the Environment.
- Recognize the programmes that are essential for the protection of environment.
- Distinguish the Various Acts such as : (a) Indian Forest Act 1927, Water Act 1974.(b) Wild Life Protection Act 1972.(c) Environmental Protection Act 1986.(d) Motor vehicle's Act 1988. (e) The Air (preservation and control of pollution) Act 1989.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-3: MEASUREMENT AND EVALUATION**

Measurement and Evaluation is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Identify the basic concepts and practices adopted in educational measurement and evaluation.
- Discriminate between measurement and evaluation.
- List out and classify various tools and techniques of evaluation.
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Carry out the techniques of item analysis and establishing reliability and validity for construction and standardisation of tests.
- Describe and use different kinds of psychological tests.
- Explain and exemplify the skills to handle data and interpret results.
- Develop interest in students to design and implement the new trends in measurement and evaluation.

#### **Course Outcomes**

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

- Understand, identify and use the concept and procedure of measurement and evaluation to the process of education.
- Analyse, interpret the role of measurement and evaluation in diagnosing the weaknesses of the students, improving teaching and providing guidance.

- List out, describe, understand, design and implement the various tools and techniques of evaluation.
- Explain various requirements of education – the process of measurement, evaluation, interpretation and recording of results.
- Distinguish between various types of measurement and evaluation.
- Define, describe and exemplify the measurement of almost all the aspects of personality development like attitude, interest, intelligence etc.,
- Interpret formulate and analyse the methods of establishing the reliability and validity of the test for standardisation.
- Explain the basic concept of CCE.
- Define and identify the various marking and reporting methods.
- Understand the process of choice based credit system.
- Interpret the use of computers in evaluation.

### **Learning Outcomes:**

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

- Identify the levels of measurement as nominal, ordinal, internal and ratio.
- Explain the concept of measurement and evaluation and their role in education.
- Distinguish between measurement and evaluation.
- List out various types of evaluation.
- Design the teacher made and standardised tests.
- Discuss and measure the various aspects of item analysis.
- Assess the reliability and validity of a test.
- Explain various methods of finding reliability and validity.
- Identify the norms for interpretation.
- Solve problems on Z-scores, T-scores and C-scores.
- Explain various methods of measurement of attitude.
- Develop the inventories and records of measuring interest of the students.
- Distinguish between individual and group tests, verbal, non-verbal and performance tests.
- Explain and categorize the techniques of assessment and self reporting techniques.
- Analyse various projective techniques.



- Explain, discuss and formulate the concept of continuous and comprehensive evaluation.
- Develop, demonstrate and use the marking and reporting methods.
- Understand importance of pass-fail report, profiles, parent-teacher conference and progress report.
- Identify the application and implementation of choice based credit system of teaching and evaluation.
- Describe the use of computers in evaluation.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-4: CURRICULUM STUDIES**

Curriculum studies is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the meaning, need, scope, foundations and issues of curriculum.
- Know about Planning of curriculum, principles, consideration and trends in curriculum planning.
- Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
- Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

#### **Course Outcomes**

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

- Identify various bases and foundations of curriculum.
- Explain the curriculum process and its stages.
- Discuss the curriculum issues.
- Explain about curriculum planning.
- Discuss the curriculum development and transaction
- Identify the role of teachers in curriculum development.
- Identify the sources of curriculum evaluation
- Define the methods of curriculum evaluation.

#### **Learning Outcomes:**

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

- Recall the definition of curriculum
- Explain the meaning and definition of curriculum

- Discuss the need and scope of the curriculum
- Identify the basic considerations in curriculum planning.
- Describe the principles of curriculum construction
- Analyze the curriculum planning at various levels
- Define the trends in curriculum
- Assess the curriculum in 20<sup>th</sup> century and possible future trends
- Discuss the approaches of curriculum organization
- Use the skills for models of curriculum development
- Identify the role of administrators in implementation and evaluation of curriculum
- Discuss strategies for curriculum change
- Examine the evaluation approaches
- Differentiate between norm referenced and criterion referenced tests

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-5: VALUE EDUCATION**

Value Education is a Elective Course of third-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Understand the need and importance of values in life and various ways in which they may be imbibed.
- Classify different values and identify the sources
- Implement various models of value education
- Identify and select the required curriculum for different levels of education and transact the same meaningfully and situationally.
- Remember the contributions of eminent leaders to value education.
- Appreciate the role of the different social agencies to value formation.
- Experiment various methods, strategies and techniques for value education at different levels of education.
- Develop an awareness on value education

#### **Course Outcomes**

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

- Identify and classify various values.
- Recall different situations and people involved in living values/practising values and contributing to the strength of value education and formation.
- Remember and retrieve various models of value education and experiment them.
- Provide opportunities to carry out different approaches, strategies and techniques for value education.
- Evaluate and infer the contributions made by several eminent leaders to value education.
- Help to check, assess and defend the role of social agencies in value education.

- Become aware of the role of media and religion in value education.
- Collect, organise and prepare programmes for value education.

### **Learning Outcomes:**

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

- Explain the concept of values.
- Identify the need and nature of values.
- Define the value
- Classify different values
- Identify the relationship between values and education
- Explain value classification model
- Explain consideration model
- Explain rationale building model
- Identify the form, content and value education at different stages.
- Name different approaches to value education
- Explain direct, indirect and integrated approaches to value education
- Identify different techniques for value education at different stages.
- Explain different strategies for value education
- Examine the contributions made by eminent leaders of the world to value education
- Predict the role of different social agencies in value formation
- Identify the role of parents and peer group in value formation
- Identify the role of school and teachers in value formation
- Identify the role of religion and media in value formation
- Recognise the need of orientation to prospective teachers in value education

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-6: HUMAN RIGHTS EDUCATION**

Human rights Education is a Elective Course of fourth-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Explain the evolution and growth of human rights
- Use education and related educational programs(curricular and co-curricular)
- Identify the role of Indian Constitution and the inclusion of human rights in it.
- Classify various national and international agencies
- Analyse the efforts of education at various levels to create and develop an awareness on human rights, through curriculum, methods, techniques, strategies and activities.
- Appreciate the joint or collective effort of social agencies in the promotion of human rights
- Appraise various issues resulting in human rights violation
- Identify the necessity to protect people and environment against exploitation

#### **Course Outcomes**

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

- Explain the meaning and significance of human rights.
- Recognise the importance of human rights to an individual.
- Classify rights into various categories which is helpful for the growth and development of an individual.
- Develop an appreciation for the role of the government in human rights protection and also the role of individual in exercise of human rights and the action taken by the government when the rights are violated (constitutional provisions).
- Explain about the different agencies that are available, at various levels, to help, when human rights are violated.

- Transact the curriculum of human rights education in a meaningful manner.
- Realise how important to know and tackle issues that are socially, culturally, physically and emotionally important.
- Know about their rights and protect them, how rights contribute to the dignity of the human personality.

### **Learning Outcomes:**

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

- Explain the concept of human rights education
- Enlist the objectives of human rights education.
- Categorise different human rights.
- Describe the evolution and historical development of human rights.
- Interpret education as an agency to sensitize students towards human rights.
- Identify different constitutional provisions of human rights.
- Distinguish between women rights and child rights.
- Examine the different barriers in implementing human rights
- Identify different international councils and commissions on human rights.
- Know the fundamental rights, directive principles of state policy in Indian constitution
- Study the curriculum of human rights education
- Identify different methods and techniques of teaching human rights
- Categorise different agencies promoting human rights education
- Develop competencies required for human rights education
- Examine the curriculum at primary, secondary and higher education.
- Identify different social evils and issues.
- Examine different tribal rights.
- Identify the importance of sustainable development
- Analyze different environmental issues.
- Interpret different human right violation protection acts.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-7: ENVIRONMENTAL EDUCATION AT SECONDARY LEVEL**

Environmental Education at Secondary level is a Elective Course of fourth-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Develop awareness of environment, its concept, scope and aims of environmental education.
- Know the guiding principles of environmental education and the relationship between man and environment.
- Know the sociological and psychological perspectives of environmental education.
- Acquaint the students with possible environment hazards – natural and manmade.
- Know the causes of environmental pollution: of physical, air, water, noise and soil erosion.
- Know the value of flora and fauna that may become extinct, the need to preserve.
- Know the concepts – Conservation, Preservation and Protection of our rich Environmental Heritage.
- Take-up programs of environmental education at the secondary and higher education level.
- Become aware of the environment and ecosystem – natural system, biotic and abiotic components.
- Know the human systems – Adaptation to environment, Industrial growth, Technological and Scientific growth, Technological inventions and their impact on the environmental system.

#### **Course Outcomes**

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



- Develop awareness of environment, its concept, and scope and aims of environmental education.
- Know the guiding principles of environmental education and the relationship between man and environment.
- Distinguish the sociological and psychological perspectives of environmental education.
- Get acquainted with possible environmental hazards – natural and manmade.
- Know about the environmental pollution: physical, air, water, noise.
- Recognize the value of flora and fauna that may become extinct, hence the need to preserve them.
- Understand the concepts like conservation, preservation and protection of our rich environmental heritage.
- Appreciate the programs and evaluate the program of environmental education at the secondary and higher education level.
- To differentiate various concepts such as – ecosystem, natural system, biotic and abiotic components.
- Understand the human systems – Adoption to environment, Industrial growth, Technological and Scientific growth, Inventions in Technology, and their impact on Environmental system.

### **Learning Outcomes:**

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

- Recognise the importance of environmental education,
  - Understand the scope of environmental education
  - Recognise the aims and objectives of environmental education.
- Recall the guiding principles of environmental education
  - Interpret the relationship between man and environment
  - Analyse the dependence of man on environment.
- Identify the sociological prospective of environmental education
  - Discover the psychological prospective of environmental education.
- Analyse various environmental hazards both natural and manmade.
- Recognise different environmental pollutions like physical, air, water, noise and soil.
- Observe the various flora fauna in the environment

- Develop interest in different flora and fauna.
- Discover the need to preserve the flora and fauna that are verge of becoming extinct.
- Understand the value of environmental heritage – which is not manmade but gift of nature.
  - Appreciate the environmental heritage.
  - Understand the urgent need to take steps for the conservation, preservation and protection of the environmental heritage.
- Get awareness of the various programs conducted at the secondary and higher education level regarding environmental education.
- Describe what is an Ecosystem, Natural system, Biotic and Abiotic components.
- Explain how the human systems adopt to different environments – the cold climate, the hot climate
  - Explain the impact of Industrial growth on environmental system.
  - Explain the impact of technological and scientific growth.
  - Impact of technological inventions on environment.
- Identify the effect of manmade disasters on environment and the solutions through education.
- Distinguish various natural hazards like floods, earthquakes, storms, cyclones, tsunami, forest fires, famine.
- Explain how human life is disturbed because of the effect of the various natural disasters.
- Recognize that there is need to help the human beings who are victims to the natural disasters.
- Explain the concept of sustainable development, and the importance of sustainable development.
- Classify the global environmental problems such as (i) Global warming, (ii) Ozone depletion, (iii) e-waste and (iv) Population explosion.
- Identify the management of waste: and will suggest way to dispose the waste such as:
  - e-waste
  - nuclear waste
  - medical waste
  - solid waste and liquid waste

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- Explain and develop interest in the International conference for environmental protection:
  - Stockholm Conference 1972
  - Rio Conference 1992
  - Johannesburg Conference 2002.
- Analyse the environmental movements
  - Chipko movement
  - Silent valley movement
  - Narmada Bachao movement.
- Summarise the Legislation that took place in India regarding environmental protection
  - Indian Forest Act of 1927 & Wildlife protection Act of 1972
  - Archeological and Historical Preservation of 1974
  - The Water prevention and control of Pollution Act of 1974
  - The Air(prevention and control of pollution) Act of 1981
  - The Environment Protection Act of 1986.

# **ACHARYA NAGARJUNA UNIVERSITY**

## **MASTER OF EDUCATION**

### **2<sup>nd</sup> Year, Semester-IV**

#### **PAPER-8: ECONOMICS OF EDUCATION**

Economics of Education is a Elective Course of fourth-semester in 2 year M.Ed. Programme.

#### **Course Objectives:**

To enable the students to

- Explain the concepts and trends in Economics of Education.
- Identify Education as consumption and investment.
- Compare Education and Economic growth.
- Explain different economic reforms in India and their impact on Education.
- Identify problems in the Measurement of cost and benefits in Education.
- Examine the cost and benefit Analysis in Education
- Compare the relationship between poverty, schooling and Education.
- Recognize the importance of Globalization and Education.

#### **Course Outcomes**

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

- Identify the concept, scope, significance recent trends in economics of education.
- Linkup the economic growth with education.
- Recognize the importance of Labour, market, and ways and means of Migration of human resources.
- Interpret that costs and benefits of education cannot merge with Education.
- Identify the hurdles to overcome the poverty through education,
- Compare before and after the Economic Liberalization policies in Indian Context.
- Compare and contrast the Indian education system with Global Education system.
- Predict the Impact of Technological revolutions on Education with Economic liberalization.

## **Learning Outcomes:**

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

- Explain the concept and trends in Economics of Education.
- Formulate that “Education as consumption and investment”.
- Identify the concept and measurement of Human Capital
- Identify the relationship between Education and Human Resource Development.
- Analyze the role of Education for Economic growth.
- Develop the concepts of liberalization, privatization, Globalization and Education.
- Identify the contemporary Economic reforms in India.
- Recognize the interdependence of education and employment.
- Form link between labour, market and education
- Identify determinants of educational costs.
- Examine the problems in the measurement of cost and Benefits in Education.
- Interpret the cost benefit Analysis in Education.
- Recall the concept of rate of Returns and returns to Education
- Identify the relationship between poverty, schooling and Education
- Interpret the effect of privatization of state Education
- Develop the link between Globalization and education
- Explain the economic liberalization policies in India
- Examine the impact of Economic liberalization policies on education
- Explain the significance of Economics of Education.
- Interpret the role of public and private partnership in Education.