M.Ed. Curriculum
(For Regular Mode)
With effect from the Academic year 2021-22
Choice Based Credit System (CBCS)

A University Accredited with B by the NAAC

Faculty of Education
Mahatma Gandhi University, Nalgonda

MAHATMA GANDHI UNIVERSITY

M.Ed. (Master of Education) CBCS

RULES & REGULATIONS

These Regulations shall come into force from the Academic Year 2018 -2020 for M.Ed. (Choice Based Credit System)

1. **Definitions**:

    In these Regulations, unless the context otherwise requires:

    a. **"University"** means Osmania University

    b. **"Post Graduate programmes"** means master's degree courses in the Faculty of Education.

    c. **"Student"** means student admitted to Post Graduate programmes under these Regulations

    d. **"Degree"** means Post Graduate Degree

    e. **"Board of Studies"** means PG Board of Studies of the University in the discipline/subjects concerned

    f. **"Academic Senate"** means Academic Senate of Osmania University

    g. **"Fee"** means the fee prescribed by the University for the Post Graduate programmes from time to time

    h. **"Credi**t" is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

    i. **Grade letter** is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper . Grade letters are O, A, B, C, D,E, F.

    j. **Grade Point** is the weightage allotted to each grade letter depending on the range of marks awarded in a course/paper.

    k. **Credit Points** refer to the product of No. of credits multiplied by the Grade Point for a given course/paper

    l**. Semester Grade Point Average** (S**GPA)** refers to the performance of the student in a given semester. SGPA is based on the total credit points earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

    m. **Cumulative Grade Point Average (CGPA**) refers to the Cumulative Grade Point Average weighted across all the semesters (4 semesters).

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

2. Admission

A candidate for admission to M.Ed. course in the Faculty of Education has to qualify at the M.Ed. Entrance Examination conducted by the Osmania University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

3. Duration

The duration of M.Ed. course shall be Two years (four semesters). The duration of each semester shall be 100 days (16 weeks)

4. Attendance:

i. 80% of attendance is compulsory to all the students. A student shall be considered to have satisfied the requirement of attendance for appearing the semester end examination, if he/she has attended not less than 80% of the number of classes (both regular and interdisciplinary courses) held upto the end of the semester including tests, seminars and practicum, etc.

ii. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal. There is a provision for condonation of attendance for the students those who have put up the attendance between 71% and 79% on Medical Grounds on payment of a fee to the Registrar, OU and production of medical certificate.

iii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.

iv. A student who does not satisfy the requirements of attendance shall not be permitted to take internal assessment as well as the Semester end examinations.

5. a. Medium of Instruction

The medium of instruction shall be English only.

b. Infrastructure, Instructional facilities and Faculty

The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 6.1 Faculty; 6.2 Qualifications; 6.3 Administrative and professional staff; 7.1 Infrastructure; 7.2 Equipment and Materials, and 7.3 other amenities.

6. STRUCTURE OF THE COURSE – M.Ed. 2018 - 20

Semester	Paper	Paper Title
Theory		
First	*EDN – 01 Paper - I*	*Philosophy of Education*
	EDN – 02 Paper - II	*Sociology of Education*
	EDN – 03 Paper - III	*Psychology of Learning and Development*
	EDN – 04 Paper - IV	*Research methods in Education*
Second	*EDN – 08 Paper - VIII*	*Curriculum development*
	EDN- 09 Paper - IX	*Psychological Testing*
	EDN -10 Paper - X	*Statistics in Education*
	EDN -11 Paper - XI	*Pre-service and In-service Teacher Education*
Third	*EDN – 14 Paper -XIV*	*Economics of Education*
	EDN – 15 Paper – XV	*Educational Management and Leadership*
	EDN – 16 Paper - XVI	*Perspectives, Research and Issues in Teacher education*
	Core Specialization – A: Elementary Education	
	EDN – 17 Paper – XVII-A	*Elementary Teacher Education*
	Core Specialization – B: Secondary Education	
	EDN – 17 Paper – XVII-B	*Secondary Teacher Education*
Fourth	*EDN -19 Paper - XIX*	*Environmental Education: Issues & Concerns*
	EDN – 20 Paper – XX	*Inclusive Education at Elementary and Secondary level*
	Core Special – A: Elementary	
	EDN -21 Paper - XXI-A	*Elementary Education in India - Status, Issues and Concerns*
	EDN -22 Paper - XXII-A	*Curriculum at Elementary level*
	EDN-23 Paper - XXIII-A	*ICT in Education at Elementary level*
	EDN -24 Paper – XXIV-A	*Assessment in Education at Elementary level*
	Core Special – B: Secondary	
	EDN-21 Paper - XXI-B	*Secondary Education in India - Status, Issues and Concerns*
	EDN- 22 Paper - XXII-B	*Curriculum at Secondary level*
	EDN -23 Paper - XXIII-B	*ICT in Education at Secondary level*
	EDN -24 Paper – XXIV-B	*Assessment in Education at Secondary level*
Practicum		
First	*EDN -05 Paper - V*	*Communication Skills In English*
	EDN -06 Paper - VI	*Expository Writing*
	EDN -07 Paper - VII	*Self Development and Professionalism*
Second	*EDN-12 (a) Paper - XII*	*Dissertation – I : (Research Proposal &, Tool Designing)*
	EDN-13 (a) Paper - XIII	*Internship – I (Teacher Education Institutions and Field Work)*
Third	*EDN-18 Paper - XVIII*	*Academic Writing*
	EDN-12 (b) Paper - XII	*Dissertation – II Administration of Tools and Collection of Data*
	EDN -13 (b) Paper – XIII	*Internship - II*
Fourth	*EDN -12 (c) Paper – XII* *EDN -12 (d)*	*Dissertation – III Draft Report – (Pre-submission)* *Dissertation – IV: Final Report*

7. CREDITS OF THE COURSE – M.Ed. (CBCS) – 2018 - 20

THEORY	SEMESTER – I	Credits	Field Engagement	Total
EDN – 01 Paper - I	Philosophy of Education	4	1	5
EDN – 02 Paper - II	Sociology of Education	4	1	5
EDN – 03 Paper - III	Psychology of Learning and Development	4	1	5
EDN – 04 Paper - IV	Research methods in Education	4	1	5
Total		16	4	20
	Practicum			
EDN – 05 Paper - V	Communication Skills In English		1	1
EDN – 06 Paper - VI	Expository Writing		1	1
EDN – 07 Paper - VII	Self Development – Professionalism		1	1
Total				3
Grand Total			23	
THEORY	SEMESTER – II			
EDN – 08 Paper - VIII	Curriculum development	4	1	5
EDN 09 Paper - IX	Psychological Testing	4	1	5
EDN 10 Paper - X	Statistics in Education	4	1	5
EDN 11 Paper - XI	Pre-service and In-service Teacher Education	4	1	5
Total		16	4	20
	Practicum			
EDN 12 (a)Paper - XII	Dissertation – I (Research Proposal & Tool Designing)		1	1
EDN 13 (a) Paper - XIII	Internship – I Teacher Education Institutions and Field Work		2	2
Total				3
Grand Total			23	
THEORY	SEMESTER – III			
EDN – 14 Paper -XIV	Economics of Education	4	1	5
EDN –15 Paper - XV	Educational Management and Leadership	4	1	5
EDN – 16 Paper – XVI	Perspectives, Research and Issues in Teacher education	4	1	5
Core Specialization – A: Elementary Education				
EDN – 17 Paper – XVII – A	Elementary Teacher Education	4	1	5
Core Specialization – B: Secondary Education				
EDN – 17 Paper – XVII – B	Secondary Teacher Education	4	1	5
Total		16	4	20

Code	Title			
	Practicum			
EDN 18 Paper - XVIII	Academic Writing		1	1
EDN 12 (b) Paper - XII	Dissertation – II : Administration of Tools and Collection of Data		2	2
EDN – 13 (b) Paper – XIII	Internship – II		2	2
Total			**5**	**5**
Grand total				**25**
THEORY	**SEMESTER – IV**			
EDN 19 Paper - XIX	Environmental Education: Issues and Concerns	4	1	5
EDN – 20 Paper –XX	Inclusive Education at Elementary and secondary Level	2	1	3
	Core Special – A: Elementary Education			
EDN 21 Paper - XXI-A	Elementary Education in India - Status, Issues and Concerns	4	1	5
EDN 22 Paper – XXII-A	Curriculum at Elementary level	2	1	3
EDN 23 Paper - XXIII-A	ICT in Education at Elementary level	2	1	3
EDN – 24 Paper – XXIV-A	Assessment in Education at Elementary level	2	1	3
	Core Special – B: Secondary Education			
EDN 21 Paper - XXI-B	Secondary Education in India - Status, Issues and Concerns	4	1	5
EDN 22 Paper – XXII-B	Curriculum at Secondary level	2	1	3
EDN 23 Paper - XXIII-B	ICT in Education at Secondary level	2	1	3
EDN – 24 Paper – XXIV-B	Assessment in Education at Secondary level	2	1	3
Total		**16**	**6**	**22**
	Practicum			
EDN 12 (c) Paper - XII	Dissertation – III: Draft Report – (Pre-submission)		1	1
EDN 12 (d)	Dissertation – IV: Final Report		2	2
Total				**3**
Grand total				**25**

Total		**Theory Instr+FE**	**Practicum**	**Total Credits**		
Total	Semester - I	20	3	23		
	Semester - II	20	3	23		
	Semester - III	20	5	25		
	Semester -IV	22	3	25		
Grand Total		**82**	**14**	**96**		

8. Scheme of Instruction for M.Ed.- 2018 - 20 (CBCS)

THEORY	SEMESTER – I	Instructional Days	Scheme of Instruction	
			Hours per week	Total hours
EDN – 01 Paper - I	Philosophy of Education	16	6	96
EDN – 02 Paper - II	Sociology of Education	16	6	96
EDN – 03 Paper - III	Psychology of Learning and Development	16	6	96
EDN – 04 Paper - IV	Research Methods in Education	16	6	96
Sub- Total		64	24	384
	Practicum			
EDN – 05 Paper - V	Communication Skills In English	12	4	72
EDN – 06 Paper - VI	Expository Writing	12	4	72
EDN – 07 Paper - VII	Self Development and Professionalism	12	4	72
Sub- Total		36	12	216
Total		100	36	600
THEORY	SEMESTER – II			
EDN – 08 Paper - VIII	Curriculum development	16	6	96
EDN 09 Paper - IX	Psychological Testing	16	6	96
EDN 10 Paper - X	Statistics in Education	16	6	96
EDN 11 Paper - XI	Pre-service and In-service Teacher Education	16	6	96
Sub- Total		64	24	384
Practicum				
EDN 12 (a) Paper - XII	Dissertation – I (Research Proposal & Tool Designing)	12	4	72
EDN 13 (a)Paper - XIII	Internship -I Teacher Education Institutions and Field Work	24	8	144
Sub- Total		36	12	600
Total		100		
THEORY	SEMESTER – III			
EDN – 14 Paper -XIV	Economics of Education	16	6	96
EDN –15 Paper - XV	Educational Management and Leadership	16	6	96
EDN – 16 Paper – XVI	Perspectives, Research and Issues in Teacher education	16	6	96
	Core Specialization – A: Elementary Education			
EDN – 17 Paper – XVII-A	Elementary Teacher Education	16	6	96

	Core Specialization – B: Secondary Education			
EDN – 17 Paper – XVII-B	Secondary Teacher Education	16	6	96
Sub- Total		**64**	**24**	**384**
	Practicum			
EDN 18 Paper - XVIII	Academic Writing	12	4	72
EDN 12 (b) Paper - XII	Dissertation – II Administration of Tools and Collection of Data	12	4	72
EDN – 13 (b) Paper – XIII	Internship – II	12	4	72
Sub- Total		**36**	**12**	**216**
Total		**100**	**36**	**600**
THEORY	**SEMESTER – IV**			
EDN 19 Paper - XIX	Environmental Education: Issues and Concerns	16	6	96
EDN – 20 Paper –XX	Inclusive Education at Elementary and secondary Level	12	4	72
	Core Special A: Elementary Education			
EDN 21 Paper – XXI-A	Elementary Education in India - Status, Issues and Concerns	16	6	96
EDN 22 Paper - XXII-A	Curriculum at Elementary level	12	4	72
EDN – 23 Paper – XXIII-A	ICT in Education at Elementary level	12	4	72
EDN – 24 Paper – XXIV-A	Assessment in Education at Elementary level	12	4	72
	Core Special B: Secondary Education			
EDN 21 Paper - XXI-B	Secondary Education in India - Status, Issues and Concerns	16	6	96
EDN 22 Paper – XXII-B	Curriculum at Secondary level		12	4	72
EDN – 23 Paper – XXIII-B	ICT in Education at Secondary level		12	4	72
EDN – 24 Paper – XXIV-B	Assessment in Education at Secondary level		12	4	72
Sub-Total			**80**	**28**	**480**
	Practicum			
EDN – 12(c) Paper – XII EDN 12 (d)	Dissertation – III: Draft Report – (Pre-submission) and Final Report		20	8	120
Sub- Total			**20**	**8**	**120**
Total			**100**	**36**	**600**

Total		Theory	Practicum	Total		
	Semester I	384	216	600		
	Semester II	384	216	600		
	Semester III	384	216	600		
	Semester IV	480	120	600		
Grand Total		1632	768	2400		

Note: During Semester – III, based on their interest, the students have to choose one of the core specializations, namely, Core Specialization – A: Elementary Education or Core Specialization – B: Secondary Education. Subsequently, during Semester – IV, the students have to continue with the same specializations.

9. SCHEME OF EXAMINATION – M.Ed. (CBCS) – 2018 – 20

THEORY	SEMESTER – I	Duration (Hours)	U.E	I.E.	Total
EDN – 01 Paper - I	Philosophy of Education	3	70	30	100
EDN – 02 Paper - II	Sociology of Education	3	70	30	100
EDN – 03 Paper - III	Psychology of Learning and Development	3	70	30	100
EDN – 04 Paper - IV	Research methods in Education	3	70	30	100
Total			**280**	**120**	**400**
	Practicum				
EDN – 05 Paper - V	Communication Skills In English	1 ½	35	15	50
EDN – 06 Paper - VI	Expository Writing	1 ½	35	15	50
EDN – 07 Paper - VII	Self Development and Professionalism	1 ½	35	15	50
Total			**105**	**45**	**150**
Grand Total				**550**	
THEORY	SEMESTER – II				
EDN – 08 Paper - VIII	Curriculum development	3	70	30	100
EDN 09 Paper - IX	Psychological Testing	3	70	30	100
EDN 10 Paper - X	Statistics in Education	3	70	30	100
EDN 11 Paper - XI	Pre-service and In-service Teacher Education	3	70	30	100
Total			**280**	**120**	**400**
	Practicum				
EDN 12 (a) Paper - XII	Dissertation – I (Research Proposal & Tool Designing)			50	50
EDN 13 (a) Paper - XIII	Internship –I: Teacher Education Institutions and Field Work			100	100
Total					**150**
Grand Total				**550**	
THEORY	SEMESTER – III				
EDN – 14 Paper - XIV	Economics of Education	3	70	30	100
EDN –15 Paper - XV	Educational Management and Leadership	3	70	30	100
EDN – 16 Paper – XVI	Perspectives, Research and Issues in Teacher education	3	70	30	100
	Core Specialization – A: Elementary Education				
EDN – 17 Paper – XVII-A	Elementary Teacher Education	3	70	30	100
	Core Specialization – B: Secondary Education				
EDN – 17 Paper – XVII-B	Secondary Teacher Education	3	70	30	100
Total					**400**
	Practicum				

EDN 18 Paper - XVIII	Academic Writing	1 ½	35	15	50
EDN 12 (b) Paper - XII	Dissertation – II Administration of Tools and Collection of Data			50	50
EDN – 13 (b) Paper – XIII	Internship – II			100	100
Total					**200**
Grand total					**600**
THEORY	SEMESTER – IV				
EDN 19 Paper - XIX	Environmental Education: Issues and Concerns	3	70	30	100
EDN – 20 Paper – XX	Inclusive Education at Elementary and secondary Level	1 ½	35	15	50
	Core Special – A: Elementary Education				
EDN 21 Paper - XXI-A	Elementary Education in India - Status, Issues and Concerns	3	70	30	100
EDN 22 Paper – XXII-A	Curriculum at Elementary level	1 ½	35	15	50
EDN 23 Paper - XXIII-A	ICT in Education at Elementary level	1 ½	35	15	50
EDN – 24 Paper – XXIV-A	Assessment in Education at Elementary level	1 ½	35	15	50
	Core Special – B: Secondary Education				
EDN 21 Paper - XXIII-B	Secondary Education in India - Status, Issues and Concerns	3	70	30	100
EDN 22 Paper – XXII-B	Curriculum at Secondary level	1 ½	35	15	50
EDN 23 Paper - XXIII-B	ICT in Education at Secondary level	1 ½	35	15	50
EDN – 24 Paper – XXIV-B	Assessment in Education at Secondary level	1 ½	35	15	50
Total			**280**	**120**	**400**
	Practicum				
EDN 12 (c) Paper - XII	Dissertation – III: Draft Report – (Pre-submission)			50	50
EDN 12 (d) Paper - XII	Dissertation – IV: Final Report		50		50
Total					**100**
Grand total					**500**

		Theory	Practicum	Total			
Total	Semester – I	400	150	550			
	Semester - II	400	150	550			
	Semester - III	400	200	600			
	Semester -IV	400	100	500			
Grand Total		1600	600	2200			

10. Award of Grades, SGPA, CGPA

Credits, Grade Letter Grade Points, Credit Points

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester.

Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course/paper. It is indicated by a Grade letter O, A, B, C,D, E, F. There is a **range of marks** for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper.

Award of Grades

Range of % of Marks	Grade	Grade Point
85 to 100	O	8.5-10.00
70 to 84	A	7.0-8.49
60 to 69	B	6.0- 6.99
55 to 59	C	5.5-5.99
50 to 54	D	5.0-5.49
40 to 49	E	4.0-4.99
Less than 40	F	--
	Absent	

Award of Division

CGPA Grade	Range of Marks (%)	Division
7.00-10.00	70-100	I with Distinction
6.00-6.99	60-69	I
5.00-5.99	50-59	II
4.00-4.99	40-49	PASS

Calculation of SGPA and CGPA : Credit Points per Paper = Crédits per Paper X Grade Point

Semester Grade Point Average (SGPA)

SGPA : Total Crédit Points obtained in the Semester
        Total Credits in the Semester

SGPA indicates the performance of a student in a given Semester. SGPA is based on the total **credit points** earned by the student in all the courses and the total number of credits assigned to the courses/papers in a Semester.

Note: SGPA is computed only if the candidate passes in all the papers (gets a minimum 'E' grade in Theory and 'D' grade in Practicum Papers)

SGPA = Total Credit Points in the Semester-1
          Total Credits in the Semester-1

Cumulative Grade Point Average (CGPA)

CGPA : Number of Credit points obtained in all semesters put together
        Number of Credits in all the semesters put together

CGPA refers to the Cumulative Grade Point Average weighted across all the semesters (4 Semesters). CGPA is obtained by dividing the total number of credit points (CPts) in all the

semesters by the total number of credits in all the Semesters. The final result at the end of all the semesters is declared in the form of CGPA.

Note: CGPA is calculated only when the candidate passes in all the papers of all the semesters.

Example: **Faculty of Education - Semester – I**

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Theory	Paper-I	5	80	A	8	5 x 8 = 40
	Paper-II	5	60	B	6	5 x 6 = 30
	Paper-III	5	90	O	9	5 x 9 = 45
	Paper-IV	5	80	A	8	5 x 8 = 40
Practicum	Paper-V	1	80	A	8	1 x 8 = 8
	Paper-VI	1	90	O	9	1 x 9 = 9
	Paper-VII	1	90	O	9	1 x 9 = 9
	Total	**23**				**181**

Total Credit Points: 181
Total Credits: 23

SGPA = $\dfrac{\text{Total Credit Points in the Semester-1}}{\text{Total Credits in the Semester -1}}$ = 181 / 23 = 7.87

SGPA for Semester-1 = 7.87

Example   Faculty of Education   **Semester –II**

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Theory	Paper-VIII	5	80	A	8	5 x 8 = 40
	Paper-IX	5	60	B	6	5 x 6 = 30
	Paper-X	5	90	O	9	5 x 9 = 45
	Paper-XI	5	80	A	8	5 x 8 = 40
Practicum	Paper-XII a	1	90	O	9	1 x 9 = 9
	Paper-XIII a	2	90	O	9	2 x 9 = 18
	Total	**23**				**182**

Total Credit Points: 182
Total Credits: 23

SGPA = $\dfrac{\text{Total Credit Points in the II - Semester}}{\text{Total Credits in the II - Semester}}$ = 182 / 23 = 7.91

SGPA for II - Semester = 7.91

Example   Faculty of Education   **Semester –III**

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Theory	Paper-XIV	5	90	O	9	5 x 9 = 45
	Paper-XV	5	80	A	8	5 x 8 = 40
	Paper-XVI	5	90	O	9	5 x 9 = 45
	Paper-XVII	5	90	O	9	5 x 9 = 45
Practicum	Paper-XVIII	1	80	A	8	2 x 8 = 18
	Paper-XII b	2	90	O	9	1x 9 = 9
	Paper-XIII b	2	90	O	9	2 x 9 = 18
	Total	**25**				**220**

Total Credit Points: 225
Total Credits: 25

SGPA = $\dfrac{\text{Total Credit Points in the III - Semester}}{\text{Total Credits in the III - Semester}}$ = 220 / 25 = 8.8

SGPA for III - Semester = 9.1

Example   Faculty of Education   **Semester –IV**

Paper	Course/ paper	Credits	% of Marks	Grade Letter	Grade Point	Credit Points = Credits x Grade Points
Theory	Paper-XIX	5	80	A	8	5 x 8 = 40
	Paper-XX	3	60	B	6	3 x 6 = 18
	Paper-XXI	5	90	O	9	5 x 9 = 45
	Paper-XXII	3	90	O	9	3 x 9 = 27
	Paper-XXIII	3	70	A	7	3 x 7 = 21
	Paper-XXIV	3	90	O	9	3 x 9 = 27
Practicum	Paper-XII c	1	80	A	8	1 x 8 = 8
	Paper-XII d	2	90	O	10	2 x 9 = 18
	Total	**25**				**204**

Total Credit Points: 208
Total Credits: 25

SGPA = $\dfrac{\text{Total Credit Points in the IV - Semester}}{\text{Total Credits in the IV - Semester}}$ = 204 / 25 = 8.16

SGPA for IV - Semester = 8.3

CGPA :   Example: Faculty of Education

I Semester: Total CPts =   181; Total Credits =   23
II Semester: Total CPts =   187; Total Credits =   23
I Semester: Total CPts =   225; Total Credits =   25
II Semester: Total CPts =   208; Total Credits =   25

$$\textbf{CGPA} = \frac{181 + 187 + 220 + 204}{23 + 23 + 25 + 25} = 792 / 96 = \textbf{8.25}$$

11. Evaluation Methods

a. Theory Examinations
i.   Out of the total marks for each course/paper 30% marks shall be earmarked for continuous assessment (internal assessment/assignments) and remaining 70% for the semester-end examinations.
ii. There shall be one semester-end examination of three hours duration. Each answer script of semester end examination (theory) shall be valued by two internal examiners in odd semester and one internal and one external in the even semester. The marks awarded to that answer scripts shall be the average of these two evaluations. If the difference in marks between the two evaluations is 20% or more, such scripts shall be assessed by a third examiner (internal). Average of the higher of the two valuations will be taken.
iii. The pass marks in each paper shall be 40%.There is no separate pass mark for internal assessment. A candidate has to secure a minimum of 40% of marks in the semester-end examination plus internal examination put together to pass a paper.

b. Dissertation
i.   Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher.
ii. The Dissertation work and supervisor shall be assigned to the student by the Department during the I semester to enable the student to plan and carry out the work through the remaining 3 semesters (II, III & IV semesters).
iii. The Dissertation work is assigned 6 credits and evaluated for 200 marks.
iv. The pass marks in Dissertation shall be 50%.
v.   Dissertation has to be carried out as per the guidelines given in the curriculum.

c.   Internship
1.   Students have to complete internship in two phases. Phase I is in 2nd semester while the phase II is in 3rd semester.
2.   Internship work is assessed for 200 marks and 4 credits will be assigned to it.

d. Internal Assessment Tests:

For each paper/course in a semester there shall be two internal assessment (IA) tests, one assignment and one seminar.

1.   1st Internal assessment Test shall be conducted at the end of the 9th Week of Instruction (Covering 2/3 Units of the Syllabus)
2.   2nd Internal assessment Test be conducted in the fifteenth week of instruction (Covering the rest of the syllabus/Units)

The two tests each shall consist of

     i.   Objective questions (Total 10 marks)
     ii.   Descriptive questions (Total 5 marks)
     iii.   The duration of the internal assessment test shall be 60 minutes.

Total marks for each test will be 15 and the average of two internal assessment test s is taken.
There shall be no improvement in the internal assessment.
There shall be no separate Grade points for internal tests.

### d.	Field based Assignments/ Reports:

Every student shall submit one assignment per paper in a semester. The Topic for the assignment shall be allotted in the 6th week of instruction. The assignment shall be handwritten (student's own handwriting). Total marks for the assignment is 5 marks.

### e.	Seminars:

Every student shall give a seminar presentation (one in each Theory Paper) for about 10 minutes which will be evaluated for 10 (ten) marks by two internal jury members appointed by the Principal of the College concerned. Out of these 10 marks, 4 marks shall be allotted for the write up of the topic of the seminar and 6 marks for the presentation. The seminar lecture is expected to train the student in self study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation. The list of the seminar lectures to be delivered in the college shall be prominently displayed in the Notice Board of the Department. Seminar lecture programme is allotted in the time table. The seminar lectures are open to all the students and faculty of the College. The text of the seminar lecture must be typed and should be of at least 4 to 5 pages, which is evaluated for 5 marks and should be deposited in the College Library and also be made available in the College website.

Each student should give one seminar presentation in each paper on the topics earmarked by the College of Education or as per the choice of the student. Each seminar will carry 10 marks.

Thus the, total marks for internal assessment (15) and assignment (5) and Seminar (10) shall be 30 marks for each paper in all the semesters.

The paper for internal assessment tests is set by the teacher(s) who is (are) teaching the subject/paper in that semester.

The answer scripts need not be sent to the University but should be preserved by the respective college for verification for a period of one year. However, the marks of I and II internal assessment tests and assignment should be communicated by the respective Principals of the college to the Controller of Examinations, O.U. within one week from the date of the internal assessment test.

The IA Test shall be conducted as per the schedule prescribed by the University. In case a candidate fails to appear for the I.A. Test for whatever reasons, the test will not be conducted again and he/she has to forego the I.A. test and against the marks column for I.A., it will be indicated ABSENT. In such cases where the candidates have not appeared for the I.A test(s), they are required to secure 40 % marks out of 70 marks earmarked for semester end examination to be considered as Passed in that paper.

The proposed scheme of the internal assessment is applicable to all the subjects where the maximum marks are 100 for each paper. However, in the subjects where the maximum marks are different from 100 marks; the scheme is to be worked out proportionately.

NOTE: Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired): The differently-abled students shall complete all the Practicum which includes Dissertation, Internship, Records, and other field engagement on par with normal students.

The marks secured by the student in the Internal tests, assignments, Seminars, Internship, Dissertation and semester-end examinations are converted into SGPA and CGPA.

12. Improvement of Grades and Completion of the Course:

Candidates who have passed in a theory paper/papers are allowed to appear again for theory paper/papers only once in order to improve his/her grade, by paying the fee prescribed by the University. Such candidates are allowed to appear for improvement examination only once in the next immediate semester examination only. If candidate improves his/her grade, then his/her improved grade will be taken into consideration for the award of GPA only. Such improved grade will not be counted for the award of prizes/medals, Rank and Distinction. If the candidate does not show improvement in the grade, his/her previous grade will be taken into consideration. Candidates will not be allowed to improve marks/grade in the internal assessment, Internship, seminars and Dissertation.

13. Promotion, Re-admission Rules & Maximum Time for Completion of Course:

Rules of promotion are as under:

Sl. No.	Semester	Conditions to be fulfilled for Promotion	
1.	From Semester-I to Semester-II	Undergone a Regular Course of Study of Semester-I and registered* for the Semester-I examination.	
2.	From Semester-II to Semester-III	a) Undergone a Regular Course of Study of Semesters I and – II b) The number of backlogs if any, of Semester – I and II taken together, shall not exceed 50% of the total number of papers / subjects prescribed for Semesters – I and II.	
		No. of papers / subjects prescribed for Semesters - I and II	No. of backlogs permitted
		7 / 8	4
		9 /10	5
		11/ 12	6
		13 / 14	7
		15 / 16	8
		17 / 18	9
3	From Semester-III to Semester-IV	Undergone a Regular Course of Study of Semester-III and registered* for the Semester-III examination.	

* Registration means obtaining a Hall Ticket for the said examination.

The procedure to be followed for granting readmission to the students in the following cases:

(1) A student who did not put in the required attendance in a semester of a course and thus detained;

(2) A student after completing a semester did not continue their studies in the next immediate semester on personal /health grounds but desired to continue his/her studies after a short break;

(3) A student who has put in not less than 40% of attendance in a Semester and not registered for the examination can take re-admission in the same semester without appearing for the entrance examination.

(4) Candidates who, after completing a semester of the course but taken T.C to join some other course and come back to continue the earlier course.

In all the above cases, readmission is permissible provided they are within the period of three years. Further, the approval of the university has to be obtained in respect of those students who take TC to join some other course and come back for readmission in the same college

All the readmissions including such of those students, who take TC and come back, shall be granted by the Principals of the concerned colleges directly subject to the fulfillment of the following conditions stipulated by the University.

1) they should have been promoted to next semester in which they are seeking readmission.

2) they should join the course within 4 weeks from the date of commencement of classes

3) they should be able to complete the course within three years from the year of their original admission.

4) they should pay the readmission fee as prescribed by the University.

NOTE: No readmission shall be made after the cut off date (4th week in a 16 week semester) under any circumstances. The cut off date for granting readmission shall be reckoned from the date of commencement of classes for different courses as per the almanac communicated by the University every year.

5) Whenever the syllabus is revised, the candidate reappearing shall be allowed for M.Ed. Degree examinations according to the old syllabus upto 3 years from the time of his/her admission.

6) Students shall be permitted to complete the M.Ed. programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme [NCTE (Recognition Norms & Procedure) Regulations, 2014, The Gazette of India: Extraordinary – Part – III Sec.4 page 120].

14. Pattern of Theory Question Papers

There are two Patterns of Theory Examinations – one with a duration of 3 hours for 70 marks; the other with a duration of 1 ½ hours for 35 marks. The question paper comprises two sections:

In 70 marks paper, Section A – consists of 8 very short answer type questions out of which a candidate is expected to answer any five questions. Each question

carries 4 Marks. Total marks for Section – A is 20 marks. **Section B** – consists of eight essay type of questions, out of which a candidate is expected to answer any five questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 50 marks. **Similarly, for 35 marks paper, Section A** – consists of 5 very short answer type questions, out of which a candidate is expected to answer any three questions. Each question carries 5 Marks. Total marks for Section – A is 15 marks. **Section B** – consists of Four Essay type of questions, out of which a candidate is expected to answer any two questions in about four pages each. Each question carries 10 Marks. Total marks for Section – B is 20 marks.

15. Conduct of Practicum Examinations (Paper – V, VI, VII & XVIII)

Each of the Practicum papers has examinations for 35 marks each. Each Practicum work has to be evaluated by the Mentor as internal for 15 marks. A jury of 2 members (one examiner is Mentor and other faculty member is second examiner) and will be appointed by the respective Principals of the college.

The jury will evaluate the work done by the student and also subject them to tasks related to the practicum and award 35 marks.

Paper-I (EDN- 01)
Philosophy of Education

Time: 3 Hours   Max. Marks: 70

PART – A =(5 x 4 =20 Marks)

Note: Answer any five questions in about one page each from the following eight questions. Each question carries 4 marks.

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

PART-B (5 x 10 = 50 Marks)

Note: Answer any Five essay questions in about three pages each from the following eight questions. Each question carries 10 Marks.

9.
10.
11.
12.
13.
14.
15.
16.

Note:

1. The question paper should cover all the units judiciously.

2. Application type of questions may also be included.

3. Examiners may give questions from Practicum.

Model Question Paper

Paper- XXII   (EDN-22)
Curriculum Theory at Elementary Level

Time: 1 ½ Hours   Max. Marks: 35

PART – A = (5 x 3 = 15 Marks)

Note: Answer any three questions in about one page each from the following five
      questions. Each question carries 5 marks.

   1.
   2.
   3.
   4.
   5.

PART-B (2 x 10 = 20 Marks)

Note: Answer any two essay questions in about three pages each from the
following four questions. Each question carries 10 Marks.

   6.

   7.

   8.

   9.

Note:

1. The question paper should cover all the units judiciously.

2. Application type of questions may also be included.

3. Examiners may give questions from Practicum.

Paper – I   EDN – 01
Philosophy of Education

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
        The student teachers will be able to:
1. Understand the philosophical perspectives of education
2. Appreciates the methods of philosophical inquiry
3. Understand the dynamics of Western philosophical traditions of education
4. Understand the dynamics of Indian philosophical traditions of education
5. Sensitize towards human rights education
6. Develop insight in to the contemporary issues in education.
 Content
Unit -1: Introduction to philosophy of education

1. Understanding the Functions of philosophy of education – What, Why, How of education; Descriptive, Normative, Analytical functions.
2. Philosophical Inquiry- Philosophisation process of teaching through the insights into metaphysical, epistemological and axiological Modes of inquiry.
3. Critically reflecting on Conservative Philosophies of education with a focus on Essentialism.
4. Critically reflecting on process philosophy and its relevance to classroom process.
5. Critically reflecting on Liberal Philosophies of education with a focus on Progressivism.
6. Critically reflecting on Radical Philosophies of education with a focus on Marxism.

Unit-2: Critical reflections on ancient Indian philosophical Systems and texts and understand relevance to modern Education.

1. Reflecting on ancient   Eastern philosophical traditions of Vedic, Upanishadic, Puranic education systems.
2. Reflecting on Orthodox systems of Sankya, Yoga, Nyaya, Vaisesika, Poorva mimamsa Philosophies and Vedanta traditions of Advaita, Vishistadvaita.
3. Understanding the Heterodox systems of Caruvaka, Jaina, Buddhist Philosophies of education.
4. Relooking into the values of epics and their relevance to modern education.
5. Rethinking on values of and their influence on education for effective social life.

Unit -3: Progressive philosophical thought and the socio- political context in education

1. Reflecting on the progressive ideology of Ivan Illich and Paulo Freire.
2. Analyzing the influence of William James, Bertrand Russell philosophy of education in the modern social context

3. Developing insights into the philosophy of Aurobindo Ghosh and Vivekananda for the modern education with scientific outlook.
4. Reviewing philosophy of Jyothi Rao Phule and Ambedkar to understand social realities of education in the modern Indian system of education.

Unit-4: Critical reflections on contemporary Indian philosophical religious traditions
1. Understanding basic philosophy of Hinduism with critical insights into the practical educational ethics and values in Bhagawad Gita
2. Understanding basic philosophy of Christianity with critical insights into the practical educational ethics and values in Bible.
3. Understanding basic philosophy of Islam with critical insights into the practical educational ethics and values in Quran.
4. Understanding basic philosophy of Sikhism with critical insights into the practical educational ethics and values in Gurugranth sahib.
5. Critical reflections on common core of all religious values and educational thought

Unit- 5: Contemporary philosophical thoughts in Education.
1. Critical understanding of Human rights Perspectives and its reflective practices in the modern system of education.
2. Analytical philosophy and its significance in education
3. Logical Positivism and its significance in education.
4. Zigmunt Bawman's philosophy of Liquid modernity
5. Indian constitutional- aims, values and democratic citizenship, Humanization of teaching.

Engagement:

1. Observing the school practices and understanding the relevance of western philosophies to present day education system and report writing.
2. Observing the school practices and tracing the relevance of contributions of Indian philosophers to present day education system and report writing.
3. Undertaking small project on moral judgments of school children and value education.
4. Field trip to Bouddha aramas, Jaina viharas.
5. Visit to institutions practicing different philosophical traditions.
6. Review of ancient texts –students' seminars, symposium, discussions, debates, exhibits, albums.
7. Indian constitutional values reflections on social life and practices.
8. Student seminars & debates on different religious texts, meeting religious Heads, Priests, Archakas, Prophets and others to know their views.
9. Browsing websites on Human Rights issues & observing social situations where Human Rights are violated & reporting.
10. What is your stand on values in modern context?
11. Suggest your stand on the values necessary in modern context.
12. How do you humanize teaching?

13. Conduct workshops and reflective simulation sessions on training democratic citizens.
14. VITAL Workshop
15. Critical analysis of NCF-2005 and APSCF-2011 position papers on **Aims of Education**

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26. National Focused Group(2005), Position Paper- Aims of Education , NCERT, New Delhi
27. APSCF-2011 position paper on **Aims of Education**, APSCERT, Hyderabad.

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:

The student teachers will be able to:

1. Understand the sociological perspectives of education
2. Develop sociological thinking about culture, socialization, Social change and education
3. Comprehend the taxonomy of social theories.
4. Understand the concept of equity in terms of gender, caste, creed and religion.
5. Develop insights about contemporary developments in sociology of education.

Content:

UNIT-1: Sociological Approach to Education   15 hours

1. Sociology of education - Meaning, concept

2. Scope of sociology of education - social structure, social process, social control and social change

3. Sociological inquiry : Nature of sociological inquiry ,Authoritative, Rationalistic & Scientific inquiry and their educational implications

4. Methods of Sociological Analysis – quantitative, qualitative, macro sociological, micro sociological, networking and their educational implications

UNIT-2: Socio cultural context of Education   15 hours

1. Socialization : Process and types of socialization – primary, secondary adult, anticipatory and Resocialization and their implications to education

2. Culture : Meaning, nature, characteristics of culture. Culture and civilization, Cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion and culture of poverty in relation to education

3. Theories of Socialization, Self theory - Charles Cooley; Psycho- analytical Theory – Sigmund Freud; Cognitive theory – Lawrence Kohlberg

4. Gender identities and social practices in family, school and society.

UNIT-3: Social Change and Education   **12 hours**

1. Social change - Meaning, concept and Nature
2. Theories of Social change : August Comte, Herbert Spencer, Vilfred Pareto and Pitrim Sorokin
3. Social mobility: Meaning, Definitions, Ascribed and achieved status; Types – horizontal & vertical Social mobility, and implications to education.
4. Education, Social change and modernization in India

UNIT-4: Equality and Social Justice   **12hours**

1. Nature of Inequalities in Indian society ; Social Stratification
2. Equality & Equity; Measures taken by Government for equalizing opportunities in relation to caste, class, religion, disabilities and Gender
3. Gender sensitization: International and national interventions towards gender bias and gender discrimination.
4. Role of Government and NGOs towards empowerment of women.

UNIT-5: Current Trends in Education   **12hours**

1. Education in the international context : Learning the treasure within – 1996
2. Alternatives in Education: Adult and Continuous Education ,
3. Open and Distance learning; Lifelong learning
4. Peace Education ; Role of International and national agencies in promoting peace
   Education
5. Vision 2020

Engagement:

1. Identify the learning difficulties of first generation learners
2. Analyse school as a social institution
3. Interaction with parents to know their expectations from teachers and school
4. Interaction with an NGO
5. How the cultural tolerance is addressed in the curriculum, classroom, school.
6. Field study of AEC, Open education centre
7. Case Study of economically under developed student.
8. Study of the impact of modern Technology in one secondary school.
9. What are the social forces that shape gender relations in a society?

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Psychology of Learning and Development

Theory   **Credits : 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
    The student teachers will be able to:
1. Understand the psychology of learning process and development
2. Develop critical views on development of language & self related concepts
3. Develop theoretical perspectives about learning
4. Create a learning environment
5. Develop skills in managing the classroom
6. Develop conceptual clarity on personality development.

Unit-1: Psychology of Development
1. Development across the life
2. Havighurst's development theory: Developmental Task
3. Hazards in Developmental Tasks
4. Role of Various agencies in development: Family, School and Community

Unit-2: Learner and Development.
1. Holistic approach in treatment of learner's development and learning.
2. Difference resulting from socio-cultural and economic contexts cause differences in learner, differential-learning needs.
3. Learning difficulties at primary stage and elementary level
4. Problems of the adolescents and self-identity
5. Language development-language before and into the school, Meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's language skill development, Perspectives of Piaget, Vygotsky, and Chomsky.
6. Moral Development theory- Kohlberg's theory

Unit-3: Process of Learning
1. Developing school readiness.
2. Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving. Learning as construction of knowledge;
3. Learning as Construction of Knowledge: Metacognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Jean Piaget, Jerome S. Bruner, Lev Vygotsky and Ecological theory by Urie Bron Fenbenner with reference to multiple school contexts of India.
4. Humanistic development – Carl Rogers & Abraham Maslow

5. Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners.
6. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).

Unit-4: Learning Environment
1. Creating a positive environment and its sustainability
2. Diversity in learning contexts - oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer
3. Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community
4. Discipline and participatory management
5. Diversity in learning approach and Learning styles
6. Adequate room for voicing child's thoughts, curiosity and questions in learning

Unit-5: Personality Development of the Learner
1. Concept and nature of personality
2. Critical appraisal of development theories; Sigmund Freud, Erik Erikson
3. Stress and coping techniques
4. Mental health and hygiene
5. Need and Importance of Guidance and Counseling to the learner

Transaction Mode:
        Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

Engagement:
1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
2. Use of local knowledge and children \ out of the school experience in learning.
3. Multiple ways of organising learning individualised, self-learning, group learning / cooperative learning, learning through electronic media
4. Use of learning resources for developing critical perspectives on socio-cultural realities.
5. Generation of knowledge is a continuously evolving process of reflective learning
6. Conducting case study on one student who has difficulties in learning in primary years.
7. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.

8. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
9. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
10. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
11. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
12. Analysis of a case of maladjusted adolescent learner.
13. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
14. Analysis of learning situations through case study, presentation before a group followed by discussion.
15. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
16. Suggest structures of classroom environment in which all students can learn.

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Semester – I
Paper – IV EDN – 04
Research Methods in Education

Theory   **Credits : 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
   The student teachers will be able to:

   1. Understand the foundations of educational research
   2. Develop research aptitude among students
   3. Familiarize with different methods and approaches of educational research
   4. Apply appropriate statistical techniques
   5. Design educational research and use relevant tools, techniques & procedures
   6. Understand the application aspects of descriptive and inferential statistics
   7. Write and evaluate research reports and dissertations

Content
UNIT-1: Introduction to Research in Education
   1. Concept and types of Variables; Concept of Measurement, Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales. Meaning of Construct, Operational Definitions of Variable.
   2. Sources of knowledge: Empirical methods and Non-empirical methods, Authority, Inductive and Deductive Reasoning, The Scientific Approach.
   3. Meaning, Nature of Research and Characteristics of Educational Research.
   4. Purpose of Research: Basic, Applied, Evaluation and Action Research and their Characteristics.

UNIT-2: Research Process
   1. Research Paradigms in Education: Quantitative, Qualitative, Mixed Methods of research and their Characteristics.
   2. The Research Problem: Meaning, Sources of Research Problems; Identification & stating the Research problem, Conceptualization and selecting the research problem in Quantitative and Qualitative Research.
   3. Meaning of Theory, Role of theory in identification and selection of the problem.
   4. Review of the literature-Purpose and Resources; Conducting the Literature Search: Using database and Internet, Internet Search Tools and Quality of Internet Resource.
   5. Meaning, Characteristics, Types and Formulation of Hypotheses.

UNIT-3: Research Designs.
   1. Nature of Experimental Research, Variables in Experimental Research design, Independent, Dependent and Confounding Variables; ways to Manipulate an Independent Variable, purpose and Methods of Control of Confounding Variables.
   2. Experimental Research Designs: Single-Group Pre-test Post-test design, pre-test post-test control-group design, Post-test only controlled group design, Factorial Design and Quasi Experimental Designs.
   3. Internal and external Validity of Results in experimental research.

4. Survey Research Designs: introduction, types of surveys, Longitudinal designs
5. Qualitative Research: Case Study, Ethno-methodology, Narrative and Phenomenological methods

UNIT-4: Data Collection and Processing.
1. Concept of data, Primary data, Meaning of Primary and secondary data, Concept of Population, meaning of Sample, methods of sampling, Sampling Size, Sampling Error, concept of parameter and statistic, Concept of sample distribution.
2. Probability Sampling Methods: Simple Random sampling, Stratified Random sampling, Cluster Sampling and Multi-Stage sampling, Methods of drawing a simple random sample.
3. Non-Probability Sampling Methods: Convenience Sampling, Systematic sampling, Purposive Sampling, Incidental Sampling, Quota sampling, Snowball sampling. Determining the Sample Size when using Probability or non-probability Sampling Methods.
4. Tools of research: Questionnaire, Rating scale, attitude scales, Interview, Interview schedule, Check lists, Observation schedules and focus group discussion.

UNIT-5: Preparation of a Research proposal:
1. Preparation of a Research proposal: Framework of the Research Proposal and Writing the Research Proposal as per APA format.
2. Preparation of a Research Report: Framework of the Research Report and Writing the Research Report as per APA format.
3. References, Citations and Bibliography.
4. Publishing techniques: Preparation of articles and dissemination of Research Findings.

Engagement:
1. Collect the APA format and review any one research article as per the Format.
2. Review any three research articles and write the findings in each article.
3. Collect any five problems and critically reflect on the appropriateness of a problem.
4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the type of hypotheses and relevance.
5. Take any one Ph.D. Thesis and critically review & write about research procedures (population, sample, sampling and others) followed in it.
6. Take any two research articles or theses and write about the independent and dependent variables and their need for the study.

References:
1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kerlinger, F.N. (1986) Foundations of Behavioural Research (4th ed.) New York; Holt, Rinehart & Winston.
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9. Bordens k.S. & Abbott B.B. (2011): Research Design & Methods. Tata McGraw Hill Education Pvt. Ltd. New Delhi.
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Communication Skills in English

Practicum   **Credits : 1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50

Objectives

The student teachers will be able to:

1. Observe the intricacies of communication

2. Critically reflect on self reading

3. Develop skills of listening.

4. Understand the process of writing

Content:
Unit-1: Improving Speaking Skills
1. Converse with native English speakers
2. Listen to music of English and Sing
3. Read a passage and record yourself
4. Different style classes
5. Speak English at home in different contexts
6. Create opportunities for speaking

Unit-2: Improving Listening Skills
1. Difficulties in Listening – Activities, Language games
2. Listening to different Talks – Walk a talk, speeches, recorded exercises
3. Watch TV, Movies, Podcasts, conversations, News in English, Interviews, Lectures in YouTube.
4. Interactive Conversations
5. Listen to English Music

Unit-3: Improving Writing Skills
1. Write a Paragraph; write a comprehensive view on story, an article, text.
2. Get it checked & identify errors, feedback on writing
3. Add phrases to your vocabulary and enrich text
4. Don't forget to refine the text
5. Styles of writing: Utilize the internet
6. Correct your writing

Engagement:
Each student teacher has to acquire LSRW skills by taking up activities related to all the skills.

References:
1. FRANCIS M. PETER S J, et.al (2006): Communicative English. Tamilnadu Textbook Corporation, Chennai.
2. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.

3. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
4. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
5. John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
6. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8..
7. Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
8. Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.
9. Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.
10. Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.
11. Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

Practical Examination:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for jury assessment through practical examination. The split of the marks assigned for the practical examination is shown below:
1. The work done by the student during the course will be assessed by the jury for 5 marks.
2. Listen to the audio and present orally the summary of the audio in your own words. (10 marks)
3. Speak on the given topic for 2 minutes. (10 marks)
4. Write an essay on a given topic without grammatical errors. (10 marks).

A Jury with 2 members – the mentor will act as internal examiner while the external examiner is selected from other Colleges of Education for the conduct of Practical examination.

Semester – I
Paper –VI   EDN – 06
Expository Writing

Practicum   **Credits : 1**
Internal Assessment: 15 Marks   Jury Assessment: 35   Total marks: 50
Objectives:
      The student teachers will be able to:
1. Understand the process of Expository writing.
2. Distinguish different patterns of expository writing
3. Select popular texts
4. Develop skill of expository writing
5. Develop self-confidence and able to write independently.

Content:

Unit-1: Understanding the process of Expository Essay Writing
      1. Pre- Writing
      2. Drafting
      3. Revising
      4. Editing
      5. Publishing

Unit-2: Patterns of Expository Writing.
1. Descriptive
2. Sequential
3. Compare/contrast
4. Cause and effect
5. Problem /solution

Unit-3: Popular subject-based expository writing
      The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces).

Mode of transaction:
    The student-teachers should work in groups divided according to their subjects, within which different   texts could be read by different pairs of student-teachers.

Engagement:

1. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
2. Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
3. Explaining the gist of the text/topic to others (in the larger subject group)
4. Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are Presented this will vary across

subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
5. Writing a review or a summary of the text, with comments and opinions (individual task)
6. Write a Research paper: Students should get empowered in expository writing on their own.
7. Connect to web and learn to write – www.time4writing .com

References:

1. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.
2. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
3. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
4. John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
5. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8.
6. Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
7. Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.
8. Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.
9. Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.
10. Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

Practical Examination:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for jury assessment through practical examination. The split of the marks assigned for the practical examination is shown below:
1. The work done by the student during the course will be assessed by the jury for 5 marks.
2. Revise and refine the text given below. (10 marks)
3. Read the following paragraph and extract the main ideas that you comprehend. (10 marks)
4. Write a paragraph choosing one style of expository writing from the respective disciplines. (10 marks).

A Jury with 2 members – the mentor will act as internal examiner while the external examiner is selected from other Colleges of Education for the conduct of Practical examination.

Self Development and Professionalism

Practicum   **Credits :**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50

Objectives:

The student teachers will be able to:
1. Understand ones strengths and weaknesses
2. Reflect on self competencies and capabilities of teaching
3. Reflect on personal traits and qualities
4. Empower with professionalism required to be a teacher educator
5. Equip with capabilities to deal with specialized professional skills.
6. Empower in professional competencies.

Content:
Unit-1: Yoga- practice - Understand inner self and self exploration.
1. Practice of yoga: asana, pranayama, meditation,
2. Introspection as a way of looking into one's self.
3. Writing a self reflective diary every day and sharing in small groups and in the classroom
4. Writing time lines and setting goals and schedules to study and work, checklists, organizer to review achievements.

Unit-2: Teaching competencies- activities-to practice and observe –self rating and peer ratings.
1. Reflecting on ones commitment to profession, learner and society. Achievement of excellence of the learner, Human values
2. Basic understanding on the protocols required for a teacher in the classroom with Children- Respect the child, Listens to the child, Understand the child, Teach relevantly.
3. Understanding work culture, discussion on code of conduct, professional ethics and self-analysis, reflection and self-rating.
4. Self reflection on-punctuality, regularity, integrity, humility, accountability, humanism, Empathy, enthusiasm, relooking into oneself and self-rating.
5. Celebration of important days and socially relevant themes, conducting student seminars, symposia, giving lectures on various themes, conducting interviews, recording observations, reporting, critical feedback on peer and self performance
6. Improving Personality traits of a teacher. Simulated experiences, watching videos, live observations of classroom teaching, recording one's self-teaching, reviewing & self-rating.

Unit -3: Professional Development

1. Mock parliament, assembly, class room, exhibitions, setting up TLC, using Teaching resources, preparing various resources for teaching.

2. Extempore presentations instantly on given topics, brain storming on good and effective teaching and teachers.
3. Qualities of Best Teacher
4. Ideal system of Education
5. Teacher with Ethics and Code of Conduct
6. Constructivist classroom organization
7. Qualities of a Good Student
8. Sharing best practices in the classroom –institutional, individual, family, culture, Community, religion, organizations – Reflecting and adopting the Best from sharing, Making conscious effort to transform to become best.

Engagement:
1. Workshops on Yoga; Student presentations, student's reflections on all the unit-wise topics
2. Asanas, writing reflective daily diary, Brainstorm sessions, goal setting, self rating, peer rating.
3. Reviewing In-service training programmes, workshops organized.
4. Orientation and refresher programmes, benefits and perceptions of teacher.
5. Collecting list of various training programmes conducted by Academic Staff Colleges & School Education.
6. Reviewing and designing training programmes for capacity building in teacher educators.
7. Designing communicative English module.
8. Designing a lesson with a Model of Teaching.
9. Reviewing various models of teaching (Joyce & Weils) & reflecting.

References:

1. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.
2. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
3. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
4. John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
5. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8..
6. Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
7. Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.
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11. Bharathiya Yog Sansthan (Regd) (1968)   Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.

12. Chatterjee Tulsidas (1970), Sri Aurobindo's Integral Yoga, Sri Aurobindo Ashram, Author from 22, Bajuhibpur Road, W.Bangal.

13. Haridas Chaudhri (1965), Integral Yoga, the concept of Harmonious & Creative living, George Allen & Onwin Ltd. London.

14. I.K.Taimini (1973), Glimpses into Psychology of Yoga, Theosophical publishing house, Adyar, Madras, India.

15. Satishchandra Chatterjee, Dhirendra Mohan Datta (1984) An introduction to Indian Philosophy, University of Calcutta, Calcutta.

16. Sivananda Swami (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.

17. Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.

18. Yardi M.R. (1979) The Yoga of Patanjali, Bhandarkar, Oriental Research Institute Poona, India.

19. Sunanda Rao, et. al. (2008): Communicative English and Personality Development, Telugu Academy Publications, Hyderabad.

20. Mrunalini T. (2008): Yoga Education. Neelkamal Publications. Hyderabad.

Practical Examination:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for Test. The split of the marks assigned for the practical examination is shown below:

1. Students are asked to perform some yoga tasks & should say the benefits of – Asanas, Pranayama, Benefits of Meditation (15 Marks)
2. Students are asked to conduct any activity or task related to professional skills of teaching – they are observed and rated by the Jury & are asked to rate themselves objectively (10 Marks)
3. A Brainstorm session is given with some instant topic and is asked to perform & speak about it honestly.

A Jury with 2 members – the mentor will act as internal examiner while the external examiner is selected from other Colleges of Education for the conduct of Practical examination.

Paper – VIII EDN – 08
Curriculum Development

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   **External Assessment: 70**   **Total marks: 100**
Objectives:

The Student teachers will be able to:
1. Understand the basic principles of curriculum development
2. Comprehend the process of curriculum development
3. Develop insights into the relevance of knowledge , Philosophical, Sociological, Psychological bases of curriculum development
4. Develop insights into models of curriculum development
5. Critically analyze the need for curriculum change
6. Develop ability for evaluation of the curriculum
7. Probe into the research in curriculum.
8. Develop futuristic perspective into curriculum

Content:
Unit-1: Understanding basic concepts of curriculum
1. Meaning, nature of curriculum. Distinction between curriculum and syllabus
2. Components of curriculum: objectives, contents, transaction mode and evaluations
3. Stages of curriculum development
4. Critical understanding of hidden curriculum
5. Critical reflections on theories of curriculum

Unit -2: Insights into bases of curriculum development
1. Knowledge as fundamental base in designing curriculum
2. Relevance of philosophical base in designing curriculum
3. Relevance of sociological base in designing curriculum
4. Relevance of psychological base in designing curriculum
5. Stages in the process of curriculum designing

Unit-3: Process of curriculum designing
1. Approaches and patterns of curriculum development – subject centered, core curriculum, broad fields curriculum, learners centered curriculum, humanistic curriculum, radical curriculum.
2. understanding the reflections of objectives related to cognitive, affective domains in curriculum designing
3. Selection and organization of content and curricular, learning experiences
4. Principles of Curriculum organization
5. Models of curriculum development, scientific (Tyler & Taba) and non scientific (Glawthorn) models of curriculum

Unit-4: Critical understanding on futuristic curriculum and curriculum change
1. Understanding the need for curriculum change and the distinction between curriculum change and improvement – Approaches to curriculum change.
2. Factors influencing curriculum change – political, social, technological and knowledge explosion
3. Designing futuristic curriculum. Futuristic techniques of curriculum- simulation, trend analysis, forecasting, Delphi technique, brain storming, scenario building
4. Critical analysis and reflections on international curricula-ICSE, IB, GCSE.

Unit-5: Curriculum evaluation and research
1. Approaches to curriculum evaluation.
2. Comprehensive view on models of curriculum evaluation - Quantitative models (Metfessel-Micheal) and Qualitative models (Eisners)
3. Understanding the scope of curriculum research.
4. Areas of curriculum research
5. Types of research in curriculum

Mode of transaction:
Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.
Engagement:
1. Content analysis of school texts
2. critical analysis of NCF2005, SCF2011, NCFTE, 2009
3. critical analysis of international boards curricula-group discussion
4. reviewing B. Ed. and M. Ed. two year curricula of Telangana and other states curriculum
5. reviewing one, two year curricula of teacher education and locating the factors for change.-project
6. collect some curriculum research and curriculum related articles
7. Review one or two curricula designed by different universities at national level teacher education curricula or state level curricula and write a report on the same.
8. Suggest and prepare future models on curriculum, future courses, future teacher, Future classroom, future books and reference material, future learner.
9. Review any subject of your choice by keeping in mind the principles of curriculum organization and write a critical report.
10. Design a curriculum for a subject of your choice in view of recent trends and justify in your report.
11. Visit any one school following child centric curriculum and write a report on the same.
12. Review any one foreign university teacher education curriculum and write the differences that you notice when you compare it with our curriculum (Indian)
13. What are the governmental interventions at primary curriculum you feel are beneficiary to our rural Indian children?
14. Any other related activity.

References:

1. Collin J Marsh (2004): Key Concepts for understanding Curriculum, Routledge Fuller, London.
2. Denial Tanner, Lawel N.Tannor (1975): Curriculum Development Theory into Practice, Mac Milan publishing Co.Inc. New York.
3. Lawell Keith, Paul Blare, Sidney Tied (1968): Contemporary curriculum in the elementary School.
4. Ornstein Allen C and Hunkins Francis (1993): Curriculum Foundations, Principles and Issues, Allyn & Bacon, Boston
5. Saylor Galen J.Levis Arthur J., Alexander Millian, M. (1981): Curriculum Planning for better future teaching and learning.
6. Taba Hilda (1962): Curriculum Development, Theory and Practice, Harcourt Brace and World Inc. New York.
7. William H Schubert (1986): Curriculum Perspective, Paradigm and Possibility, Mc Milan Publishing Company, New York.
8. Mrunalini T. (2008): Curriculum Development. Neelkamal Publications. Hyderabad.
9. Mrunalini T. (2012): Curriculum development: Perspectives, Principles and Issues. Pearson Education, Delhi.

Psychological Testing

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:

The student teachers will be able to
    1. Trace the Historical perspectives of psychological testing
    2. Develop skills in construction and development of psychological testing
    3. Develop skills in administration and interpreting the psychological tests
    4. Develop skills in writing the psychological test report

Unit-1: Introduction to the Psychological Tests

1. Meaning of Psychological test, History of psychological testing, Characteristics of psychological tests, Assumptions of psychological tests
2. Classifications of psychological tests - (a) Classification based on the criterion of administrative conditions, (b) on the basis of criterion of scoring, (c) on the basis of the criterion of time limit in producing the response, (d) on the basis of the criterion of the nature or contents of items, (e) on the basis of the criterion of purpose or objective
3. Concept of Error in psychological tests, Types of Errors, Concept of True Score, Observed Score and Error Score and the relationships that exists between them
4. Ethical issues in Psychological Testing - Ethical principles of APA

Unit-2: Test Construction
1. General steps of test construction
2. Item Writing: Meaning of Item and types of items, general guidelines for item writing
3. Item analysis: Meaning and purpose of item analysis, composing the items: objective items, subjective items and response bias
4. Quantitative item analysis: Item difficulty, item discrimination, inter-item correlation, item-total correlation, item- criterion correlation, item characteristic curve,
5. Meaning of Norms: Age norms, Grade norms, standard score norms, T-score norms, and Stanine score norms,

Unit-3: Reliability
1. Meaning and concept of reliability,
2. Types of reliability: Test-retest reliability and internal consistency reliability, Scorer reliability and agreement
3. Methods of establishing reliability: Split half method, Kuder-Richardson method, Cronbach's alpha
4. Factors influencing reliability, how to improve reliability of test scores
5. Meaning and concept of standard error of measurement

Unit-4: Validity
1. Meaning and concept of validity
2. Types of Validity: Content validity, Criterion-related validity and Construct Validity
3. Different sources of evidence for validity: Evidence based on test content, Evidence based on response process, Evidence based on internal structure, Evidence based on relations with other variables
4. Factors influencing validity
5. Relation of Validity to Reliability

Unit-5: Applications of Psychological Testing
1. Tools of Psychological Testing and Assessment
2. Applications of psychological testing in educational setting and in counselling and guidance
3. Testing of Intelligence
4. Testing of Personality
5. Testing of Emotional Intelligence
6. Testing of Aptitude

Engagement:
Every student shall administer at least one group test and one individual test, from the areas of intelligence, creativity, personality, emotional intelligence, attitude or any other psychological construct, and prepare a report based on the profile of the subject.

References:

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association. United States*: American Psychological Association.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th Ed). New Delhi: Prentice Hall.
4. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications.
5. Freeman, F.S. (2006): Theory and Practice of Psychological Testing. Surjeet Publications, Delhi.
6. Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (Fourth Edition) , New Delhi: Pearson Education
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8. Kline, J., B., T. (2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications
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10. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill.

Semester – II
Paper – X   EDN – 10
Statistics in Education

Theory   **Credits : 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100

Objectives:
    The student teachers will be able to:
1. Develop research aptitude among students
2. Apply appropriate statistical techniques
3. Design educational research and use relevant tools, techniques & procedures
4. Apply aspects of descriptive and inferential statistics
5. Write and evaluate research reports and dissertations

UNIT-1: Basics in Statistics
1. Descriptive Statistics and Inferential Statistics. Meaning of Parametric and Non-parametric tests.
2. Concept of non-parametric statistics, Assumptions of non-parametric statistics.
3. Concept of Normal Distribution, Meaning of Z-score, Characteristics of Normal distribution, Applications of Normal Distribution, Deviations from normality. Importance of NPC in Educational Research.
4. Test of significance, Steps of hypothesis testing, Errors in hypothesis testing. One-tailed and Two-tailed tests. Concept of level of Significance and degrees of freedom.
5. Meaning and Concept of Correlation, Concept of Linear and Non-linear relationship, Scatter diagram, Correlation Coefficients: Product moment Correlation, Rank Correlation, Testing the significance of correlation coefficient, Special correlation coefficients: Biserial Correlation, Point-Biserial, Tetra Choric Correlation and Phi-Coefficient of Correlation. Importance and interpretation of Correlation Coefficient in Educational Research.

UNIT-2: Tests of Significance-I
1. t-test : One sample t-test, Independent sample t–test, Paired samples t-test, use of t-test for large samples.
2. Concept of Analysis of Variance (ANOVA), one way ANOVA, two way ANOVA. Analysis of two way ANOVA with one observation per cell and more than one observation per cell. Concept of post-hoc analysis. Different types of post-hoc analysis.
3. One way analysis of variance in case of repeated measures observation.

UNIT-3: Tests of Significance-II
1. Concept of Partial correlation and multiple correlation.
2. Chi-square test: chi-square test as a test of goodness of fit, chi-square test as a test of independence
3. Median test, utility and application of median test, Sign test.
4. Mann-Whitney U test, utility and application of Mann-Whitney test in Educational research.

UNIT-4: Multivariate Data Analysis techniques:
1. Concept of Multivariate data analysis, Characteristics of multivariate data analysis techniques.
2. Concept of Regression, Meaning of linear regression, concept of simple linear regression, importance and utility of simple regression in educational research.
3. Concept of multiple Regression, concept of regression coefficient, interpretation of regression coefficient, importance and utility of regression in educational research.
4. Concept of factor analysis, utility and application of factor analysis.

UNIT-5: Preparation of Research Report and its Critique
1. General Guidelines: General rules for writing and typing, Format and style.
2. Types of Research reports: Thesis and dissertations, Journal Articles, paper Presented at Professional meetings.
3. General evaluation Criteria: Introduction, Methods, Sample, Statistics, Results, Discussions, Abstract.
4. Specific evaluation Criteria: Qualitative, Descriptive, Correlational, causal-comparative and Experimental research.

Engagement:
1. Collect the APA format and review any one research article as per the Format.
2. Review any three research articles and write the statistical findings in each article.
3. Collect any five problems and critically reflect on the appropriateness of statistics used in it.
4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the statisitics.
5. Take any one Ph.D. Thesis and critically review & write about statistical procedures followed in it.
6. Take any two research articles or theses and write about the descriptive or inferential statistics used and their need for the study.

References:
1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kerlinger, F.N. (1986) Foundations of Behavioural Research (4th ed.) New York; Holt, Rinehart & Winston.
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4. Lokesh Koul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
5. Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
6. Garrett Henry E (1985): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay.
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8. Bordens k.S. & Abbott B.B. (2011): Research Design & Methods. Tata McGraw Hill Education Pvt. Ltd. New Delhi.

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11. Mangal S K (2002): Statistics in Psychology and Education. Prentice Hall India Pvt. Ltd. New Delhi.

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100

Objectives:

The student teachers will be able to:

1. Understand the structure of pre-service teacher education
2. Critically reflect on NCTE framework & Position papers
3. Probe into various components of Teacher Education
4. Reflect of In-service Teacher Education programmes.
5. Design an in-service programme
6. Evaluate a training programme.

Content:

Unit-1: Structure, Curriculum and Modes of Pre-service Teacher Education:

1. Concept of Teacher Education-Pre-Service and In-Service.
2. A review of the understandings developed on teacher roles and functions.
3. Pre-service teacher education – concept, nature, objectives and scope. ·
4. Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation.
5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations.

Unit-2: Organisation of Different Components of Teacher Education Curriculum ·

1. The student teacher as an adult learner – characteristics. The concept of andragogy and its principles.
2. Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
3. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry.
4. Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and

possibilities for organization and evaluation – practicum records and portfolio assessment.

5. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration.

Unit-3: In-service Teacher Education in India Concept, Structure and Modes:

1. Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives.

2. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.

3. Modes and Models of in-service teacher education: Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.

4. Training Examples of SSA and RMSA.

Unit-4: Planning, Organizing and Evaluating an In-service Teacher Education·

1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.

2. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material.

3. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

4. Qualities and characteristics of an effective in-service teacher educator.

Unit-5: Structure of teacher education curriculum

1. NCTE curriculum Framework
2. Reflecting the structure of NCTE curriculum framework 2009
3. Reviewing & Reflecting on NCF Suggestive Curriculum
4. Reflecting on NCERT & NCFTE Position papers
5. Critically reading NCF 2005 and APSCF, 2011 Curriculum Framework.

Engagement:

1. A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organization, transaction and assessment – document analysis.

2. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum.

3. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes document analysis.

4. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

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1. Education Commission Report (1964-66). Government of India, New Delhi.
2. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
3. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
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Paper – XII   EDN –12 (a), (b), (c) and (d)
Dissertation – II, III and IV

Practicum   **Credits : 1 + 2+ 1+2 = 6**
Internal Assessment: 150 Marks   External Assessment: 50 Marks Total marks: 200

Dissertation work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically.

Semester-wise methodological procedures have been earmarked. Dissertation work continues throughout the three semesters (II, III & IV).

S.No.	Semester	Work to be completed
1	Second	1. Identifying a problem 2. Reviewing related literature 3. Preparation & presentation of Research proposal 4. Designing a tool (selection of a standardized tool & presentation of tool
2	Third	1. Finalization & Standardization of the tool (s) 2. Administration of the tool (s) 3. Collection of data
3	Fourth	1. Analysis of data 2. Draft report – Pre-submission 3. Final report – Final Dissertation viva-voce examination

Each M.Ed. student will have to select a topic and work under the supervision of a faculty member allotted to him /her all through the semesters till the final viva-voce examination.

By the end of second semester, students are expected to prepare the proposal, either design on their own or should identify & adopt a standardized tool as per the nature of the study / problem. It is evaluated and awarded with (one) 1 Credit and 50 marks.

By the end of the third semester, each student has to complete identification of sample, administration of tool (s) and collection of data.

This part of dissertation is awarded with (Two) 2 Credits and 50 marks.

By the end of the Fourth semester, each student has to complete analysis of data and should prepare draft report.

Pre-submission of the report will be made for (one) 1 Credit and 50 marks, which will be followed by final Dissertation Practical Viva-Voce Examination. This examination is of (Two) 2 Credits and 50 marks.

Dissertation work will be evaluated by a jury of one internal examiner (Faculty member who guided & supervised the study) and one external examiner on the day of the dissertation practical examination. Each student shall submit two hard copies of dissertation before the examination.

Dissertation can be neatly typed and can be limited to 15,000 to 20,000 words. A4 size Executive Bond paper is used for typing on both sides of the paper. The font is Times New Roman and size is 12 points with double space. A margin on left and right

sides is 1.5" while on top and bottom it is 1.0". All other guidelines are as per the APA style.

Pass marks in Practicum (Dissertation Viva-Voce Examination) shall be 50%.

Semester – II
Paper – XIII   EDN –13 (a)
Internship – I (Teacher Education Institutions & Field work)

Practicum   **Credits: 2**
                                                                 Total marks: 100

Students have to complete internship in two phases. Phase I is in 2nd semester (100 marks) while the phase II is in 3rd semester (100 marks).

During Internship phase I, the students have to visit secondary schools. It is planned to coincide with the internship of B.Ed. students. M.Ed. students will guide the B.Ed. students and extend support to succeed in the completion of teaching practice. M.Ed. students work in tandem with teacher educators for providing support in terms of supervising activities such as – writing period plans, preparation of teaching aids, classroom management, and discipline in and outside the school.

M.Ed. students maintain a record of their day to day activities in the Reflective journal. During the 1(One) week, they acquaint with the school environment and develop rapport with B.Ed. students and teachers. During the 2 – 4 weeks, they help B.Ed. students write period plans, prepare teaching learning material; maintain observation record for supervising 5 lessons. All these activities they compile in the Reflective journal.

The students will visit different institutions of teacher education – pre-primary, elementary & secondary and schools like pre-primary schools, primary schools, government schools, corporate schools, international schools, innovative schools, concept schools, inclusive schools, special schools, etc. They will observe different practices, innovative practices and the same is reported before the jury for assessment.

The proforma for marking their observations is given below:

Observation Record

Every student teacher has to observe 3 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Proforma of Evaluation

Name of the Teacher: Name of the School:
Subject: Class: Medium: Period: Date:

S.No.	Aspects	Criteria
I. Period plan & Preparation	Statement of Academic standards	• Appropriateness • Attainability • Adequacy • Clarity
	Selection of topic	• Adequacy • Organization • Relevance • Accuracy • Richness (Depth)
	Selection of activity	• Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety
	Teaching aids	• Appropriateness • Innovation (Originality)
	Previous knowledge	• Relevance • Sufficiency
	Output procedure	• Structuring

		• Accuracy
		• Brevity
	Evaluation	• Suitability of the tool
		• Continuity sequence
		• Comprehensiveness
II. Execution	Subject competence Teacher behavior)	• Accuracy
		• Relevance to the need of the situation
		• Richness (Depth)
	Communication	• Expression
		• Language
		• Speech
		• Voice (Modulation, Audibility)
	Questions & Answers Questions (Teacher behavior) Answers	• Simple
		• Precise
		• Relevant
		• Thought provoking
		• Distribution
		Effective dealing with pupils answers
	Class management	• Interaction
		• Cooperativeness
		• Handling of pupils
		• Sympathy
		• Budgeting of time
	Participation of students	• Active
		• Minimum
		• Passive
		• Suitable to situation
	Use of aids	• Handling
		• Effectiveness
	Teacher	• Appearance
		• Movements
		• Manners

Signature of the M.Ed. Student

The format for recoding their activities in the Reflective journal is given below:

Day	Date	Activities	Reflections	Future promise to act/revise
1		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				
24				

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100

Objectives:
        The student teachers will be able to:
  1. understand of importance of Economics in the field of education
  2. understand education on consumption and instrument activities
  3. understand cost of education its role in individual and Human development
  4. understand Internal efficiency of the systems of education
  5. understand modern development in economics of Education
  6. understand educational policy management planning and Finance.
  7. understand new educational reforms adopted in India and their capability in the field of education.

Content:

Unit-1: Introduction to Economics of Education
  1. Concept and scope of economics of education Interdependence of Economics and education

  2. Education as Human capital, critique on the concept of Human capital

  3. Concept of Micro and Macro Economics of Education

  4. Brief historical perspective of economics of education

  5. Critical understanding of the concept of Political economy

UNIT-2: Costs and benefits of Education

  1. Principles of Economic costs and Benefits

  2. Factors related to educational costs

  3. Cost Benefit Analyses in Education

  4. Concept of Rate of returns to education

  5. Problems in the assessment of costs and benefits in education

UNIT-3: Economic Development and Efficiency in Education

  1. Concept and Success of economic growth

  2. Contemporary perspectives on Human Development

  3. Input – Output relationships and Internal and External Efficiency in Education

  4. Educational Efficiency in Education

  5. Brief concepts and measurements of National Income

UNIT-4: Economic Reforms and Education

1. Standard of living schooling and Education

2. Modernization of education relationship between Market and education, Human Development Index

3. Privatization of education – public and private partnership in education

4. Globalization of Education; Role of International Institutions, IMF, WB & WTO

5. Liberalization of Educational policies a critical appraisal

UNIT-5: Theory and Practice of Financing Education
1. Sources of financing Education in India
   (a) Public funding (b) Fees (c) Student hours / fellowships (d) Educational Cess (e)Educational Aid
2. Budgeting – control of funds Grants in aid – Policy at National and State Level
3. Plan and Non- Plan expenditure – Role of Different Planning and Finance commission
4. Intersection allocation of education
5. Mobilization of Resources for Education

Engagement:

1. Reviewing of Doordarshan Broad castes on Budget Analysis Proceedings
2. Collection of Material related to Budget allocation, and satisfaction of both State and Central Government
3. Study of School Budget.
4. Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure
5. Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.
6. Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector for different levels.
7. Review Telangana State budget for this year & compare it with earlier Andhra Pradesh Budget & reflect on allocation to Education.
8. Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

References:
1. Amrish Ahuja Kumar (2007): Economics of Education, Authors Press, New Delhi.
2. Blaug Mark (1970): Economics of Education, Penguin London.
3. Cohn E (1972): Economics of Education, Lexington Mass- D.C. Health Company.
4. Devender T (1999): Education and Manpower Planning, Deep and Deep Publishers, New Delhi.
5. Economics of Elementary Education in India – A challenge of Public Finance Private Provisions and Household Costs, Sage Publications, New Delhi, 2006.
6. Education and Economic Aspects of Asia, Education for Development, Sage Publications, New Delhi. 1994.
7. Educational Change in India, Har Anand Publications (1996).
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9. Martin Carnoy International Encyclopedia of Economics of Education- 2nd Edition, 1995

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11. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vo11, New Delhi, NCERT,

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14. Thurow Laster C (1970).: Investment in Human Capital, Belmont : Wadswarth Publishing Co.

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16. Tilak, J.B. G. (1985): Economics of Inequality in Education. Sage Publications, New Delhi.

Educational Management and Leadership

Theory   **Credits : 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100

Objectives:
        The student teachers will be able to:
1.   Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.
2.   Understand the meaning, types, nature of educational management
3.   Understand the chronological development of educational management / administration in Pre-Independence and Post – Independence Era
4.   Understand the leadership, meaning and styles of leadership.
5.   Analyze their role in quantitative and qualitative improvement of education.
6.   Deal with the day to day problems concerning education in general and school education in particular.
7.   Understand Educational, Planning, Approaches and Alternatives.
8.   Understand the role of National bodies and State level agencies and controlling authorities of educational management.

Content:
Unit-1: Introduction to Educational Administration and Management
    1. Meaning, Nature, Scope and functions of Educational Administration and Management
    2. Historical perspective of Educational Management in India
    3. Theories, Models and Practices of educational Management.
    4. Growth and development of Modern concept of educational administration from 1900 to   present day.
    5. Management of Innovations in Educational Management: Human relations approach to Educational Administration.

Unit-2: Educational Administration in India
    1. Education and the Indian constitution
    2. Educational Administration at the National Level and State level
    3. Educational Administration at the Local level; Role of NGOs in Expansion of Education and Quality Retention.
    4. Structure of Education in India from pre-primary-Education to Post-Doctorate level.
    5. Administrative Set up of Education in Telangana State.

Unit-3: Leadership in educational Management
    1. Meaning, Nature and Functions of Leadership
    2. Theories and Styles of Leadership
    3. Transformational Leadership in Educational Management

4. Communication: Meaning, Importance, verbal and Non-verbal Communication Direction of communication, communication Network, barriers to communication, overcoming barriers to communication.
5. Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

Unit -4: Educational Management at State and National Level
1. Educational Policy formulation and Policy Planning
2. Organizational Structure of educational management at State and National Level
3. Role of Controlling Authorities & Universities in Educational Management
4. Centre-State coordination – Networking, partnership and linkages.
5. Quality education: Issues and challenges in policy Implementation –NAAC and performance Appraisal

Unit-5: Emerging Trends in educational Management
1. Globalization and Internationalization and their impact on educational policy, Planning and management
2. Total Quality Management (TQM); Role of quality issues in Educational Management
3. Human Resource Development
4. Monitoring and evaluation system in Educational Management
5. Intuitional Autonomy & Accountability

Engagement:
1. Review and reflect on structure and functioning of CABE, UGC, NAAC, NCTE, NIEPA in Educational Management
2. Critically reflect on the educational programmes in India to develop human resources.
3. Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
4. Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
5. Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal
6. Observe the co-curricular Programmes and activities in a school and college.
7. Observe the school or college for the availability of academic resources and their optimum utilization and write a report.
8. Review present education policy of State of Telangana at school & higher education and reflect on it.
9. Visit to State Resource centers.

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1. Agarwal, J.C. (2007): Development of educational system in India), (revised Edition) Shipra publications 115-A, Vikas marg, Shakarpur, Delhi.
2. Khan Sharif and Saleem Khan (2007): Educational Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj, New Delhi.
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13. APSCF-2011 , Position paper on Systemic Reforms in Education , SCERT, Hyderabad

Paper – XVI   EDN – 16
Perspectives, Research and Issues in Teacher Education

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100

Objectives:
        The student teachers will be able to:
1.   Develop insights into the perspectives of teacher education
2.   Understand in-service teacher education programmes
3.   Develop skill to manage teacher education programmes
4.   Undertake research in teacher education

Unit-1: Perspectives and Policy on Teacher Education:
  1. Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
  2. Teacher Expertise – Berliner's stages of development of a teacher.
  3. Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
  4. National and state policies on teacher education – a review.
  5. Different organisations and agencies involved in teacher education – their roles, functions and networking.

Unit-2: In-service Teacher education
  1.   In-service teacher education under DPEP, SSA and RMSA·
  2.   Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices·
  3. Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Unit-3: Structure and Management of Teacher Education:
  1. Structure of teacher education system in India – its merits and limitations·
  2. Universalization of Secondary Education and its implications for teacher education at the secondary level·
  3. Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes·
  4. Vertical mobility of a school teacher - avenues·
  5. Professional development of teachers and teacher educators – present practices and avenues·
  6. Systemic factors influencing the quality of pre and in-service education of secondary school teachers.

 Unit-4: Research in Teacher Education·
  1. Paradigms for research on teaching – Gage, Doyle and Shulman.
  2. Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme·

3. Research on in-service teacher education programmes
4. Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation·
5. Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications.

Unit-5: Problems and Issues in Teacher Education:
1. Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes.
2. Sufficiency of subject matter knowledge for teaching at the senior secondary level.
3. Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
4. Issues related to enhancing teacher competence, commitment and teacher performance·
5. Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Engagement:
1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. A review of researches in any one area of research in teacher education and write the policy implications.
4. A review of a research article in teacher education and write implications for practitioner.
5. Collect the perceptions of teacher educators on 2-year B.Ed. and M.Ed. programme.
6. Conduct a survey on feasibility & clarity of National Curriculum Framework on Teacher Education.
7. Conduct an opinion survey with private managements on feasibility of quality teacher education.
8. Review some Journals of Education & collect some articles related to teacher education quality issues.

References:
1. Education Commission Report (1964-66). Government of India, New Delhi.
2. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
3. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.

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21. APSCF-2011, Position paper on Teacher Education, SCERT, Hyderabad

Specialization – A : Elementary Teacher Education
Paper – XVII-A   EDN – 17-A
Elementary Teacher Education

Theory   **Credits : 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
      The student teachers will be able to:
1. Probe into policies & perspectives of elementary education
2. Understand nature of the child.
3. Explore various issues & challenges related to elementary education.
4. Understand curriculum and pedagogy of elementary teacher education
5. Critically read & reflect on Position papers of National Curriculum Framework on Teacher Education
6. Understand the need for development of elementary teacher education.

Content:
Unit-1: Perspectives and Policies of Elementary Teacher Education:
1. Meaning, Nature and Scope of Elementary Teacher Education. Institutions, Structures and Systems of Elementary level-National level, State level, District level and Sub-District level.
2. Historical perspectives of Elementary Teacher Education in India.
3. Perspectives of NCF-2005, APSCF-2011, NCFTE-2009 & RTE-2009.
4. Critical analysis of Pre-Service and In-Service Teacher Education Programmes.
5. Perspectives of Gandhi and Tagore and its relevance on Elementary Teacher Education in the present context.

Unit-2: Nature of the Child and Teaching Learning Process at Elementary Level:
1. Understanding Nature of the Child at Elementary level.
2. How Children learn at Elementary level?
3. Teaching learning process at Elementary level.
4. Understanding the Child's Social, Psychological, Culture and Economical context.
5. Instructional Designs for Teaching at Elementary Level.

Unit-3: Issues, Challenges and Concerns of Elementary Teacher Education.
1. Preparation of Pre-Service and In-Service Teacher Education.
2. Competencies of Elementary Teacher Education.
3. Professional development of Teachers and their Work Culture.
4. Competences of Elementary Teacher Educators.
5. Quality in Elementary Teacher Education.
6. Implementation of Programmes and addressing and Challenges of Elementary Teacher Education.

Unit-4: Curriculum and Pedagogy for Elementary Teacher Education:
1. Nature of Elementary Teacher Education Curriculum and Pedagogy.
2. Guiding Principles for the Development of Curriculum.
3. Components of Elementary Teacher Education Curriculum and its relevance in the present context.

4. Policy Perspectives of developing curriculum for Elementary Teacher Education.
5. NCF-2005, APSCF-2011 & RTE-2009.
6. Critical Analysis of Existing Curriculum in Elementary Teacher Education.
7. Pedagogic Practices and Strategies to deal with Elementary Stage.

Unit-5: Assessment of Learning at Elementary Level:
1. Need and Importance of Assessment.
2. Types of Assessment.
3. Continuous Comprehensive Evaluation (CCE) and Grading.
4. Sharing performance with Parents and Community.

Engagement:

1. Select and visit any one Government Elementary Teacher Education Institution and prepare a Report on the following Issues.
    i. Styles of Institutional functioning.
    ii. Work culture of the Institution.
    iii. Students Participation in TLP and Other Activities.
    iv. Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
    v. Community Participation, School Internship and School Experience Programme.
2. Critical Study of Existing Elementary Teacher Education Curriculum in connection with elementary school curriculum.
3. Evaluation of any one Teacher Training Programme.
4. Critically review various programmes stipulated at elementary schools.
5. Conduct surveys to collect opinions of teachers, students & community on quality of elementary teacher education.
6. Critical analysis of National and state position papers – Examination Reforms and Assessment for Learning

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8. Learning Without Burden, Report of the National Advisory Committee, GOI, New Delhi.
9. Human Development Report, 2014.
10. Kurien J. (1983): Elementary Education in India. Vikas Pub Pvt. Ltd. New Delhi.
11. Development of Education in India, 1993 - 94. MHRD, New Delhi.
12. Education For All – Summit of the Nine High Population Countries. MHRD, New Delhi.
13. Sixth All India Educational Survey (1997). NCERT, New Delhi.
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21. June 28, 1996 Document, World Bank. Washington D.C.
22. World Declaration on Education for All, 1990.
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Specialization – B: Secondary Teacher Education
Paper – XVII-B   EDN – 17-B
Secondary Teacher Education

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:

The student teachers will be able to:

1. Understand secondary teacher education in India.

2. Comprehend the procedures related to curriculum development and assessment to deal with secondary teacher education.

3. Understand conceptual framework of secondary teacher education.

4. Look into the challenges of secondary teacher education.

Content:

Unit-1: Conceptual Frame work of Secondary Teacher Education:

1. Meaning, Nature, Scope, Functions and Systems of Secondary Teacher Education.

2. Status and Development of Secondary Education in India after Independence.

3. Process of Teaching Learning Adolescent at Secondary level.

4. Exposure to Integrated and Subject specific streams Guide lines and Counseling strategies to meet changing Physiological, Psychological, Sociological and Economical requirements.

5. Education for children of Multiple Intelligences

Unit-2: Issues, Challenges and Concerns of Secondary Teacher Education:

1. Issues and Challenges related to Universalization of Secondary Teacher Education.

2. Issues and Strategies of Alternate Schooling at Secondary Stage.

3. Issues/ Challenges / Strategies / Interventions in relation to Access enrollment, Drop-Out Achievement and Equality of Educational Opportunities.

4. Issues of Education for Girls, Disadvantaged and differently abled Children and Slow-Learners and Interventions to solve the Problem.

5. Classroom Issues-Discipline, Under Achievement, Lack of Motivation, Slow Learners, Delinquency and Maladjustment.

6. Issues of Quality in Secondary Teacher Education, Management System of Secondary Teacher Education, Department of Education, Directorate, Inspectorate and Private Agencies.

Unit-3: Secondary Teacher Education in India:

1. Pre-Service and In-Service Secondary Teacher Education:
2. Concept, Nature, Objectives and Scope of Secondary Teacher Education.
3. Development of Teacher Education in India at Secondary level.
4. Recommendations of Various Commissions and Committees concerning Secondary Teacher Education System.
5. Impact of NPE-1986 and its POA-1992 on Secondary Teacher Education System.
6. The Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education, Institutions at Secondary Level.
7. Roles and Functions of IASE's & CTE's.
8. Roles, Functions and Networking of Institutions like UGC, NCERT, NCTE, NUEPA, and SCERTs.
9. Issues and Concerns of Pre-Service and In-Service and Teacher Education at Secondary Level.

Unit-4: Secondary Teacher Education Management Information System (SEMIS)-Curriculum:

1. Principles of School Curriculum Development at Secondary level.
2. Continuous Comprehensive Evaluation (CCE) in Secondary Teacher Education.
3. Structure of Management of Information System (MIS) School Mapping at Secondary Level.
4. Course Mapping at Secondary Level.
5. Types of Media. (Audio/ Visual).
6. Interactive Technologies.-Tele Conferencing, E-Learning, Designing of E-Content.
7. EDUSAT for Teacher Professional Development Program CPD.
8. Role of IGNOU, UGC, NCERT, SIET, SCERT's.
9. Challenges and Limitations of Interactive Technologies for INSET.

Unit-5: Assessment of Learning at Secondary Level:

1. Need and Importance of Assessment.
2. Types of Assessment.
3. Continuous Comprehensive Evaluation (CCE) and Grading.

4. Board Examinations.
5. Sharing performance with Parents and Community.

Engagement:

1. Select and visit any one Government Secondary Teacher Education Institution and prepare a Report on the following Issues.
   i. Styles of Institutional functioning.
   ii. Work culture of the Institution.
   iii. Students Participation in TLP and Other Activities.
   iv. Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
   v. Community Participation, School Internship and School Experience Programme.
2. Critical Study of Existing Secondary Teacher Education Curriculum in connection with elementary school curriculum.
3. Evaluation of any one Teacher Training Programme.
4. Critically review various programmes stipulated at secondary schools.
5. Conduct surveys to collect opinions of teachers, students & community on quality of secondary teacher education.

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15. NCERT 1968: The Third Indian year book on education NCERT,New Delhi.
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Practicum   **Credits: 1**
Internal Assessment: 15 Marks   Jury Assessment: 35   Total marks: 50

Objectives:

     The student teachers will be able to:

1. Understand the process of academic writing
2. Get the clarity while writing with respect to the parts of speech
3. Get insights into the common errors committed in punctuation and grammar.
4. Understand tips in writing
5. Understand the concept of Plagiarism in writing.

Content:

Unit-1: Understanding the process of academic writing
1. Concept of academic writing
2. Features of academic writing- complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility
3. Essay: Introduction, Title, Main Body, Conclusion, References, Layout

Unit-2: Academic writing: Parts of Speech
1. Verb
2. Adverb
3. Noun
4. Preposition
5. Pronoun
6. Adjective

Unit-3: Academic writing: Punctuation and Grammar & Plagiarism
1. Appropriate usage of : Syntax, Tense, Prepositions, Colons and semi-colons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns , Definite article, Capital letters, 'and' and 'to', Reasoning, Structure, Referencing techniques, Generalizations, Speculations and assertions, Metaphor
2. Proof-reading
3. Teacher Evaluation: Plagiarism and how to avoid it
4. Academic writing assessment criteria

Engagement:

1. Write an essay on a topic of your choice
2. Find the appropriate use of language items in a sentence
3. Correct the language with the help of guidance
4. Finalize draft of writing using tips
5. Check the draft with the features of academic writing
6. Finalize the script / document.

References:

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2. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
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Practical Examination:

Fifteen (15) marks are assigned to their work in a semester and 35 marks for Test.
The work done by the student in the practicum will be assessed for 15 marks (Mentor).
The split of the marks assigned for the practical examination is shown below:

1. The work done by the student in the practicum will be assessed for 5 marks by other examiner.
2. Identify different parts of the speech from the following passage. (10 marks)
3. Correct the following paragraph with punctuation and grammar. (10 marks)
4. Write one paragraph on a topic of your choice. (10 marks)

Semester – III
Paper – XIII EDN – 13 (b)
Internship – II
Duration: 4 weeks; 100 Marks

Practicum   **Credits: 2**
Internal Assessment: 100 Marks   **Total marks: 100**

The 2nd phase of Internship is aimed at equipping the competencies of teacher educator. The students of the secondary education stream will go to secondary teacher education institutions, while students of elementary education will go to elementary teacher education institutions (DIETs).

During the first week, students will acquaint themselves with the practices of teacher education institutions. In the next 2 – 4 weeks, they teach 10 lessons (out of them at least 2 should be technology integrated) from the B.Ed. / D.Ed. curriculum. They prepare lesson plans along with teaching aids under the guidance of teacher educators. These lessons are observed by teacher educators which will be recorded as per the proforma given below:

Evaluation Form

Name of the student: Title of the lesson:
Roll number: Paper:
Date: Time: Class: B.Ed. / D.Ed.

S.No.	Item of observation	Rating					Remarks
		1	2	3	4	5	
		Very Poor	Poor	Moderate	Good	Excellent	
1	**Planning & Organization**						
	Selection of Content						
	Scope						
	Relevance						
	Utility						
2	**Presentation**						
	Introduction						
	Communication - verbal						
	Communication – non verbal						
	Attention						
	Interest						
	Examples						
	Discussion						
	Summary						
3	**Technology integration (PowerPoint; Website; Newsletter)**						
	Content – learning objectives & topic-specific criteria						
	Accuracy – spelling / grammar						
	Information – **accurate**,						

	current, complete, useful & meaningful						
	Design & Layout – Aesthetics						
	Graphics & pictures						
	Text, colour & background						
	Lists & tables						
	Navigation (Website)						
3	**Overall performance**						
Suggestions:							

Note: Mark your observations (√) or assign numbers (1,2…) in the appropriate cell.

Name of the Mentor / Faculty   Signature of the Mentor / Faculty

All these experiences of the students are recorded in the Reflective Journal, the format for which is given below;

Day	Date	Activities	Reflections	Future promise to act/revise
1 2 3 4 5 - - - 24		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	

Paper – XIX   EDN – 19
Environmental Education: Issues and Concerns

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
1. To make student teachers understand the concept, scope of environmental education, disaster management and climate change
2. To make student teachers appreciate the role of environmental education in disaster management and adaptation to climate change and mitigation of climate change
3. To orient student teachers with various components and use and abuse of natural resources
4. To enable the student teachers understand the concept and strategies of sustainable development in the context of climate change
5. To enable the student teachers to understand strategies of protection of environment

Content:
UNIT-1: Environmental Education and Climate Change
1. Environmental Education: concept, scope and objectives
2. Eco-centrism, Environmentalism, Conservation and Protection – environmental citizenship
3. Environmental Education at Primary, Secondary and Higher education levels
4. Environmental Education as a method: concept, practice, new dimensions and constraints

UNIT-2: Climate Change and Disasters
1. Climate Change and Disasters : Concept, Characteristics and importance
2. Understanding Climate Processes: Student Projects
3. Understanding weather and climate: Student Projects
4. Human Impacts on Weather and Climate: Student Projects
5. Weather, Climate and Ecosystems: Student Projects
6. Weather, Climate and Agriculture: Student Projects
7. Weather, Climate and Health: Student Projects

UNIT-3: Natural Resources and Climate Change
1. Soil Conservation, Climate Change and Disaster Risk Reduction: Community Projects
2. Biodiversity Conservation, Climate Change and Disaster Risk Reduction: School Projects
3. Air resources: Climate, Weather and Human-caused global climate change
4. Water Conservation, Climate Change and Disaster Risk Reduction: College Projects

UNIT-4: Sustainable Development
1. Sustainable Development: International Conventions and Green Movement
2. College Environmental Education Projects: Tools for sustainable development
3. Sustainable Energy: Solar energy, Biomass, and Waste to Energy
4. Peak Oil Crisis: Carbon as a source of crisis and concerns in energy policies and plans

UNIT-5: Environment Protection
1. National Action Plan for Climate Change in India and Missions in it at National & State levels.
2. Biodiversity conservation in India National Biodiversity Authority & State Biodiversity Boards
3. Solid Waste Management: Swatchh Bharath Mission Solid Waste Management
4. Ecotourism and Case Study of Responsible Tourism in Kerala

Mode of Transaction: This is basically an experiential education methodology with a. Case studies, b. Experimentation, c. Field Trip and Field Work, d. Role Play and e. Project based. It has research and documentation orientation with active, inclusive and participatory learning and teaching processes.

Engagement:
1. Study the Haritha Haram Programme implementation in any block plantation in neighbourhood
2. Study the changes in the micro climate in the area where the Haritha Haram Programme is implemented.
3. Study the changes in the Biodiversity in the area where the Haritha Haram Programme is implemented.
4. Study Mission Kakatiya Programme implementation in any water body and changes in the water availability for the neighbourhood before and after
5. Study Mission Kakatiya Programme implementation in any water body and changes in biodiversity and in the pond ecology before and after the programme.
6. Find out the benefits of changes in drinking water availability with the introduction of Drinking Water Grid.
7. Study the process and benefits of Swatchh Bharath programme in your neighbourhood promoted by the State
8. Study the environmental education programme implemented in any school
9. Your community is a centre of biodiversity: study and prepare a record of your community biodiversity
10. Your college is a hub of biodiversity: study and prepare a record of college biodiversity
11. Your college or any school is a centre of water consumption and waste water production study and prepare a plan for reduction, recycling and reusing of waste water in your college of any school
12. Your community is a centre of water consumption and waste water production study and prepare a plan for reduction, recycling and reusing of waste water in your community
13. Your college or any school is a centre of waste production study and prepare a plan for reduction, recycling and reusing of waste in your college of any school

14. Your community is a centre of waste production study and prepare a plan for reduction, recycling and reusing of waste in your community
15. Your college or any school is a centre of energy consumption study and prepare a plan for reduction of power usage in your college of any school
16. Your community is a centre of energy consumption study and prepare a plan for reduction of energy consumption in your community
17. Survey the 'Solid waste management' strategies adapted by your municipality: Solid wastes characterisation; storage & collection; and treatment, processing & disposal
18. Visit places of ecological importance (Botanical, Zoological, Safari parks or lakes) of your locality
19. Survey the vegetation cover of your locality, compare with the standards laid in the Forest Conservation Act of 1980 and write a report
20. Visit any one industry / factory in an industrial area (Jeedimetla, Nacharam, etc.) and find whether they adhere to the norms prescribed by the Environment (Protection) act of 1986. Write a report
21. Study the suspended particulate material and air pollutants (carbon monoxide, sulfur dioxide, Nitrous Oxide, Benzene, Ozone and Ammonia) of an urban area for about a week (data can be taken from Pollution Control Board) and make your observations on the data variations on working days, holidays and peak and slack hours.
22. Loss of forest/wilderness areas in the locality
23. Loss of water bodies with time
24. Changes in cropping pattern in the locality
25. Life style and carbon foot print
26. Afforestation and carbon footprint
27. Artificial fish culture, fertilizing water and GHG emission
28. Use of bio waste as compost and reduction in carbon footprint
29. Replacement of non-biodegradable plates, cups etc with biodegradable to reduce
30. carbon footprint
31. Use of bicycle in the place of motorised vehicle and reduction in carbon footprint
32. Energy saving devises to reduce GHG emission
33. Use of natural light in place of artificial light.
34. Landscape /Land use changes in relation to past climate change for your locality.
35. Studies on heat production by air condition systems in any study area and analysing alternatives.
36. Estimation of temperature in industrial / mining areas and its impact.
37. Monitoring air and water pollution in your locality.
38. Comparison of nature of houses (in terms of materials used, ventilation etc.) their design in terms of heat absorption and other weather parameters.
39. Study the impact of developmental activities on the micro climate/weather of your locality and compare the data with nearby areas not affected by the developmental activity.
40. Analysis of pre and post harvest (paddy crop) air quality in an area and study variations in different localities having visible weather conditions (this can be done by having children from different localities and conducting simultaneous observations in different locations with the same parameters)

41. Study the impact of vehicular pollution on micro climate at tourist destinations with reference to pre-tourist seasons, tourist season and post tourist season.
42. To study the carrying capacity of micro water sheds / local entrepreneurs in assisting pilgrims/tourists on religious routes and study seasonal variations, damages to eco systems, pollution etc.
43. Study the solid waste random disposal /landfill and its effect on nearby water resources and remedial measures.
44. Study the change in land use and land cover in your areas and its impact on climatic conditions.
45. Study the impact of over exploitation of sand mining on various environmental parameters like water table, temperature of water in water bodies, change in quality of water, (physical, chemical, biological parameters) and larger impact on cropping/agriculture, livelihoods.
46. Impact of changing weather, climate on the mangrove forests, density, eco system as a whole.
47. Impact of tourism on local weather, resources etc.
48. Impact of glass claddings in modern buildings – study of micro climate inside versus ordinary buildings.
49. Impact of charcoal making (Prosopisjuliflora) on wild life.
50. Study the impact of multi-storied buildings on the local wind velocity and sunlight intensity, temperature, humidity etc.
51. Studies on micro arthropods / flora and fauna profiles and its seasonal variations in your study area.
52. Animal behavior as weather indicators – Collection of traditional experience and scientific validation.
53. Study of the growth rate of invasive (example Parthenium) species and its seasonal variations in your area and studying their adaptation capacities for adverse weather conditions in comparison to major crops.
54. Study of group migration of animals/birds/fish/plants and correlating the same with observed weather change / extreme weather events.
55. Study of Pond/Lake eco systems – temperature, water levels with reference to rainfall, study of life forms during various seasons (fish, frog, fresh water snakes, birds, aquatic plants, quality of water across seasons / varying temperatures / varying turbidity, etc.
56. Study of sacred groves – seasonal variations of life forms biomass, micro climate Studies, interrelationships within the eco system, etc.

Paper – XX   EDN – 20
Inclusive Education at Elementary and Secondary level

Theory   **Credits : 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50

Objectives:
   The student teachers will able to:
   1. Understand the philosophical, sociological and rights perspective of inclusive education.

   2. Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

   3. Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.

Unit-1: Perspectives in Inclusive Education

   1. Historical perspective of Inclusive education globally and in India

   2. Approaches to disability and service delivery models

   3. Principles of inclusive education

   4. Key debates in special and inclusive education
   5. Research evidence on efficacy and best practices associated with inclusive education

Unit-2: Covenants ,Policies and its Implications in Promoting Inclusive Education-

   A Critique

1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2. International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

3. International Frameworks: Salamanca Framework (1994)

4. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)

5. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit-3: Building Inclusive Schools, Learning Environments

1. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

2. Ensuring Physical, Academic and Social Access

3. Leadership and Teachers as Change Agents

4. Assistive Technology

5. Whole School Development

6. Building Inclusive Learning Environments : Classroom Management ; Effective Communication and Resolving Conflicts; Promoting Positive Behaviour; Methods of Teaching in Inclusive Class: Reflective Teaching , Co-teaching , Mentoring and Coaching, Peer tutoring, Co-operative learning; Colloboration – Parents, Teachers, Peer group and Community

7. Planning for Including Diverse Learning Needs: Adaptations and accommodations for sensory impairments; children with multiple disabilities; children with neuro-developmental disabilities ; children with intellectual impairment ; gifted children

Field Engagement

Engagement:
1. Collect a list of inclusive schools from Department of school education and map their area.
2. Visit inclusive schools and observe practices and report
3. Observe classroom transaction in any inclusive classroom
4. Prepare a blueprint to create an inclusive school
5. Critically review the policy documents and write about the recommendations related to inclusion:
6. NPE, 1986
7. CRC UNESCO, 1989
8. UN convention on Rights of Persons with Disabilities , UNESCO, 2006
9. RTE Act, GOI, 2009
10. UNESCO, 2009 – Policy guidelines on inclusion in education.
11. Make a collage on an inclusive school
12. Interview some teachers working at inclusive schools and report the practices.
13. Assess and prepare Five children's profiles.
14. List out barrier free environment related structures.
15. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.
16. Study the impact of UNCRPD on RTE's provisions for children with disabilities

17. Review of research in any one area in inclusive education and highlight its implications for the practitioner

18. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner

19. Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal

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Semester – IV
Core Special – A: Elementary Education
Paper – XXI-A EDN – 21-A
Elementary Education in India – Status, Issues and Concerns

Theory   **Credits: 4 +1**
Internal Assessment: 30 Marks   External Assessment: 70   Total marks: 100
Objectives:
    The students will be able to:
    1. understand the context of elementary education
    2. understand the concept of Universal Elementary Education (UEE)
    3. understand the historical perspectives of elementary education
    4. Reflect on implementation of UEE.

Content:

Unit-1: Elementary Education in India
    1. Historical perspective of elementary Education in India
    2. Institutions, systems and structures at elementary school stage
    3. Organizational Management of Elementary Education

Unit-2: Policies & Perspectives of Elementary Education
    1. Critical reflection of EFA as a national challenge
    2. Understanding the Concept of UEE and Programmes of UEE – APEP / DPEP/SSA
    3. Role of U.N.O in Elementary Education
    4. RTE Act, 2009 and the challenges in implementation
    5. Programmes of Elementary Education Issues and challenges
    6. Perspectives of NCF-2005, APSCF-2011, New Education Policy 2015 on Elementary Education

Unit-3: Issues and Challenges of Elementary Education
    1. Challenges in achievement of UEE with reference to Access, Enrollment, Retention and Quality-Learning Crisis
    2. Implementation of UEE programmes
    3. Children, work and Education – Understanding the problems of children at work & their education status
    4. Insights into the education of Girl child, Disadvantaged & Migrant children

Unit-4: Quantitative Expansion and Qualitative improvement in Elementary Education
    1. Status of elementary education in Telangana Districts
    2. Intervention programmes for 100% Enrolment of elementary school children
    3. Strategies to involve Community in education of children at elementary level
    4. Role of SMC's in overcoming challenges of elementary education
    5. Instructional Strategies for quality enhancement of Elementary education
    6. Process of Evaluation to enhance quality of education at Elementary level

Unit -5: Research and innovation in Elementary Education
1. Critical appraisals of Policies and programmes
2. Research trends in Elementary Education at National & International level: Pratham, ASER, UNICEF & HDI Reports
3. Innovative practices in Elementary education: Art & Craft, ICT & Skill Development

Engagement:

1. Visits to various elementary schools working under different managements such as A.W, R, K.V.S, Navodaya Mission Z.P, Pvt. Schools
2. Tabulating / synopsis of historical development of Elementary Education in India. Pre, post and contemporary period.
3. Situational analysis of UEE in local area of the student
4. Study on Enrolment Collection of student data on U.E.E Girl Child enrolment
5. Analytical report on financial support to different government schemes
6. Awareness' among parents about existing elementary Education programme
7. Opinions of parents teachers and community on RTE
8. Disciplinary practices in elementary schools
9. Issues and challenges of elementary school
10. Reading texts of NCF, SCF and writing a review report
11. New Education policy 2015
12. Statistical report on status of elementary education in their respective districts
13. Conduct of PTA meetings related to Health and nutrition and academic achievement.
14. Evaluation of Elementary Education text books based on their methodology
15. Evaluation of Elementary policies
16. Time tables / School calendar of various schools to suggest measures to prepare a child friendly classroom
17. Study on Implementing Swach Bharath for Enrolment protection
18. Review provision of toilet facilities in co –education school
19. Status of Art & craft education
20. Status of Skill development programme
21. Academic status of government elementary schools with attached pre schools
22. Facilities for Sports and Games
23. Observation of Teaching Learning process in elementary classroom
24. Developing lesson plans for skill development in elementary children such as book binding, stitching, block printing, paper bags
25. Observe communication skills among elementary children (LSRW)

References:

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi, MHRD.
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10. MHRD (2001): Convention on the Right of the child. New Delhi.
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13. Rao, V.K. (2007): Universalization of Elementary Education. Indian Publishers, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
15. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
16. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
17. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
19. UNESCO(2015) :): EFA Global Monitoring Report 2015

Core Special – A: Elementary Education
Paper – XXII-A   EDN – 22-A
Curriculum at Elementary Level

Theory   **Credits: 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50
Objectives:
    The student teachers will be able to:
1. Understand the existing curricular practices at elementary level
2. Utilize socio-political context in organizing learning experiences at elementary level
3. Understand the process of designing curriculum at elementary level
4. Design ICT integrated modules for elementary stage

Content:
Unit-1: Knowledge and curriculum at elementary level
1. Critical understanding of principles of elementary curriculum
2. Aims, objectives and academic standards in designing elementary curriculum
3. Organisation of elementary school curriculum
4. Existing elementary school curriculum and socio-political context

Unit-2: Process of Designing elementary curriculum
1. Constructivist approach in designing child centred curriculum
2. Child-centred models of curricular interventions – ICDS, APPEP, DPEP. SSA
3. Teacher support curriculum – Designing teacher guides, subject resource modules, training modules, training programs, worksheets, rubrics.
4. Designing intregrated learning experiences
5. Integration of learning experiences related to work experience, gender parity, peace oriented values, health needs, disabilities, Art and crafts.

Unit-3: Curriculum at Elementary level
1. Designing ICT integrated modules for elementary curriculum
2. Work experience curriculum at elementary level
3. Health and physical education at elementary level
4. Languages at elementary level
5. Environmental studies at elementary level
6. Social sciences at elementary level
7. Natural sciences at elementary level

Mode of transaction:
Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects.

Engagement:
1. Evaluate any one state curricula
2. Evaluate any elementary school text book with reference to principles of curriculum
3. Designing an ICT integrated module for any topic of your choice
4. Designing any training module for a subject of your choice
5. Evaluate NCF 2005, SCF 2011 based school text .
6. Content analysis of elementary school text and reporting
7. Evaluate health, art, physical education programs at any elementary school

References:
1. MHRD 2001 convention on the rights to the child, New Delhi
2. UNESCO 2005 EFA global monitoring report on quality of education finance.
3. Ericson, H.L. 2002 Concept based curriculum and instruction, Crown Press.Inc. California
4. National focused Group(2005) Position paper on Curriculum and Text books, NCERT, New Delhi
5. APSCF-2011, position paper on Curriculum and text books , SCERT, Hyderbad.

Core Special – A: Elementary Education
Paper –XXIII-A   EDN – 23-A
ICT in Education at Elementary Level

Theory   **Credits : 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50
Objectives:
     The student teachers will be able to:
1. explain the concept of ICT in education.
2. appreciate the scope of ICT for improving the personal productivity and professional competencies.
3. explain the concept of educational technology.
4. develop skills of interaction in the classroom.
5. explain different approaches of ICT integration in education.
6. use internet efficiently to access remote information, communicate and collaborate with others.

UNIT-1: Introduction to ICT
1. Role of technology in Fostering student centric Learning environment
2. Today's Educational resources: Technology facilities and types of software
3. Today's Educational technology Issues & Skills
4. Tomorrow's Educational Technology: Emerging trends in tools and Applications

UNIT- 2: ICT in Elementary Education
1. Initiatives, key issues and concerns
2. Teacher Preparation and ICT in education
3. Educational outcomes and ICT in Education
4. Instructional Software for 21st century teaching:
     i.   Drill and practice teaching functions
     ii.   Tutorial Teaching functions
     iii.   Simulation teaching functions

UNIT-3: National policy on ICT in School Education
1. Problem, vision, mission and policy goals
2. Mobile learning, policies and Multiculturalists knowledge Economies
3. ICT in School Education
4. Implementation and Managing the policy
5. Financing and sustainability

Engagement:
1. Reflect on the Content –free software (writing software, Multimedia authoring and presentation software, concept mapping software)
2. Find out the resources for Assistive technology for the children with special needs

3. Interview the teachers and teacher educators to know Pedagogical changes Achievable through ICT such as 'Integration of ICT into teaching and learning process'
4. Find out the Best practices followed in schools and teacher education institutions.
5. Interview teachers and teacher educators to overcome the challenges of ICT in Elementary Education with respect to:
   i. Practical aspects of using ICT activities
   ii. How to overcome challenges and obstacles
   iii. Challenges of the 21st century
6. Reflect on Making ICT work to achieve Millennium Development Goals with respect to:
   i. Promising practices
   ii. Case studies from the front line of teaching with ICT
7. Give suggestions to use WWW as source for learning
8. List the resources of Educational material available via web portals.

References:
1. Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
2. Barton, R.(2004).*Teaching Secondary Science with ICT*. McGraw-Hill International
3. Cambridge, D.(2010). *E-Portfolios for Lifelong Learning and Assessment*. John Wiley& Sons
4. Costantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a Professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson
5. Denis, Kim, Sen and Morin (2000). *Information Technology - The Breaking Wave*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
7. *Intel Teach to the Future - Pre-Service Binder* – Version 2.0
8. Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New delhi: Sarup Book Publishers Pvt. Ltd.
9. Kumar, K.L. (2000). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
10. Madhu, P. (2006). *Satellite in Education*. Delhi: Shipra Publications.
11. Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
12. Meredith,Marilyn & Rustkosky,N (2000).Advanced Microsoft Office 2000.NewDelhi:BPB Pub
13. Norton, P. (2000). *Introduction to Computers*. New Delhi: Tata McGraw-Hill Publications.
14. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
15. Schwatz & Schultz (2000). *Office 2000*. New Delhi: BPB Publications.
16. Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management, Vol 1*. New Delhi: Kanishka Publishers and Distributors.
17. Shukla, Satish S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.

Core Special – A: Elementary Education
Paper – XXIV -A EDN – 24 -A
Assessment in Education at Elementary Level

Theory   **Credits: 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50
Objectives:

The student teachers will be able to:
1. Conceptualize measurement & Assessment related practices
2. Understand various testing procedures
3. Prepare test papers & evaluation rubrics
4. Understand evaluation procedures to be followed at elementary level.

Unit-1: Measurement and Assessment in Teaching

1. Assessment, Test and Measurement – Concept and Characteristics
2. Assessment of Learning; Assessment for Learning
3. General principles of Assessment, Assessment and the Instructional Processes
4. Types of Assessment Procedures - Placement, Formative, Diagnostic and Summative , Norm-referenced and Criterion-referenced
5. Common applications of Educational Assessments- Student evaluations, Instructional decisions, Selection, Placement & classification decisions, Policy decisions, Counseling and Guidance decisions
6. Assembling, Administering and Appraising Classroom tests and Assessments.

Unit-2: Classroom Tests and Assessments

1. Planning classroom Tests & assessments - Purpose of classroom tests and assessment, Developing specifications for tests and assessments; Selecting and constructing appropriate types of items and assessment tasks
2. Achievement Tests – Characteristics of Standardized and Teacher made tests
3. Assessment procedures – Observational techniques, Peer appraisal and Self – reporting techniques
4. Performance –based assessments – Types of performance based assessments, Guidelines for developing Effective performance assessments, Performance Criteria, Scoring Rubrics, Rating Scales and Checklists
5. Portfolio assessment – Purpose of Portfolios, Guidelines for portfolio entries, Evaluation criteria and using portfolios in instruction and communication, guidelines and student role in selection of portfolio entries and self – evaluation

Unit-3: Assessment techniques at Elementary Level

1. Constructivist paradigm – Perspective and Purpose of Assessment
2. Continuous Comprehensive Evaluation – Concept and   importance
3. Position papers on Continuous Comprehensive Evaluation – NCF, 2005 & SCF, 2011
4. Academic Standards and Indicators at Elementary level

5. CCE in Languages – Telugu , English and Hindi
6. CCE in EVS
7. CCE in Arithmetic
8. Grading and Reporting – Functions and Types of Grades; progress Report

Engagement:
1. Find out the views of teachers, students & parents on CCE.
2. Plan classroom tests for different subjects as per the norms – SCF, 2011.
3. Observe evaluation practices of a regular teacher in a classroom & reflect on the CCE pattern.
4. Collect different subjects, class CCE report cards from the schools & reflect on the evaluation practices.
5. Prepare rubrics for portfolio assessment
6. Critically reflect on the position papers of CCE and write a report.

References:

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association. United States*: American Psychological Association.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th Ed). New Delhi: Prentice Hall.
4. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications
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6. Kaplan, R.M., & Saccuzzo, D.P. (2004). *Psychological Testing: Principles, Applications and Issues.* Wadsworth Publishing.
7. Kline, J., B., T. (2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications
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9. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill.

Core Special – B: Secondary Education
Paper – XXI-B   EDN – 21-B
Secondary Education in India – Status, Issues and Concerns

Theory   **Credits / week: 4 +1**
Internal Assessment: 30 Marks   **External Assessment: 70**   **Total marks: 100**

Objectives:
      The student teachers will be able to:
1. understand the context of secondary education
2. understand the concept, objectives, rationale and context of secondary education
3. Learns the challenges and extent of success of Universal Elementary
4. Education (UEE) and their influence on secondary education
5. discuss the development of Secondary education in India since independence
6. reflect on the relevance of strategies and programmes of RMSA..

Content:
Unit-1: Secondary Education in India
1. Historical perspective of Secondary Education in India
2. Administrative structures, system and institutions at Secondary level
3. Organization and Management of Secondary Education
4. Signification of Secondary stage in Education

Unit-2: Emerging Perspectives of Secondary Education
1. Understanding the Secondary School Child
2. Knowledge and curriculum at Secondary level
3. Policies and programmes for secondary level. (RMSA, Model Schools, yoga Education) skill Development
4. Reflections on NCF 2005 and APSCF 2011 ICT at secondary level (With Special reference to stage specific comment based on 18 position papers)

Unit-3: Issues and Challenges of Secondary Education
1. Status of Secondary Education in India W.S.R to Telangana State
2. Vocationalization of Secondary education
3. Quality concerns of Secondary education
4. Challenges in Enrolment t and retention with special reference to girls education at secondary level

Unit-4: Secondary Education – Preparation for Citizenship Life / Future
1. Connecting life to world of work (Dignity of labor)
2. Life skills Education at secondary level - Work as a pedagogic tool
3. Understanding diversity, hospitality and better communication skills

Unit-5: Innovations in Secondary Education
1. Innovative Resource management – Human and Material resources (Labs, Libraries)
2. Art and Craft as a pedagogic tool

3. ICT mediation at secondary level Centre and state initiatives.
4. Exploring E-resource for teaching and learning at Secondary level - RTE, Open School System

Engagement:

1. Preparation of data tables related to secondary education
2. Visits to various secondary schools – Private, Corporate, Aided Government and write a report.
3. Comparison of secondary curricula of CBSE, SSC, JCSE, Cambridge etc.
4. Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
5. Review of RTE and SCF with reference to knowledge and curriculum
6. Collecting district wise data of secondary school children enrolment & School Teachers.
7. Visit to technical / Setwin / Institutions.
8. Critical review on Examination system at secondary level.
9. Observation review on CCE at secondary level.
10. Visits to worksites and documentation of the process
11. Preparation of portfolios.

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1. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Aggarwal J.C (1998): Teacher education,theory and practices,Doaba Home ,New Delhi.
3. Altikur.A.S (1944): Education in ancient India,Nand kishore Bros,Banaras.
4. Anderson.L.W.et al (1997): International Encyclopedia of Teaching andTraining education, Pergmon press.
5. Biddle, Bruce.J, and Ellena-contemporary research on teacher-effectiveness
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7. Buch.M.B(1947): Reading in inservice education,Sardar Patel Palasane,M.M.university,Anand.
8. Buch.M.B(1971): First survey of research in Education,SERD ,Baroda.
9. Chadha S. S. (2005): Teacher in Emerging Indian Society. International Publishing House, Meerut.
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24. Shrimali .K.L Better teacher Education,Ministry of education Govt.of India, New Delhi.
25. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
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28. UNESCO- Economic and Social aspects of Educational Planning,1963
29. Position papers of NCF- 2005, NCERT, New Delhi
30. Position papers of APSCF-2011, SCRT, Hyderabad.

Core Special – B: Secondary Education
Paper – XXII-B EDN – 22-B
Curriculum at Secondary Level

Theory   **Credits : 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50
Objectives:
       The student teachers will be able to:
   1. Understand the need for knowledge & curriculum at secondary level.
   2. Understand the processes of designing the secondary curriculum
   3. Develop the curriculum for secondary level.

Content:
Unit-1: Knowledge and curriculum at Secondary level
   1. Critical understanding of principles of curriculum
   2. Aims, objectives and academic standards in designing Secondary curriculum
   3. Organization of secondary school curriculum
   4. Existing Secondary school curriculum and socio-political context

Unit -2: Process of Designing secondary curriculum
   1. Constructivist approach in designing child-centred curriculum
   2. Child-centred models of curricular interventions – ICDS, APPEP,DPEP & SSA
   3. Teacher support curriculum – Designing teacher guides, subject resource modules, training modules, training programs, worksheets, rubrics.
   4. Designing integrated learning experiences
   5. Integration of learning experiences related to work experience, gender parity, peace oriented values, health needs, disabilities, Art and crafts.

Unit -3: Designing curriculum at secondary level
   1. Designing language curriculum – pre-language formula, medium of instructions, multilingual character of curricula
   2. Designing science curriculum for secondary level.
   3. Designing social science curriculum for secondary level.
   4. Designing mathematics curriculum for secondary level.
   5. Designing Integrated curriculum for secondary level.

Mode of transaction:
Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects.
Engagement:
   1. Evaluate any one state curricula prepared for secondary education.
   2. Evaluate any secondary school text book with reference to principles of curriculum
   3. Designing an ICT integrated module for any topic of your choice
   4. Designing any training module for a subject of your choice
   5. Evaluate NCF 2005, SCF 2011 based school text.
   6. Content analysis of secondary school text and reporting
   7. Evaluate health, art, physical education programs at any secondary school

References:

1. MHRD 2001 convention on the rights to the child, New Delhi
2. UNESCO 2005 EFA global monitoring report on quality of education finance.
3. Ericson, H.L. 2002 Concept based curriculum and instruction, Crown Press.Inc. California

Core Special – B: Secondary Education
Paper –XXIII-B EDN – 23-B
ICT in Education at Secondary Level

Theory   **Credits : 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50

Objectives:
    The student teachers will be able to:
1. explain the concept of ICT in education.
2. appreciate the scope of ICT for improving the personal productivity and professional competencies.
3. explain the concept of educational technology.
4. develop skills of interaction in the classroom.
5. explain different approaches of ICT integration in education.
6. use internet efficiently to access remote information, communicate and collaborate with others.

Content:
UNIT-1: Introduction to ICT
1. Role of Technology in promoting Higher Order thinking Skills (HOTS)
2. Role of technology in Fostering student centric Learning environment
3. A Brief History of Digital technologies
4. Today's Educational resources: Technology facilities and types of software
5. Today's Educational technology Issues & Skills
6. Tomorrow's Educational Technology: Emerging trends in tools and Applications

UNIT-2: ICT in Secondary Education
1. Initiatives, key issues and concerns
2. Quantifying ICT in Education – E-readiness
3. Infrastructure to support the integration of ICT in Educational Institutions
4. Teacher Preparation and ICT in education
5. Educational outcomes and ICT in Education
6. Instructional Software for 21st century teaching:
    I.   Introduction to instructional software
    II.   Drill and practice teaching functions
    III.   Tutorial Teaching functions
    IV.   Simulation teaching functions
    V.   Game teaching function
    VI.   Problems solving Teaching functions
    VII.   Integrating Learning systems

UNIT- 3: National policy on ICT in School Education
1. Problem, vision, mission and policy goals
2. Mobile learning, policies and Multiculturalists knowledge Economies
3. ICT in School Education

4. Implementation and Managing the policy
5. Financing and sustainability
6. Monitoring and evaluation ICT for school Management and Capacity Building

Engagement with the field:
1. Reflect on the Content –free software (writing software, Multimedia authoring and presentation software, concept mapping software)
2. Give few examples of Content – rich software (reinforcement software, Simulation Software, reference software)
3. Find out the resources for Assistive technology for the children with special needs
4. Interview the teachers and teacher educators to know Pedagogical changes Achievable through ICT such as:
   I. Integration of ICT into teaching and learning process
   II. Meeting curriculum objectives and skills development
   III. Planning and preparing activities with ICT
5. Find out the Best practices followed in schools and teacher education institutions:
   I. Virtual web-based learning communities
   II. Curriculum integration
   III. Course Dissertation arranged ICT skills
   IV. Learning tools
   V. Simulation tools for Educational understanding
   VI. Finding International Educational practices
6. Interview teachers and teacher educators to overcome the challenges of ICT in Elementary Education with respect to:
   I. Practical aspects of using ICT activities
   II. How to overcome challenges and obstacles
   III. Challenges of the 21st century
7. Reflect on Making ICT work to achieve Millennium Development Goals with respect to:
   I. Promising practices
   II. Case studies from the front line of teaching with ICT
   III. Applying Apps in Education
8. Write a critical report on Digital content – its usage, Choice, getting, buying, sharing and developing
9. Give suggestions to use WWW as source for learning
10. List the resources of Educational material available via web portals.

References:
1. Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
2. Barton, R.(2004).*Teaching Secondary Science with ICT*. McGraw-Hill International
3. Cambridge, D. (2010). *E-Portfolios for Lifelong Learning and Assessment*. John Wiley and Sons
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14. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
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16. Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management, Vol 1*. New Delhi: Kanishka Publishers and Distributors.
17. Shukla, Satish S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.

Core Special – Secondary Education
Paper – XXIV-B EDN – 24-B
Assessment in Education at Secondary Level

Theory   **Credits: 2+1**
Internal Assessment: 15 Marks   External Assessment: 35   Total marks: 50

Objectives:
       The student teachers will be able to:
1. Conceptualize measurement & Assessment related practices
2. Understand various testing procedures
3. Prepare test papers & evaluation rubrics
4. Understand evaluation procedures to be followed at secondary level.

Unit-1: Measurement and Assessment in Teaching
1. Assessment, Test and Measurement – Concept and Characteristics
2. Assessment of Learning; Assessment for Learning
3. General principles of Assessment, Assessment and the Instructional Processes
4. Types of Assessment Procedures - Placement, Formative, Diagnostic and Summative , Norm-referenced and Criterion-referenced
5. Common applications of Educational Assessments- Student evaluations, Instructional decisions, Selection, Placement & classification decisions, Policy decisions, Counseling and Guidance decisions
6. Assembling, Administering and Appraising Classroom tests and Assessments.

Unit-2: Classroom Tests and Assessments
1. Planning classroom Tests & assessments - Purpose of classroom tests and assessment, Developing specifications for tests and assessments; Selecting and constructing appropriate types of items and assessment tasks
2. Achievement Tests – Characteristics of Standardized and Teacher made tests
3. Assessment procedures – Observational techniques, Peer appraisal and Self – report techniques
4. Performance –based assessments – Types of performance based assessments, Guidelines for developing Effective performance assessments, Performance Criteria, Scoring Rubrics, Rating Scales and Checklists
5. Portfolio assessment – Purpose of Portfolios, Guidelines for portfolio entries, Evaluation criteria and using portfolios in instruction and communication; guidelines and student role in selection of portfolio entries and self – evaluation

Unit-3: Assessment techniques at Secondary Level
1. Constructivist paradigm – Perspective and Purpose on Assessment
2. Continuous Comprehensive Evaluation – Concept and   importance
3. Continuous Comprehensive Evaluation – NCF, 2005 & SCF, 2011
4. Academic Standards and Indicators at Secondary level

5.   CCE in Languages – Telugu , English and Hindi
6.   CCE in Physical Science, Biological Science and Social Studies
7.   CCE in Mathematics
8.   Grading and Reporting – Functions and Types of Grades; progress Report

Engagement:
1. Find out the views of teachers, students & parents on CCE.
2. Plan classroom tests for different subjects as per the norms – SCF, 2011.
3. Observe evaluation practices of a regular teacher in a classroom & reflect on the CCE pattern.
4. Collect different subjects, class CCE report cards from the schools & reflect on the evaluation practices.
5. Prepare rubrics for portfolio assessment
6. Critically reflect on the position papers of CCE and write a report.

References:

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association. United States*: American Psychological Association.
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