



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC  
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
ISO 9001:2008 Certified & Accredited by the NAAC with grade 'A'

## SEMESTER COURSE FOR MASTER'S DEGREE PROGRAMME IN EDUCATION (M.A. EDUCATION)

M.A. (Education) Programme with duration of two years, spread over four semesters shall have eighty credits. The semester wise details are as under:

### SEMESTER – I

S. No.	Course Code	Course	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-101	Philosophical Foundations of Education	4	60	40	100
2	MAE-102	Psychological Foundations of Education	4	60	40	100
3	MAE-103	Contemporary Issues in Indian Education	4	60	40	100
4	MAE-104	Special Education	4	60	40	100
		Total	16	240	160	400

All papers are compulsory

### SEMESTER – II

S. No.	Course Code	Course	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-201	Sociological Foundations of Education	4	60	40	100
2	MAE-202	Methods of Data Analysis in Education	4	60	40	100
3	MAE-203	Guidance and Counselling	4	60	40	100
4	MAE-204	Teacher Education	4	60	40	100
5	MAE-205	Computer Awareness (Practicals)	2	-	50	50
		Total	18	240	210	450

All papers are compulsory

### SEMESTER – III

S. No.	Course Code	Course	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-301	Educational Technology	4	60	40	100
2	MAE-302	Comparative Education	4	60	40	100
3	MAE-303	Methodology of Educational Research	4	60	40	100
4	MAE-304	Creativity and Education	4	60	40	100
5	MAE-305	ICT in Education	4	60	40	100
6	MAE-306	Issues and Problems of Education	4	60	40	100
7	MAE-307	Economics of Education	4	60	40	100
8	MAE-308	Practicals in Research	2	-	50	50
9	MAE-309	Dissertation*	4	75	-	100
10	Inter disciplinary	To be chosen from other discipline/department	4	60	40	100
<b>Total</b>			<b>26</b>	<b>300</b>	<b>325</b>	<b>650</b>

\* Evaluation of Dissertation = 75 marks, Viva-Voce = 20 marks, Power Point Presentation = 05 marks

Each student shall have to offer courses carrying 26 credits (22 credit from Department and 4 credits from other department/discipline in 3<sup>rd</sup> Semester. The Course Nos. MAE-301-303, 308 & 309 are **Compulsory**. A student shall however, have option to offer any one course out of Course Nos. MAE-304-307.

### SEMESTER - IV

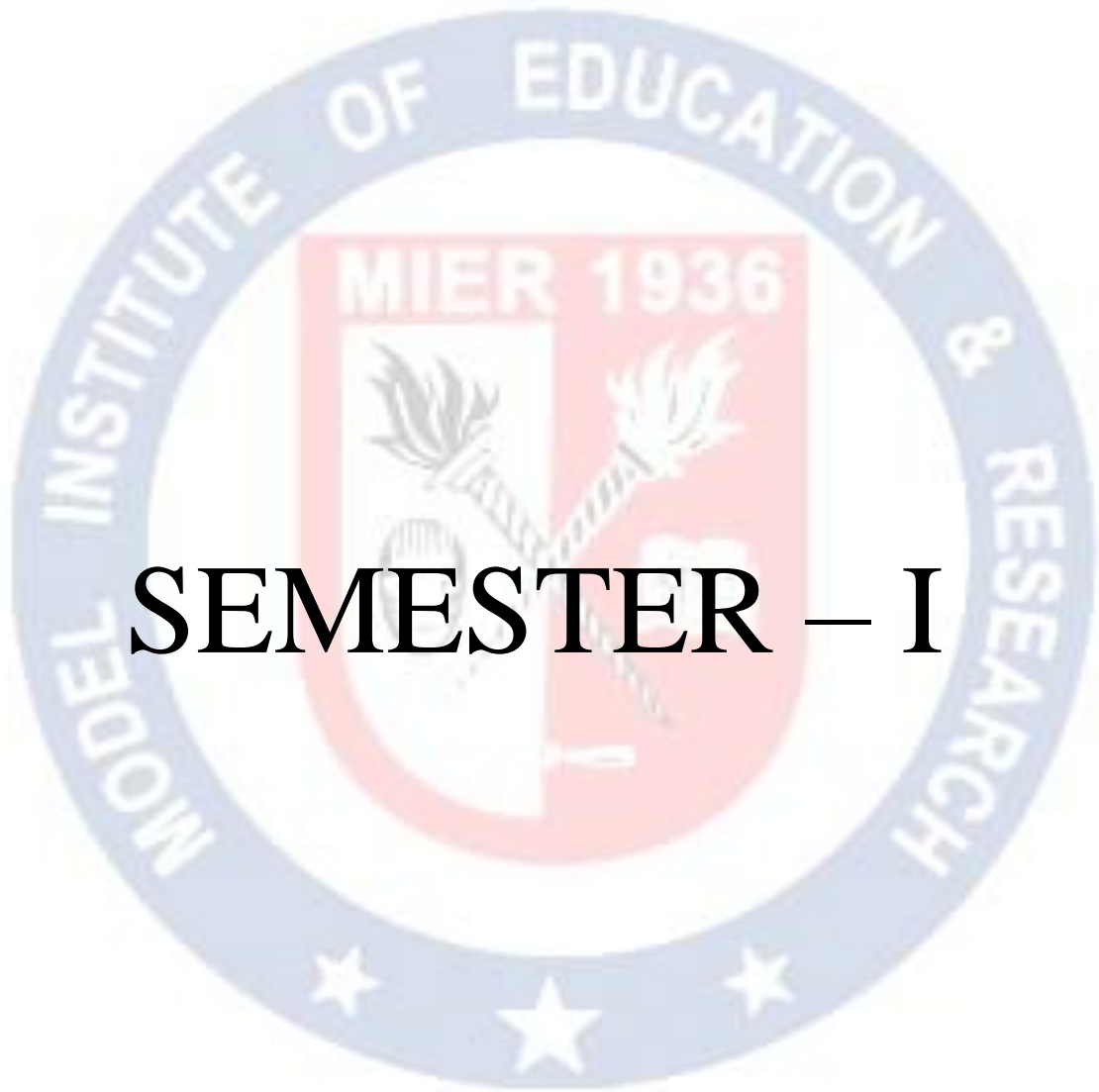
S. No.	Course Code	Course	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-401	Curriculum Development	4	60	40	100
2	MAE-402	Pedagogs of Education	4	60	40	100
3	MAE-403	Educational Administration and Management	4	60	40	100
4	MAE-404	Educational Measurement and Evaluation	4	60	40	100
5	MAE-405	Advanced Statistics in Education	4	60	40	100
6	MAE-406	Mental Health and Hygiene	4	60	40	100
7	MAE-407	School Internship	8	-	-	200
<b>Total</b>			<b>20</b>	<b>180</b>	<b>120</b>	

Each student will have to offer courses carrying total of 20 credits in 4<sup>th</sup> Semester, Course Nos. MAE-401-402 & 407 are compulsory. A student will have option to offer any one course out of Course Nos. MAE-403-406.

NOTE:

- i. No one will be allowed to appear as a private candidate in M.A (Education) except failures/Re-appear/droppers because of the compulsory requirements of the dissertation work, its viva-voce and practical work in 2nd, 3rd and School Internship in 4th Semester respectively.
- ii. The College, however, reserves the right to offer some of the optional courses in a semester during any given academic session. The prescribed course is applicable to the session commencing from 2014 for a period of three years.





# SEMESTER – I

**Course No. MAE-101**

**Title: Philosophical Foundations of Education**

**Credits : 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2016, 2017 and 2018.

**Course Objectives:**

1. To enable the students to analyse and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education.
2. To enable the students to understand and evaluate the problem of Education (aims, curriculum instructional technique, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy.
3. To familiarize them with major modern schools of philosophy such as Empiricism, Positivism and Existentialism.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

Theory and Practice

Philosophy of Education — Its Nature, Distinctive features and Scope

Methods, Content and Functions (Speculative, Normative, Analytical);

Difference between Educational theory and practice as postulated by Kant, John Dewey & Paulo Freire

**Unit-II**

**Weightage: 25%**

Impact of Ancient Indian School of thoughts on the process of Education and development

- Sankhaya, Vedanta in context of metaphysics
- Methods of Acquiring knowledge through, Nayas, Yoga,
- Values formulations of Buddhism, Jainism, Bhagavadgita and Islamic Traditions

**Unit-III:****Weightage: 25%**

Western School of thoughts:

(i) Realism (ii) Existentialism (iii) Positivism (iv) Analytical (Philosophical & linguistic) (v) Empiricism (vi) Dialectical in context of its impact on the process and the development of Education in pursuance of Knowledge and Values.

**Unit-IV:****Weightage: 25%**

Contemporary Educational thoughts &amp; philosophies:

Philosophic Conceptions of Human Personality in reference to Educational Thinkers (Aurbindo and Vivekananda); Constructivism. Social Philosophy of Education: National Values (as per Constitution), Democracy and Responsibility in new socio economic and political order.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from cross units.

### **Books recommended:**

1. Moore T.W., Philosophy of Education — An Introduction, Routledge and Kegan Paul, Great Britain.
2. Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.
3. Wingo, G.Max., Philosophy of Education- An Introduction, Sterling Publishers Pvt.Ltd.
4. Wood, R.G.& Barrow, Introduction of Education- Methun and Co. Ltd.
5. Pring, Richard Philosophy of Education, Continuum Studies in Education, London
6. Tuner David Theory of Education : Continuum studies in Education, London
7. Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York
8. Puligandla, R., Fundamentals of Indian Philosophy —Abingdon Press, New York

### **Web References**

<http://en.wikipedia.org/wiki/PauloFreire>

[http://en.wikipedia.org/wiki/John\\_Dewey](http://en.wikipedia.org/wiki/John_Dewey)

<http://dewey.pragmatism.org/#deweywebsites>

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.Pdf>



**Course No. MAE-102**

**Title : Psychological Foundations of Education**

**Credits : 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2016, 2017 and 2018.

**Course Objectives:**

1. To help students to develop insight into the nature of Psychological Process.
2. To suggest how psychological knowledge and procedures may be applied to the solution of personal and social problems.
3. To give knowledge to the students about appropriate learning situations according to interests, aptitudes, developmental stages and mental level.
4. To provide a body of organized facts and generalizations that will enable the teacher and students to realize cultural and professional objectives.
5. To stimulate the students to pursue their attempts to explore systematically the intricacies of human development.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

Educational Psychology — Its Nature and Scope, Relationship of Education and Psychology.

Main Features and Contribution of the following Schools of Psychology towards Education: Behaviourism, Gestalt, Hormic and Psychoanalysis.

Individual Differences — Meaning, Determinants: Role of Heredity and Environment, Implications of Individual Differences for organizing Educational Programmes.

**Unit-II:**

**Weightage: 25%**

Process of Growth and Development : Concept, Principles, Sequential Stages of Development, General Characteristics and Problems of each stage along with Physical, Social, Emotional and Intellectual Developments.

Developments of Concept Formation (meaning and attributes of Concepts, Development of some Concepts and Role of Teacher in Concept Building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).



Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

**Unit-III:**

**Weightage: 25%**

Learning: Concept, Factors Influencing Learning, Kinds-Gagne's Hierarchy of Learning. Theories of Learning : Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Learning by Insight, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning Theories.

Transfer of Learning and its Theories — Theory of Mental Discipline, theory of Identical Elements, theory of Generalization, theory of Transposition and theory of learning to Learn. Transfer and Role of the Teacher.

Motivation : Nature, Functions, Learning and Motivation, Theories : Maslow's Theory of Self-actualization, Murray's Theory of Motivation, theory of Achievement Motivation, Psychoanalytic Theory of Motivation, Learning-based theories of motivation (Thorndike, Hull and Skinner), Cognitive —Field Theories of Motivation (Kurt Lewin and Tolman).

**Unit-IV:**

**Weightage: 25%**

Personality : Concept, Type and Trait Theories, Psychoanalytic approach of Freud, Behavioural Approach —Miller, Dollard and Bandura, Humanistic Approach — Roger and Maslow; Assessment of Personality — Projective techniques.

Mental Health and Hygiene- Concept.Adjustment- Concept and Process, Conflicts and Defence Mechanisms.

Intelligence : Concept, theories : Spearman's two Factor Theory, Thurstone's Group Factor Theory, Thomdike's Multifactor Theory and Guilford's Structure of Intellect, Measurement of Intelligence,

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage(marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books recommended:**

1. Ronald Jay Cohen. Psychology and Adjustment. Allyn and Bacon, London.
2. Robert A. Baron, Psychology, Allyn and Bacon, London, 1992.
3. Kakkar, S.B. Educational Psychology, Prentice-Hall of India, 1993.
4. Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.
5. Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.
6. Benjamin B. Wolman. Contemporary Theories and Systems in Psychology. Freeman Book Company, 1979.
7. Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
8. Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.
9. Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.
10. Bhatnagar, Suresh and Saxena, A. Advanced Educational Psychology, Surya Publications, Meerut, 2001.
11. Skinner, C.E. Educational Psychology, Fourth Edition Prentice Hall of India Pvt. Ltd., 2003.
12. Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
13. Kulshreshtha, S.P. Educational Psychology, R. Lal Book Depot, Meerut, 1997.
14. Hilgard, E.R. and Bower, G.H. Theories of Learning, Englewood Cliff, New Jersey, 1975.

**Course No. MAE-103**

**Title : Contemporary Issues in Indian Education**

**Credits : 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in Dec. 2014 to December 2016

**Course Objectives:**

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.
5. To develop understanding of current problems and issues in Indian Education.

**Unit-I:**

**Weightage: 25%**

Elementary Education — Meaning, aims and objectives of elementary education universalisation, girls education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. Minimum Level of Learning (MLL), Continuous and Comprehensive Evaluation at Elementary Level, Recommendation of Kothari Commission for Elementary Education. National Policy on Education 1986 (revised 1992) their implications for Elementary Education. Right of Children for Free and Compulsory Education Act 2009.

**Unit-II:**

**Weightage: 25%**

Secondary Education — Meaning, importance and objectives of secondary education : organizational pattern of secondary education, problems and remedial measures of secondary education. Role of NCERT, SCERT, CBSE.

Higher Education — Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NUEPA, Autonomous Colleges (Concept, composition and importance). Delor's Report (Main Recommendation)

**Unit-III:****Weightage: 25%**

Adult Education — Concept, aims and importance, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, PLC, SRC, JSN, SarvaShikshaAbhiyan, Concept and importance of Education for All.

Education and Further Education (Global and Indian Context)

Life long

Meaning and importance of Life Long Education.

Concept and importance of Inclusive Education.

Population Education : Concept, scope and objectives of population education, integration of population education with the general school curriculum, use of mass media (Newspaper, Radio, Television and A.V. Aids,) teachers' role in creating awareness of the consequences of population problems.

**Unit-IV:****Weightage: 25%**

Concept of evaluation, functions of examinations; appraisal of examination system, reforms in examination, reforms as recommended by Kothari Commission — National Policies of Education — their implications.

Mass Media, Communication process, programming, use of software in education, programmes conducted by UGC.

Concept of educational ladder; Meaning and need of new educational pattern (10+2+3), vocationalization and diversification of education at +2 stage.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

\* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.

- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books recommended:**

1. Srivastava, B.D. Development of Modern Indian Education.
2. Mukerji S.N. Education in India Today and Tomorrow.
3. Kapoor J.N. Issues in Higher Education.
4. Prem, K. A Decade of Education in India.
5. Bhatnagar, S. Education in India Today and Tomorrow.
6. Kohli V.K. Current Problem in Indian Education.
7. Kundu, C.L. Adult Education.
8. Seru, S.L. History and growth of Education in J and K (1872 AD to 1973).
9. Bemzai, P.N.K. A History of Kashmir.
10. Report of Secondary Education Commission and Indian Education Commission.
11. Report of New Education of Policy (1986).
12. Report of Programme of Action (1992).



**Course No. MAE-104**  
**Title : Special Education**

**Credits : 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II

c) Major Test : 60

Syllabus for the examinations to be held in December 2016, 2017 and 2018.

**Course Objectives:**

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions on education of children with special needs for realizing the concept of universalization of education.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

**Course Contents**

**Unit-I:**

**Weightage: 25%**

- A. Nature and Scope of Special Education.
- Objectives
  - Types
  - Historical Perspectives
  - Integrated Education
  - Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
  - Recommendation of NPE (1986) and POA of 1992.
  - National Policy for Person with Disability 2006.
- B. Education of Juvenile Delinquents and Backward Children
- Concept
  - Characteristics
  - Need and Causes
  - Criteria for identification
  - Remedial Programmes

- Educational Provisions for Delinquents and Backward children

**Unit-II:**

**Weightage: 25%**

- A. Education of Mentally Retarded (MR)
- Concept
  - Characteristics
  - Need and Causes
  - Criteria for identification
  - Remedial programmes Impaired
  - Education of MR children and placement
  - Role of National Institute for Mentally Retarded
- B. Education of Gifted and Creative Children
- Concept
  - Characteristics
  - Identification
  - Educational programmes

**Unit-III:**

**Weightage: 25%**

Education of Visually and Hearing Impaired

- A. Concept of Visually Impaired
- Characteristics
  - Types (degree of impairment)
  - Etiology and prevention
  - Educational Programmes
  - Role of National Institute for Visually Impaired
- B. Concept of Hearing Impaired
- Concept
  - Characteristics
  - Types (degree of impairment)
  - Etiology and prevention
  - Educational Programmes and placement
  - Role of National Institute for Hearing Impaired

**Unit-IV:****Weightage: 25%**

- A. Education of Orthopaedically Handicapped
- Concept
  - Types
  - Educational Programmes and Placement
  - Role of National Institute of Orthopaedically Handicapped
- B. Learning Disabled Children
- Concept
  - Characteristics
  - Identification, Prevention
  - Educational programmes
- C. Nature and Objectives of special schools
- Concept of main streaming
  - Integrated school and support services
  - Role of teacher
  - Role of community.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

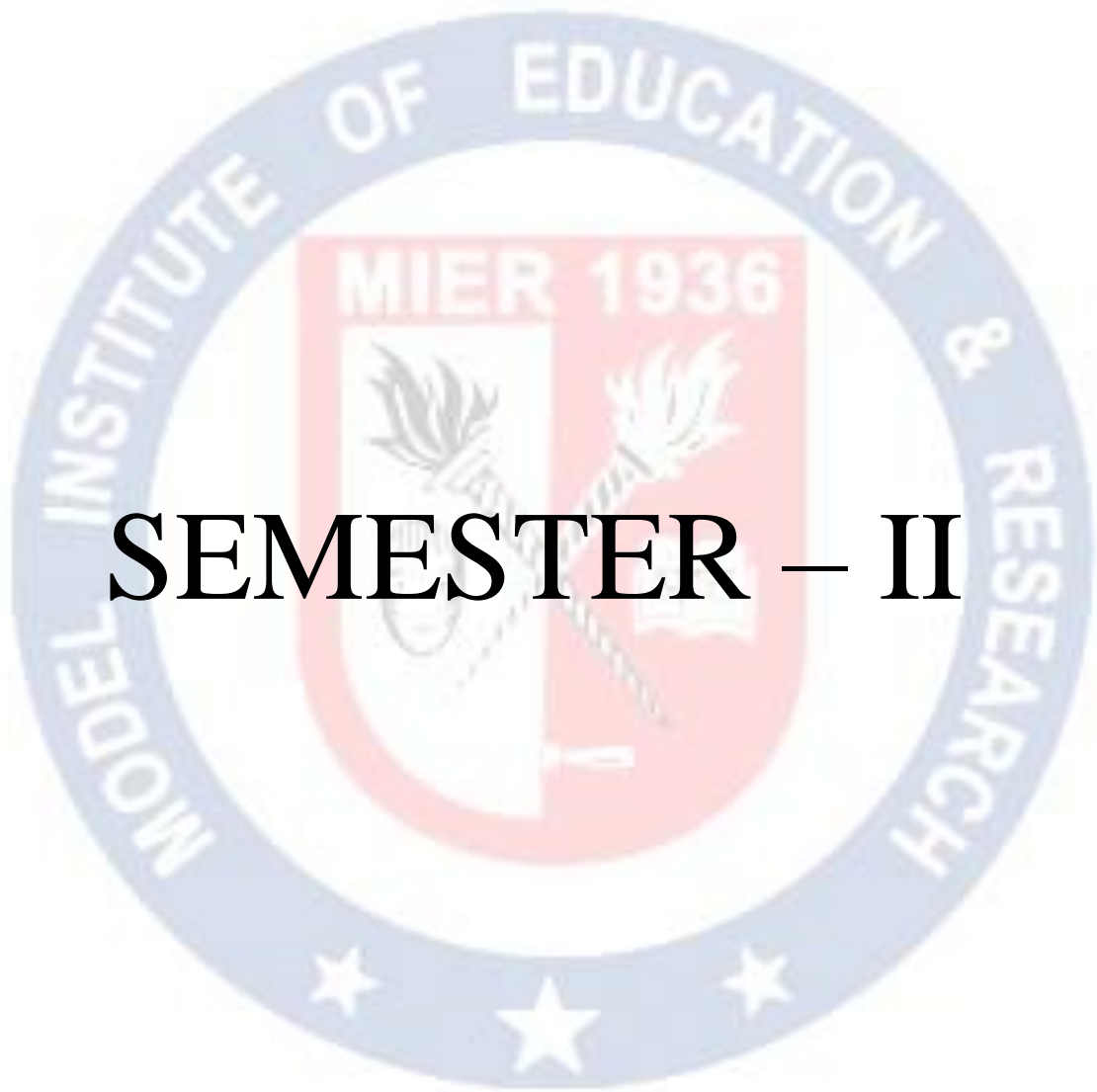
- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.



- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books Recommended:**

1. Bender, W.N. Learning Disability, Allyn& Bacon, Simon and Schuster, 1995, Boston, London
2. Berdine, W.H. &Blackurst AE, (eds): An Introduction to special Education, Harpers Collins Publishers, Boston 1980.
3. Dumn . L. & Bay, D.M. (ed): Exceptional Childern in the Schools, New York :Holt,Renehart, Winston.
4. Hallahar, D.P. & Kauffman, J.M. Exceptional Childern: Introduction to special Education, Allynansd Bacon, Massachusetts, 1991.
5. Hewett, Frank M. Foreness Steven R., Education of Exceptional learners, Allyn&Becon, MasaChusetts, 1984.
6. Jordern, Thomas E. The Exceptional Child, Ohio : Merrill.
7. Kirk, S. A. & Gallagher J.J. Education of Exceptional Children; Houghton Mifflin Co, Boston, 1989.
8. Magnifico, L.X. Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullunder: Sterling Publications.
10. Singh, N.N. and Beale, IL (eds) Learning Disabilities-Nature, Theory and Treatment, Spring- Verlag, New York Inc: 1992
11. Smith, C.R. Learning Disabilities — The interaction of Learner, Task and Setting, Allyn& Bacon, Massachusetts. 1991
12. Strange, Ruth: Exceptional children & Youth J.J. Prentice Hall.



# SEMESTER – II

## **COURSE CONTENTS**

**Course No. MAE-201**

**Title : Sociological Foundation of Education**

**Credits : 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in May 2017, 2018 and 2019

### **COURSE OBJECTIVES:**

1. To give the students a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
2. To lead them to an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
3. To enable them to appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

## **COURSE CONTENTS**

### **Unit-I:**

**Weightage: 25%**

Conceptual Framework

Educational Sociology, Sociology of Education, & Social Foundations of Education

Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators interrelationships)

Education as an agency of socialization,( Folkways, mores, values, institutions) Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization)

### **Unit-II:**

**Weightage: 25%**

Social Educational Outcomes

Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural Compression and reproduction and contextual role of Education

Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

**Unit-III:****Weightage: 25%**

Educational &amp; Social Developments

Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy

Concept of Democracy, Totalitarian and Welfare state. Interrelationship of state and education; Democracy, Equity, Access and Reservation in Education in India

**Unit-IV:****Weightage: 25%**

Theoretical framework and perspectives in the Sociology of Education

- Structural-functionalism (socialization selection and allocation)
- Conflict/Marxism (The state, ideology and education)
- Phenomenology/interactionism (Socialisation school and society)
- Post modernism
- Feminism(Gender and education)

Alternatives in education & perspectives (e.g. Paulo Friere, Ivan Illich)

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on, the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.

- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one in question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

### **Books Recommended**

1. Abrahan Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002.
2. Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.
3. Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.
4. Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.
5. Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.
6. Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.
7. Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.
8. Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.
9. Ahmed, Irnitiaz and Gosh, P : Pluralism and equality- Values in Indian Society and Politics, sage Publications.
10. Beteille, Andra : Sociology: Essays on Approach and Methods, OUP 2000.
11. Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

### **Web References**

- <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>
- <http://www.jstor.org/stable/3195586>
- <http://en.wikipedia.org/wiki/Postmodernism>
- <http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>
- <http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>
- <http://en.wikipedia.org/wiki/Feminism>
- [http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

Course No. MAE-202

Title: Methods of Data Analysis in Education

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in May 2017, 2018 and 2019

**Course Objectives:**

1. Knowledge and Understanding:
  - (i) To gain understanding of the concepts and methods used in Statistical analysis of test scores.
  - (ii) To gain idea about the concept of qualitative and quantitative data .
2. To understand the concept of Inferential and Descriptive Statistics.
3. Application of Knowledge and understanding to apply the above knowledge in tabulating and interpreting test scores.
4. Development of skill for computations.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

- (a) Nature of Educational Data : Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement.
- (b) Raw scores and Frequency Distribution Graphical Representation of Frequency Distribution — Polygon and Histogram — Differences between the two methods, Cumulative Frequency Curve, — ogive and smoothed frequency curve.

**Unit-II:**

**Weightage: 25%**

- Measures of Central Tendency — Concepts and Calculation of Mean, Median and Mode, Properties of Mean, when to employ mean, median and mode, Merits and Demerits.
- Measures of Variability : Concept and Calculations of Quartile Deviation, Standard Deviation, Interpretation of standard deviation, Percentile and Percentile Rank through ogive also, Merits and Demerits.

**Unit-III:****Weightage: 25%**

- Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis, Applications of Normal Curve.
  - i) Determination of the percent of cases/number of scores falling within the given limits.
  - ii) Determination of the limits, which include given percent of cases.
  - iii) Determination of raw scores from the given percent of cases.
- Measures of Relationship : Concept, uses and computations of correlations by Product Moment Method through scattergram and first order partial correlation.

**Unit-IV:****Weightage: 25%**

- a) Null-Hypothesis Testing :
  - i) Concept of Null-Hypothesis.
  - ii) Concept of levels of significance.
  - iii) Types of Errors, One-tailed and Two-tailed tests.
- b) Significance of Statistics : Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).
- c) Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample).
- d) Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books Recommended:**

1. Comel, The Essentials of Educational Statistics.
2. Garrett, H.E. Statistics in Education and Psychology.
3. Guilford, J.P. Fundamental Statistics in Education & Psychology.
4. Ferguson, G.A. Statistical Analysis in Psychology and Education.
5. Verma, L.K. and Sharma N.R. Statistics in Education and Psychology.





**Course No. MAE-203**  
**Title: Guidance and Counselling**

**Credits: 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in May 2017, 2018 and 2019

**Course Objectives:**

1. To enable the students to understand the concept of guidance and counseling.
2. To make the students aware about guidance and curriculum, guidance and classroom learning.
3. To make the students understand about vocational development.
4. To prepare students to gain insight about organization of guidance services.
5. To enable the student to understand the concept of counseling and its relevance.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

- Guidance : Concept, Principles, Need and Significance of Guidance, Scope of Guidance; types of guidance -Educational, vocational and personal, Role of the teacher in guidance.
- Guidance and Curriculum; guidance and classroom learning.
- Agencies of guidance — National and State level.

**Unit-II:**

**Weightage: 25%**

- Vocational choice, vocational development and vocational maturity; factors affecting occupational choice and vocational development; approaches to career guidance, vocationalisation of secondary education.
- Tools and Techniques of Guidance — Cumulative records, rating scales, interview and psychological tests, (Intelligence, Aptitude, Interest, Creativity and Personality). Use of tests in guidance and Counselling.
- Organisation of Guidance Programme — Principles of organization, organizing various guidance services (Individual inventory; information: Educational, Occupational and Personal — Social;

Counselling; placement and follow-up) at different levels of education (School and College/University).

**Unit-III:**

**Weightage: 25%**

- Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- Group guidance: concept and techniques of group guidance.
- Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

**Unit-IV:**

**Weightage: 25%**

- Counselling process : Concept, Principles and Counselling approaches — directive, non-directive and elective.
- Group Counselling Vs Individual Counselling, Counselling for adjustment.
- Characteristics of good Counselling, the counselor as a person.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.

- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

### **Books Recommended**

1. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
2. Crow and Crow An Introduction to guidance. McGraw Hill.Eurasia Publishing House (P) Ltd., New Delhi, 1962.
3. Gibson, R.L. and Mitchell, M.H. Introduction to Counselling and Guidance (Sixth edition). Prentice Hall of India (Pvt.) Ltd., New Delhi, 2005.
4. Harold, W. Bernard and Daniel, W. Fullmer Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
5. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
6. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
7. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.
8. Nair-Psychological Bases of Vocational Guidance, MeenakshiParkashan, 1972.
9. Pandey, K.P. Educational and Vocational guidance in India-VishwaVidyalayaPrakashanChowk, Varanasi-2000.
10. Super, D.E., Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.
11. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.

**Course No. MAE-204**  
**Title: Teacher Education**

**Credits: 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Duration of examination : 3hrs

Syllabus for the examinations to be held in May 2017, 2018 and 2019

**Course Objectives:**

1. To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
2. Development of teacher education curriculum in India.

**COURSE CONTENT**

**Unit-I:**

**Weightage: 25%**

Teacher Education — Concept, Aims and Scope;

- Historical Background of Teacher Education in India with Special Reference to the recommendations of National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992).
- Historical development of Teacher Education in Jammu and Kashmir State.

**Unit-II:**

**Weightage: 25%**

- Objectives of Teacher Education at Different Levels (Elementary, Secondary and College level).
- Problems of Teacher Education in India.
- Remedial Measures to overcome the Problems of Teacher Education.
- Pre-Service Training: Meaning, Need and Objectives
- Curriculum-Recommendations of NCERT (NCF, 2005) and NCFTE (2009).
- Teaching Practice, Practising Schools.
- In-Service Training Meaning, Need and Objectives
- Agencies of In-service programme: Role of NCERT, NCTE, SIE, SCERT, DIET, Academic Staff College (ASC) and Extension Department.
- Teacher Education through Distance Education.

**Unit-III:****Weightage: 25%**

## Techniques for Higher Learning

- Meaning, Objectives and Importance :
- Conference Technique
- Seminar Technique
- Symposium Technique
- Workshop Technique
- Panel Discussion Technique

## Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain Storming
- Supervised study
- Individualized study
- Simulation

**Unit-IV:****Weightage: 25%**

- Teacher Effectiveness
- Concept —Determinants
- Identification
- Characteristics (Cognitive and affective Correlates of effective teachers — Intelligence, Skill, Personality, Values and Attitudes).
- Organization of Practice Teaching for developing an Effective Teacher (Block and Intermittent Practice Teaching Internship- its Organization and Problems.
- Supervision of Practice Lessons : Observation and Assessment : Feedback to Student Teacher- Concept and Types.
- Research Activities in Teacher Education with reference to :
  - i) Teaching Effectiveness
  - ii) Criteria of Admission
  - iii) Modification of Teacher Behaviour
  - iv) School Effectiveness.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books Recommended:**

1. C.A.B.E., 1992. Report of the C.A.B.E Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Deighton, Lec, C. The Encyclopedia of Education Vol. 1 & 11, MacMillan & Co. & Free Press, New York.
3. Delors, J. (1996) Learning : The Treasure with in UNESCO publishing.
4. Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
5. Husen, Torsten&Postlethwaite (Eds.) (1984). The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
6. Mangal, Sheela (2000). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
7. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
8. Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing.

9. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
19. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati
10. MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Prakashan. Delhi.
11. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
12. Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi.
13. NCERT (1987) In service Training Package for Secondary Teachers MHR, New Delhi.
14. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
15. Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi.
16. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing.
17. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
18. Singh, L.C. et al. (1990) Teacher Education in India, New Delhi, NCERT.
19. Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varansi, Bharat Bharati Prakashan.

**Course No. MAE-205**  
**Title: Computer Awareness**

**Credits: 2**

Maximum Marks: 50

Duration of Examination : 2 Hrs.

Syllabus for the examinations to be held in May 2017, 2018 and 2019.

**Course Objectives :**

1. To introduce the Computer and its Peripherals
2. Importance of use of Computer in day to day life.
3. To develop the skills of use of M.S. Office in the Discipline of Education.
4. To familiarize the students how to use Computers utility like Power Point and interne for the Teaching Learning Process.

**Course Contents**

**Unit-I**

**Weightage 25%**

Computers and Its Technological Development

Concept, What is a Computer, History and Development Computers, Classification of Computers, Characteristics Computers; Input and Output devices, its Configuration.

**Course Contents**

**Unit-II**

**Weightage 25%**

Handling the Computers :

Concepts : Desktop, Icon, Start /Shutdown, Using Menu, Settings, Keyboard operations, Mouse Operations, Introduction to the tool bar and its Icon.

**Course Contents**

**Unit- III**

**Weightage 25%**

Use Software :

Concepts: Different operating system like Linux, DOS, Windows. Differentiation between DOS and Window, Utilities of M.S. Office Use of Paint, Note Pad. Concepts of Notepad and WordPad.



## Course Contents

### Unit-IV

Weightage 25%

#### Storage and Use of Media

Files, Folders, Disk, Drives, Moving files, Storing/Renaming files, folders, Basic security of Computers. Preparation of Power Point Presentation on Education Topics.

#### Note for Paper Setting:

Practical	Syllabus to be covered in the examination	% Weightage (marks)
Daily evaluation during Practical and class.		25
Final Practical Performance + viva-voce (internal examination)	100% syllabus	25

#### Book Recommended

1. Computers fundamentals by R.K. Sinha, BPB Publication.
2. Fundamental of Computers by V. Rajaraman, PHI Pvt. Ltd.
3. A first course in computers by Sanjay Saxena, vikas Publishing Pvt. Ltd.
4. The complete reference office 2000 by Stephen L Nelson.



# SEMESTER – III

**Course No. MAE-301**

**Title: Educational Technology**

**Credits: 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

**COURSE OBJECTIVES :**

1. To enable the student teachers to understand about the meaning, nature, scope and significance of Educational Technology and its Components in terms of Hardware and Software.
2. To help the student teachers to distinguish between Communication and Instruction so that they can develop and design a sound instructional system.
3. To acquaint student teachers with levels, strategies and models of teaching for future improvement.
4. To enable the student teachers to understand about the importance of programmed instruction.
5. To acquaint the student teachers with emerging trends in Educational Technology.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

Educational Technology-concept and scope Components of Educational Technology — Hardware and Software, System approach in educational technology, and its characteristics, Multi-media & Mass media approaches in educational technology, Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.

Instructional Technology: Concept, importance and implications, difference between educational and instructional technology.

Communication and Instruction : Concept, nature, principles, modes, facilitators and barriers of communication process, classroom communication (Interaction — verbal and non-verbal)

**Unit-II:**

**Weightage: 25%**

Designing Instructional System — formulation, task analysis, designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials (concept and importance).

Programmed Learning — Concept, origin, basic structure Linear (Extrinsic) and Branching (Intrinsic) styles programming, Various steps involved in construction programmes.

Computer Assisted Learning (CAL) and Computer Managed Learning (CML) — Concept, process, merits and demerits.

**Unit-III:**

**Weightage: 25%**

Teaching Strategies - Meaning, Nature, Functions and Types the following Models of Teaching :

- Concept Attainment Model;
- Inquiry Training Model;
- Glaser's Basic Teaching Model;

Modification of teaching behaviour:

- Microteaching : Concept; importance, different teaching skills, microteaching cycle, advantages and limitations.
- Flanders Interaction analysis and Simulation: Nature, procedure, advantages and limitations.

**Unit-IV:**

**Weightage: 25%**

Distance Education: Concept — Different contemporary System viz., Correspondence, Distance and Open, Student Support Services, Counselling Methods in Distance Education, Evaluation strategies in Distance Education, use of ICT in Distance Education, IGNOU an open learning system.

Emerging trends in Educational Technology — Role of Videotape, Radio-television, Tele-conferencing, CCTV, EDUSAT, E-learning, Virtual Class Room.

Composition and Role of Resource Centres for Educational Technology — CES (UGC) CIET, AVRC, EMRC, INTEL

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books Recommended:**

1. Allen, D. & Tyen, K. Micro-Teaching, Addison-Wesley, 1969.
2. Chauhan, S.S. A Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co. 1978.
3. Flanders, Ne, A. Analysing Teaching Behaviour, Addison-Wesley Pub. Co., 1970.
4. Groundlund, Norman E. Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co. 1970.
5. Mager, Robert F. Preparing Instructional Objectives Fearon Publishers, 1965.
6. Markle, Susan M. Good Frames and Bad — A Grammer of Frame Writing — John Wiley and Sons, 1969.
7. Pipe, Peter Practical Programming, Holt, Rainohard & Winster, 1965.
8. Passi, B.K. Becoming Better Teacher-Micro Teaching Mudranalyan, 1976.
9. Pandey, K.P. A first course In Instructional Technology. Gaziabad, AmitashPrakashan, 1980.

**Course No. MAE-302**

**Title: Comparative Education**

**Credits: 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

**COURSE OBJECTIVES :**

1. To help the students to understand comparative education as an emerging discipline of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students to assess the efficacy of educational systems of various countries.
4. To develop an understanding among the students to solve the prevailing problems of education in India through the discipline of education.

**COURSE CONTENTS**

**Unit-I:**

**Weightage: 25%**

Conceptual framework

- Concept and Scope of comparative Education. Difference between Comparative and International Education
- A brief on Historical Journey of Comparative Education.
- Role of UNESCO in improving the educational opportunities and facilities among the member nations.
- A brief critique of the Indian educational system on comparative lines of the developed economies .

**Unit-II:**

**Weightage: 25%**

Approaches & Methods

Conceptual framework and features of following approaches

- (a) Philosophical
- (b) Statistical
- (c) Historical
- (d) Scientific

(e) Global /cross cultural

A detailed review of the role of the different actors (parents, practitioners, policy makers, international educational bodies & academics) in comparative education.

A review of the Quantative and Qualitative approach to the comparative education.

**Unit-III:**

**Weightage: 25%**

Factors & Influences

Impact of following factors on development of education on comparative perspectives :

- A
- (i) Economic
  - (ii) Geographical
  - (iii) Political
  - (iv) Philosophical
- B
- (i) Religious
  - (ii) Lingual
  - (iii) Socio-culture
  - (iv) Scientific
  - (v) Racial

**Unit-IV:**

**Weightage: 25%**

- A Critical study of the educational programmes in regard to .
- Primary education in UK, USA, & India.
- Secondary education in USA,UK and India
- Quality and internationalization of Higher Education in India, UK & USA
- Teacher education in USA, Germany & India
- Adult Education in Australia, Brazil and India.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20

Major Test * (after 90 days)	Upto 100%	Three hours	60
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- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

### Books Recommended:

1. Geoffery Wilford : Choice and Equity in Education-Cassells, London.
2. Brain Ho lines ; Comparative Education : Some considerations of method- unwin Education Book, Boston.
3. Aggarwal and Biswas : Comparative Education Arya Book Depot, Delhi.
4. Hans, Nicholas : Comparative Education Routledge and Kagan Paul, London, 1990.
5. Human Development Report in South Asia 2000- the Genyler Question OUP, 2002.
6. Public Report on basic Education in India — Probe Team OUP, 1999.
7. Govinda, R. India Education Report- NIEPA, 2002.
8. Coimparative Education Research — Approaches and Methods edt Mark Bray et.al

### Web References

- > [http://tntee.umu.se/publications/v2n2/pdf/12\\_Germany.pdf](http://tntee.umu.se/publications/v2n2/pdf/12_Germany.pdf)
- > [http://www.sprachenzentrum.hu-berlin.de/stadium\\_und\\_lehre/studentische\\_beitraege/education\\_in\\_britain\\_and\\_germany/katjal.htm](http://www.sprachenzentrum.hu-berlin.de/stadium_und_lehre/studentische_beitraege/education_in_britain_and_germany/katjal.htm)
- > <http://www.gtr.ac.uk/1>
- > <http://www.ph-voerarlberg.ac.at/>
- > <http://www.european-agency.org/country-information/germany/national-overview/teacher-training-basic-and-specialist-teacher-training>
- > <http://www.eric.ed.gov/PDFS/ED068775.pdf>
- > <http://www.unesco.org/en/brasiliaresources-services/studies-and-evaluations/violence/#c38354>
- > <http://www.unesco.org/en/brasilia/special-themes/preventing-youth-violence/youthffic37722>
- > <http://www.ala.asn.au/>
- > <http://australia.gov.au/topics/education-and-training/continuing-education>
- > <http://www.edna.edu.au/edna/go/ace>
- > <http://www.steinaustralia.org/other/training.html>
- > [www.rgu.ac.uk](http://www.rgu.ac.uk)
- > [www.londonexternal.ac.uk/](http://www.londonexternal.ac.uk/)



**Course No. MAE-303**

**Title: Methodology of Educational Research**

**Credits: 4**

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

**COURSE OBJECTIVES :**

1. To orient thinking of students towards research and its functions in the various fields of educational endeavour.
2. To understand the Place of Theory of Research work.
3. To understand the meaning of Educational Research of various types.
4. To acquaint the students with the methodology of Research of various types.
5. To understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
6. To develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.
7. To enable students to interpret educational research and investigation and to examine the scope of application of research.

**COURSE CONTENTS**

Unit-I:

Weightage: 25%

**Educational Research**

- Meaning, nature and scope
- Need and purpose
- Scientific enquiry and theory development.
- Fundamental, Applied and Action research.(concept and difference)
- Concept of Quantitative Variables (Concept of Univariate, Bivariate and Multivariate variables) and Qualitative Research (Concept, Types and Steps for Conduct of Research).

Areas of Educational Research : Philosophical, Psychological and Sociological.

Unit-II:

Weightage : 25%

(a) Research Problem

- Formulation of Research Problem.
- Selection (Problems and its\ sources)
- Evaluation (Criteria)
- Delineating and operationalizing variables.
- Developing a research proposal (Meaning, Importance and Steps).

(b) Review of Related Literature (Meaning, need and sources including Internet).

(c) Hypothesis : Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

Unit-III:

Weightage: 25%

Sampling

- Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability.
  - Probability Sampling : Simple random, Systematic random, Cluster and Stratified.
  - Non-probability Sampling : Purposive, Quota and Incidental.
- Characteristics of a good sample.
- Sampling Errors and How to reduce them.

Tools of Educational Research : Meaning, characteristics and uses of the following tools:

- Questionnaires;
- Interview;
- Observation;
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

Unit-IV:

Weightage: 25%

Methods:

- A. (i) Descriptive Research (concept, steps, merits and demerits).  
(ii) Experimental Research (Concept, Steps, Merits and Demerits).  
(iii) Historical Research (concept, steps, merits and demerits).

B. Concept and uses of following methods:

- (i) Ex-Post-Facto;
- (ii) Laboratory experiment;
- (iii) Field Studies and Field Experiment
- (iv) Ethnographic and Documentary Analysis. Writing Research Report : Concept, Purpose and Steps.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

Books Recommended:

1. Anastasi, Annie Psychological Testing.
2. Best, J.W. Research in Education.
3. Freeman, Frank, S. Theory and practice of Psychological Testing.
4. Good, G.V. The Methodology of Educational Research.
5. Hayman, J.L. Research in Education.
6. Mouly, G.J. The Science of Education Research.
7. Sukhia & Mehrotra Introduction to Education Research.
8. Travers, M.W.R. Introduction to Education Research.
9. Verma, M. Introduction to Educational and Psychological Research.

Course No. MAE-304

Title: Creativity and Education

Credits: 4                      Maximum Marks: 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

#### COURSE OBJECTIVES :

1. The meaning and concept of creativity along with educational procedures for fostering creativity among individuals.
2. The stages of development of creativity and capability between them at various levels of school education.
3. Facing and managing the creative talent and nurturing their creative talent.
4. The research studies conducted in the field of creative education in the world and in our country, so far.

#### COURSE CONTENTS

Unit-I:

Weightage: 25%

- A. Concept of creativity: Meaning, nature dimensions creativity, historical development: contributions of Guilford and Torrance.
- B. Major aspects of creativity:
  - Theories of Intelligence;
  - The creative persons;
  - Theories of creativity.

Unit-I:

Weightage: 25%

Creativity and Intelligence:

- Concept of Intelligence;
- Theories of Intelligence;
- Relationship of creativity with intelligence;
- Creativity and Academic Achievement;
- Problem solving and creativity; • Research in creativity : In India and abroad.

Unit-III:

Weightage : 25%

Creativity and Personality

- A. i) Personality of a creative child;  
ii) Personality of a creative Scientist;

Stages of creative development during-

- i) Pre-School;  
ii) Elementary school years;  
iii) After school years.

Impact of heredity and environment in the development of creativity.

Unit-IV:

Weightage: 25%

A. Measuring and developing creativity

- i) Measurement of creative talent (Tools & Techniques);  
ii) Development of creativity (Need to develop creative thinking process)  
iii) Techniques;  
a) Brain-storming  
b) Group discussion  
c) Play way  
d) Problem solving  
e) Quiz

B. Teaching for creativity, Role of Teacher and School in promoting creativity.

C. Problems of creative children: Problems in maintaining Creativity, problems when creativity is repressed.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

Books Recommended:

1. Getzels, J.W. & Jackson, P.E. Creativity and Intelligence
2. Gowan, J.C.; Dwees G.D. & Torrance, E.P. Creativity and its Educational Implications.
3. Kneller, G.E. The Art and Science of Creativity.
4. Mehdi, Creativity in Teaching and Learning (New Delhi: NCERT. 1981).
5. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot, Ansari) Road.
6. Rather, A.R. Creativity and Drop out incidence. (Srinagar: Gulshan Publishers).
7. Sharma, K.N. Dynamics of Creativity.
8. Stein, Morris & Heinze Creativity and the Individual.
9. Torrance, E.P. Guiding Creativity Talent. 10. Vernon, E.P. (Ed) Creativity.

Course No. MAE-305

Title: Information and Communication Technology in Education

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60 (48 marks for theory and 12 marks for Practicals)

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

Duration of Theory examination : 2hrs

COURSE OBJECTIVES :

1. To familiarize with fundamentals of ICT.
2. To create awareness about the use of ICT in Education.
3. To introduce technological developments of Computers, system peripherals of computers.
4. To develop skills in utilization of software in education.
5. To introduce terminology of networking & internet.
6. To develop skills in utilizing internet.
7. To use computers in instructions, data analysis/ processing and research in education.

Unit-I:

Weightage: 25%

Computer & Technological Development

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages.
- DOS : Disk Operating System, Concept and Need. Directories, Files : Renaming / Deleting : Wild Cards, Internal Commands and External Commands.
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System.

Unit-II:

Weightage: 25%

Use of Computers in Instruction and Research

- Organization of Data — Working with Disks, Drives, Files and Folders. Creating Deleting and Renaming, Searching and moving of files into Folders and vice-versa. Introduction to the File Extensions.
- Introduction to the MS Office, its Anatomy and Applications.
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player.

- Concept of CAL, CAI, E-Books, E-Boards.

Unit-III:

Weightage: 25%

Working with Computers (MS Office and its Utilities)

- MS Word : Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.
- MS Excell : Concept, Creating and Saving Worksheet, working with Data, and using Graphics. • MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation.
- MS Access : Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

Unit-IV:

Weightage: 25%

Networking and Internet

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.
- Internet : Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.
- Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Duration of Practical Examination : 1 hr.

MS Office and its applications.

Using the Commands of DOS.

- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer.
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document.
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.



- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics.
- MS Front Page Introduction of the front page, creating a web page on the web. Previewing & Publishing the web page on the web.

The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 20 marks. It shall be followed by viva-voce of 8 marks to be conducted by the same external examiner.

Note for paper setting:

There will be two minor tests along with practicals. Minor Test-I will be having weightage of 20 marks in which 10 marks for theory and 10 marks for practicals covering 25% of syllabus. The same arrangement stand for Minor Test-II which covers next 25% of Syllabus. The major test constitutes of 60 marks having 48 marks for theory and 12 marks external practicals. The practicals of minor test will be held internally. The theory paper of major test consists of 12 marks for short answer and 36 marks for medium long answer.

#### BOOKS RECOMMENDED:

1. Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
2. Computer Fundamentals by R.K. Sinha, BPB Publication.
3. Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
4. A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
5. The Complete Reference Office 2000 by Stephen L. Nelson.
6. Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

## Course No. MAE-306

Title: Issues and Problems of Educational (Distance, Value, Women and Environmental Education)

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

### COURSE OBJECTIVES :

To make the students to

1. Understand the meaning, nature and importance of education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Get oriented with the nature and need of distance education in present day Indian Society.
4. Get exposed to different information and communication' technology in distance education.
5. Understand the need and importance of value education.
6. Know the expected roles of Indian women in developing countries including India.

### COURSE CONTENTS

#### Unit-I:

Weightage: 25%

- Definition, need and characteristic features, growth of Distance Education :
- Information and communication technologies and their application in Distance Education.
- Designing and preparing self-instructional material.
- Student support-services in Distance Education and their Management.
- Mechanism for maintenance of standard in Distance education.
- Programme Evaluation.
- Role of ICT in Distance Education.

Unit-II:

Weightage: 25%

- Value Education and Human Rights :
  - Meaning, need and importance of value education and education for Human Rights in the existing social scenario.
  - Moral learning outside the school-child rearing practices and moral learning via imitation, nature of society and media
  - Intervention strategies; model of moral education
    - a. Rationale Building model;
    - b. The Consideration model
    - c. Value Clarification model
    - d. Social Action model
    - e. Just Community Intervention Model.

Unit-III:

Weightage: 25%

Education for Empowerment of Women :

- Problems of women in developing countries including India-high rate of population growth, literacy percentage of women, inadequate nutrition and technology, existing prejudice against women etc.
- Measures for providing women education towards sustainable development of girls, planned governmental efforts, achieving quality of life, equality of opportunities, equality, social justice and empowerment.
- Needs of girls education — poverty, prejudice and population explosion, minimum levels of learning in scientific literacy and Computer literacy, focus on teacher preparation in gender sensitivity.

Unit-IV:

Weightage: 25%

Environmental Education :

- Nature and importance of environmental education.
  - Relationship between man and environment: Ecological and psychological Perspectives.
  - Environmental stressors — natural and manmade disasters; programmes of environmental education for Primary, Secondary and Higher education institutions and environmental stressors.
- Privatization, Liberalization, Globalization, Public Private Partnership and Entrepreneurship with reference to Education.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

#### Books Recommended:

1. Daubenmise, R.F. (1974) : Plants & Environment -3rd Edition, John Wiley, New York.
2. Deshbandhu and Berberet, G. (1987 : Environment Education for Conservation and Development, Indian Environment Society, New Delhi.
3. Detwyer, T.R. & Marcus, M.G. (1972) Urbanization and Environment, Duxbey Press, Belmont, California.
4. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
5. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philadelphia, 1963.
6. Kluckhonkhn, C. "The Study of values". In D.N. Barrett (ed.), Value in America, Norte Darne, University of Norte Dame Press, 1961.
7. Anand, Satyapal (1979). University Without Walls, Vikas Publishing, New Delhi. 8. Bates, A.W. (1965), Technology, Open Learning and Distance Education, Routledge, New York.
9. Bhatnagar, S. (1977). Distance Education — A System under Stress, Concept Publishing, New Delhi.
10. Collis, Betty, D and Moonam, Jeff (2001). Flexible Learning in a Digital World : Experiences & Expectations, Kogan, London.
11. Doddas, Tony (1983). Administration of Distance Teaching Institutions, Cambridge, International Extension College, London.

Course No. MAE-307

Title: Economics of Education

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examinations to be held in December 2017, 2018 and 2019.

#### COURSE OBJECTIVES :

1. To give the students the basic ideas of the relationship between Education and Economics.
2. To lead the students to an understanding of the role of Education in Economic development.
3. To help the students to understand the methods of analysis of the costs and economic benefits of education.
4. To enable the students to understand the concept and Significance of education as an investment and consumption.
5. To enable the students to learn about the sources and resources of finances for education.

#### COURSE CONTENTS

##### Unit-I:

Weightage: 25%

- Concept of Economics of Education:

The concept, aims and scope of economics of education and bilateral relationship of the economic system and educational system, Recent Trends in economics of education.

##### Unit-II:

Weightage: 25%

- Education Finance :

Meaning of educational finance, Source of income and items of expenditure in education, Financial constraints on education and their implications, Role of Centre, State and institutions for financing education.

##### Unit-III:

Weightage: 25%

- Education and Economic Development :

Meaning of economic growth and economic development, Human capital formation and Manpower planning, Relationship of education with economic growth and economic development.

**Unit-III:****Weightage: 25%**

- Education as Investment :  
Concept of investment, significance Education as investment and as an item of consumption>Returns to investment in Education.
- Analysis of Investment in Education  
Meaning of education costs, Tangible and intangible benefits of education, methods of their measurement, Cost-benefits and Cost-effectiveness analysis, Input and Out-put-concepts and relationship between the two.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**Books Recommended:**

1. Blaug, Mark An Introduction to Economics of Education Vols. I & IL
2. Balug, Mark, R.G. Layard and Woodhal, M. Causes of Graduate Unemployment in India
3. Heyneman, S.P. Investment in Indian Education: Economic World. Bank: Staff Working Paper No. 327.
4. Rao, V.K. Education and Human Resources Development.

5. Vailey, John Resources for Education.
6. Singh, Baljit. Education as Investment.
7. Singh, Baljit. Education and Economic Development.
8. Beyen, W.E. Economic Aspects of education.
9. Beyen, W.E. Readings in Economics of Education.
10. Beyen, W.E. Manpower and Educational Development in India, 1961-96.
11. Gamey, M. Rates of Return to Schooling in Latin America.
12. Chaudhari, B. Education, Innovations and Agricultural Development.
13. Gohan, E. The Economics of Education.
14. Dasgupta, A.K. and Cost Benefit Analysis. Pearce, D.W.
15. Davis, J.R. & Evaluating Educational Investment. Meral, J.F.
16. Indian Education and National Development Commission (1964-66)
17. Kaderson, K. & Education and Development. Winaham, D.M. (eds.)
18. Harbusib, F.R.C. Educational Manpower and Economic Growth.
19. Kheller, G.F. Education and Economic Growth.
20. Lazear, B.L. Educational consumption or Production, *Journal of Political Economy*, 85/3 (June 1977 pp. 569-97).
21. Tilak, J.B.K. Economics of Educational Inequality.

**Course No. MAE-308**

**Title : Practical in Research**

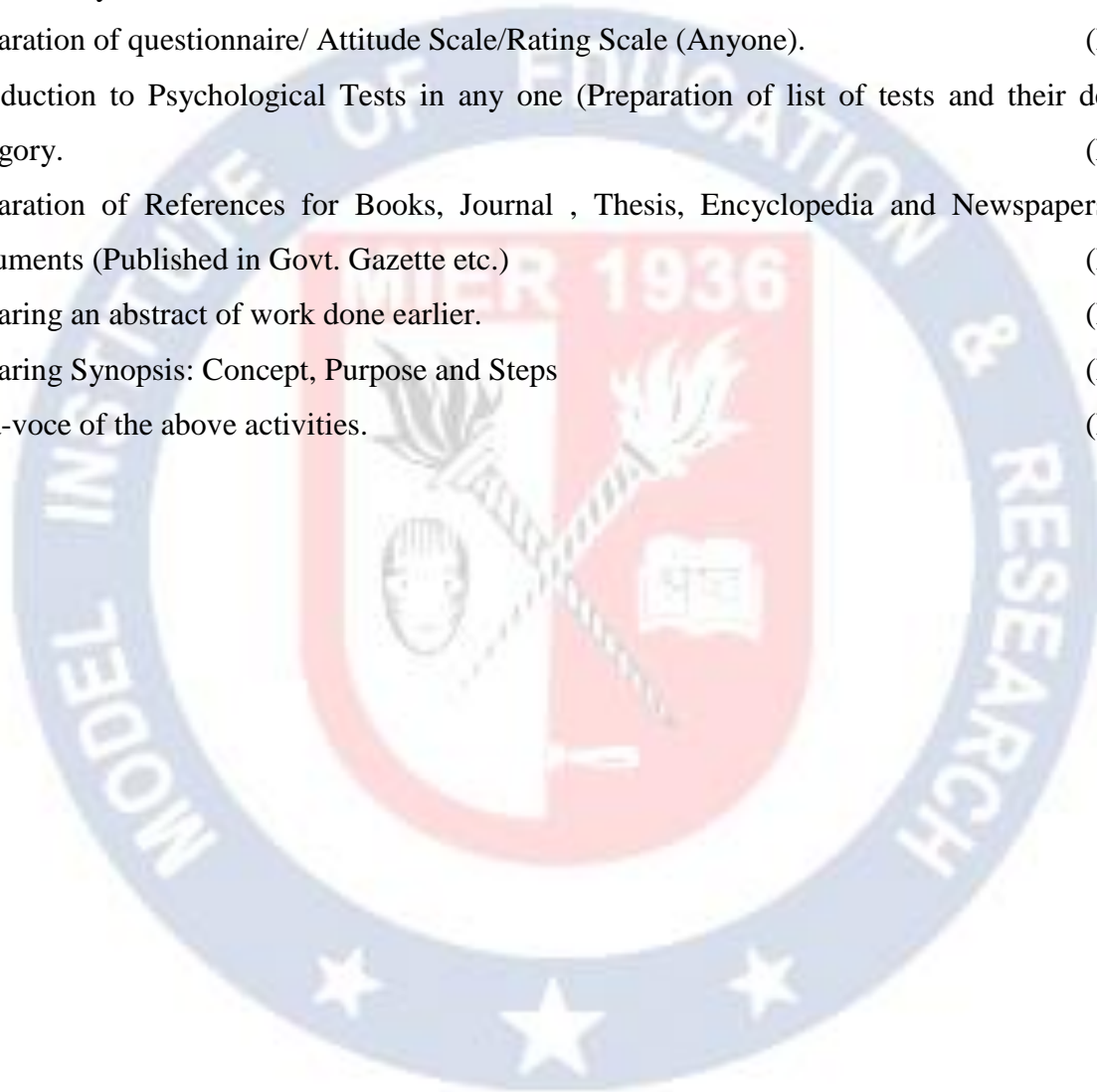
Credits:02

Maximum Marks: 50

Each Student shall be allotted all these enlisted activities to be undertaken as prescribed. It is a compulsory requirement to be undertaken by every student.

A committee shall be constituted by HOD to assess the work of each student and viva —voce shall also be conducted by the same committee.

1. Preparation of questionnaire/ Attitude Scale/Rating Scale (Anyone). (Marks 15)
2. Introduction to Psychological Tests in any one (Preparation of list of tests and their description) Category. (Marks 10)
3. Preparation of References for Books, Journal , Thesis, Encyclopedia and Newspapers/ Official Documents (Published in Govt. Gazette etc.) (Marks 5)
4. Preparing an abstract of work done earlier. (Marks 5)
5. Preparing Synopsis: Concept, Purpose and Steps (Marks 10)
6. Viva-voce of the above activities. (Marks 5)





Course No. MAE-309

Title: Dissertation

Credits: 4

Maximum Marks: 100

Dissertation and Viva-voce:

The Dissertation is a compulsory components of M.A. (Edu.) programme. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/ themes in the discipline of Education. The themes is usually related to any of the courses or the key thrust areas of education. The identified themes is then consolidated into research problem and pursued by the students in the semester programme.

Each student shall be allotted a supervisor. Each student will be required to complete work under the guidance of a supervisor within 60 days from the last paper of the final semester. Each student shall have to submit three copies in the Department. Two copies out of which shall be sent to the office of the Controller of examinations for evaluation by the external examiner. The external examiner shall evaluate the dissertation out of 75 marks. He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each external examiner will evaluate eight dissertations.

Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. The viva-voce shall be out of 20 marks. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce. The presentation shall be of 05 Marks.



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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## M.A. (Education)

### SEMESTER-III

(For the Examinations to be held in December 2017, and 2018)

### FUNDAMENTALS OF INFORMATION TECHNOLOGY

#### (INTERDISCIPLINARY COURSE)

Course Code	: MAE-310 (A) ID	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
		Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- articulate the importance of Information Technology, its vast application domains and pervasive nature and finally understand its impact on human progress
- understand various elements of Information technology such as hardware, software, internet, database, mobile communications, information systems and applications etc
- gain hands-on knowledge of productivity-related IT applications such as MS Word, Excel, PowerPoint besides cloud platforms such as Google
- assimilate and comprehend advanced concepts in Information Technology

#### B. SYLLABUS

##### UNIT-1

#### Computer Hardware

- 1.1. PC Architecture and Components
- 1.2. Servers and Clients
- 1.3. Important OS Concepts, OS Implementation Architectures

##### UNIT-2

#### Networking

- 2.1. LAN/WAN/MAN, Internet and e-Mail
- 2.2. Wireless Networks, Bluetooth/Wi-Fi Direct

### 2.3. Data Centres, Cloud Computing

## UNIT-3

### Information Concepts and Processing

- 3.1. Data concepts and Data Processing
- 3.2. Definition of Information and Application of Information Technology
- 3.3. Number System, Software and Types of Software

## UNIT-4

### Office

- 4.1. Word Processing: Concepts, working with document, selecting text, editing text, character and paragraph formatting, page design and layout, creating and printing merged documents
- 4.2. Spreadsheet Package: Spreadsheet concepts, creating, saving and editing a workbook, entering data in a cell, handling operators in formulate, formatting a worksheet, sorting data items
- 4.3. Presentation Package: Creating a presentations, opening and saving presentations, working in different views, working with slides, animation effects, designing slide shows

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- understand the personal computer – architecture and components, setting up a computer and basic troubleshooting
- networking – connecting the computer to the LAN/Wifi-Network, troubleshooting internet connectivity
- Microsoft applications – Hand on exercises on Word, Excel and PowerPoint with Practical assignments
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- P.K. Sinha and P. Sinha. *Foundations of Computing*. BPB Publications, 2008.
- Sagman, S. *MS Office for Windows XP*. Pearson Education, 2007.
- ITL Educational Society. *Introduction to IT*. Pearson Education, 2009.
- Miller M. *Absolute Beginners Guide to Computer Basics*. Pearson Education, 2009.



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## M.A. (Education)

### SEMESTER-III

(For the Examinations to be held in December 2017 and 2018)

#### TECHNOLOGY AND SOCIAL MEDIA (INTERDISCIPLINARY COURSE)

Course Code	: MAE-310 (B) ID	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
		Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *demonstrate effective communication with individuals and large groups*
- *illustrate how current technologies and decision-support tools can be utilized to the advantage of educational purpose*
- *demonstrate technical knowledge of smart class, google classroom and various other latest tools*

#### B. SYLLABUS

##### UNIT-1

- 1.1. Tools used in Smart Class
- 1.2. Smart Class as an effective way of Teaching, Advantages of Smart Class
- 1.3. Learning Management System: Moodle, Canvas, Google Classroom

##### UNIT-2

- 2.1. MIS: Introduction, data and information, Supply Chain Management
- 2.2. E-Commerce
- 2.3. Understanding DSS, Centralization vs Decentralization, Ethical issues

##### UNIT-3

- 3.1. Social Networking in Education: Introduction, Use of Social Networking, Advantages of Social Networking
- 3.2. Facebook and Twitter

### 3.3. Blogs and LinkedIn

## UNIT-4

4.1. Video Conferencing: Introduction, Usage in education, Advantages,

4.2. Google Hangout and Skype

4.3. Data Analytics in education: use of Data analytics, Advantages of Data Analytics, PI-360, other tools of Data Analytics

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Smart Class – Use of projector, making and demonstrating presentations, video lectures
- Use of LMS – Moodle, canvas, google classroom
- Use of Social Networks – Facebook, Twitter, LinkedIn
- Video Conferencing – Use of Skype
- Use of PI-360
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

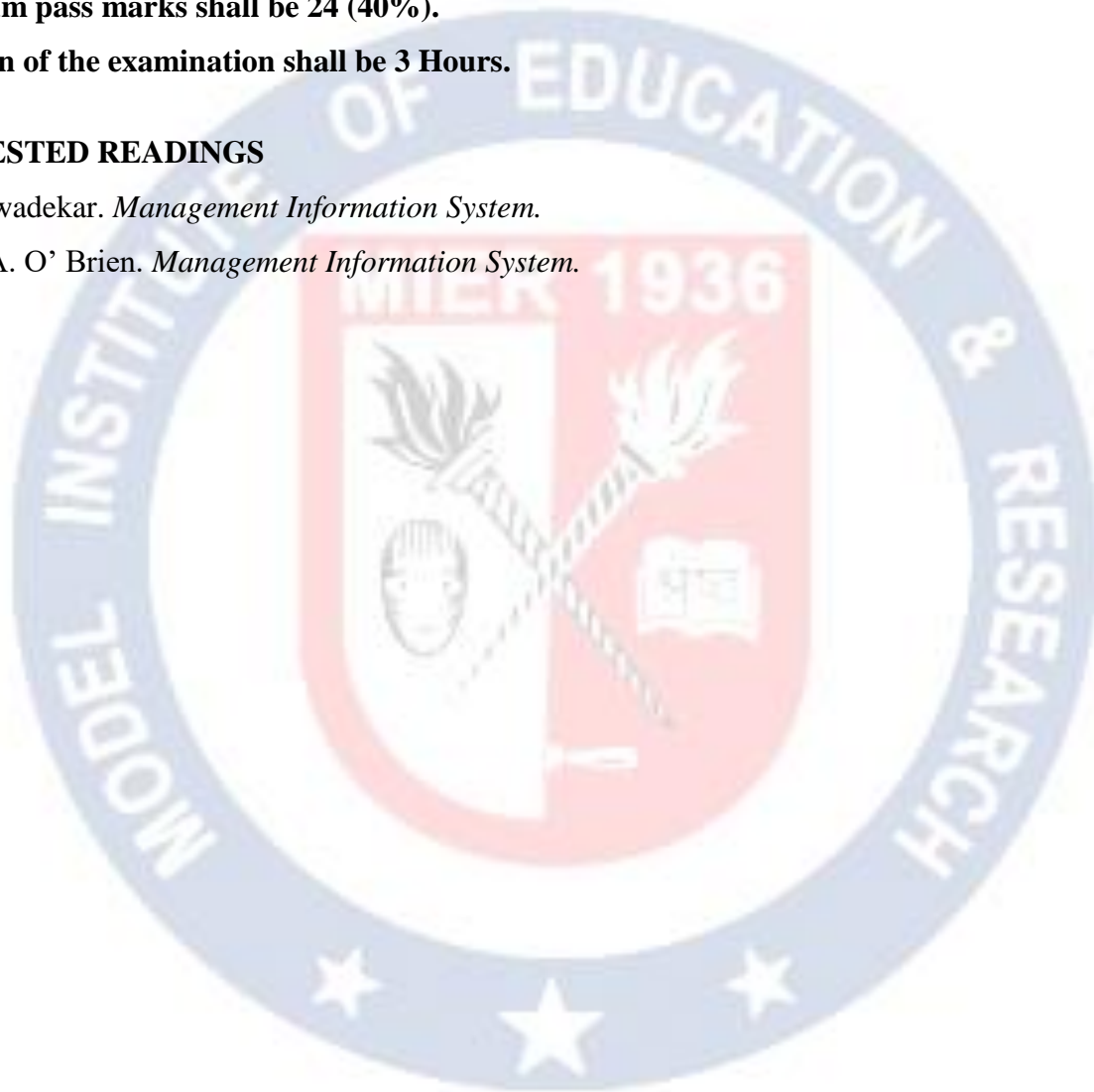
### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60**.
- **Minimum pass marks shall be 24 (40%)**.
- **Duration of the examination shall be 3 Hours**.

#### F. SUGGESTED READINGS

- W.S. Jawadekar. *Management Information System*.
- James, A. O' Brien. *Management Information System*.





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## M.A. (Education)

### SEMESTER-III

(For the Examinations to be held in December 2017 and 2018)

### PROFESSIONAL GROWTH AND COMMUNICATION

#### (INTERDISCIPLINARY COURSE)

Course Code	: MAE-310 (C) ID	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
		Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- to facilitate the students to identify the strengths and weakness as an individual and as member of the group
- to introduce to the students with the process of formal communication and decision making and to enable them to write competent reports

#### B. SYLLABUS

##### UNIT-1

- 1.1. Understanding Self: Self Image; Self Worth, Self Esteem; Self Analysis using appropriate techniques
- 1.2. Self-Confrontation and Self-Acceptance – an experiential process of growth
- 1.3. Developing Positive Attitude; Emotional Intelligence; Managing Self-Dialogue

##### UNIT-2

- 2.1. Formal Communications: Process and Patterns
- 2.2. Presentation Skills: Content formatting and delivery (including audio-video aids)
- 2.3. Role of Non-verbal communication: grooming, professional etiquettes, dress code, gestures and body language; Individual vs. group speaking

##### UNIT-3

- 3.1. Analytical writing for effective decision making
- 3.2. Official proposals: Content and elements, letters, memos and other brief messages (goodwill and positive replies, acknowledgements and appreciation)



- 3.3. Writing resume and job application: Public Relation Communication (media/Government Letters etc.)

#### UNIT-4

- 4.1. Process of a Case study  
 4.2. Analysis of a Case study  
 4.3. Exercise through Classroom discussion/presentation

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Seminar/presentation on the topic 'Positive attitude'
- Seminar/presentation on topic 'Etiquettes'
- Organizing a mock interview session
- Organizing one seminar on any one activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination : 60 Marks  
 2. Internal Assessment: : 40 Marks  
 (a) Mid-term Examination(s) : 20 Marks  
 (b) Seminar/Assignment : 15 Marks  
 (c) Attendance\* : 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.

- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60**.
- **Minimum pass marks shall be 24 (40%)**.
- **Duration of the examination shall be 3 Hours**.

#### **F. SUGGESTED READINGS**

- The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, by Helio Fred Garcia, 2012.
- Fitly Spoken: Developing Effective Communication and Social Skills, by Greg S. Baker, 2011.
- The Secrets of Successful Communication: A Simple Guide to Effective Encounters in Business (Big Brain vs. Little Brain Communication), by Kevin T. Mc Carney, 2011.
- The HEAD Game: High-Efficiency Analytic Decision Making and the Art of Solving Complex Problems Quickly by Philip Mudd.





# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

## M.A. (Education)

### SEMESTER-III

(For the Examinations to be held in December 2017 and 2018)

### ORGANISATIONAL BEHAVIOUR (INTERDISCIPLINARY COURSE)

Course Code	: MAE-310 (D) ID	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
		Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- to develop an understanding of the dynamics of individual behavior at individual interpersonal, group and organizational levels
- to acquire and sharpen such behavioural skills and attitudes as desirable for improving personal and managerial effectiveness
- to diagnose and make appropriate interventions in directing employees behavior towards achieving organizational purposes

#### B. SYLLABUS

##### UNIT-1

- 1.1. Conceptual framework for understanding human behavior in an organization and the major variable influencing it
- 1.2. Historical development of organizational behavior
- 1.3. Contemporary challenges and opportunities in organization behavior, International dimensions of organization behavior, Managing across cultures

##### UNIT-2

- 2.1. Understanding and managing individual behavior, individual differences and work behavior
- 2.2. Personality, perception, attitude and learning
- 2.3. Self-growth and interpersonal effectiveness; Johari Window model. Transactional analysis

### UNIT-3

- 3.1. The organization in relation to its environment; Power and politics: meaning bases of power; power over
- 3.2. Political strategies for attaining power in organisations
- 3.3. Organisation culture, nature; creating and maintaining a culture

### UNIT-4

- 4.1. Work motivation: leadership approaches and styles
- 4.2. Leader effectiveness, organization change, effectiveness and development
- 4.3. Work stress causes and coping strategies

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Seminar/presentation on the topic ‘Organization behaviour’
- Seminar/presentation on topic ‘personality’
- Seminar/presentation on any activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination : 60 Marks
2. Internal Assessment: : 40 Marks
  - (a) Mid-term Examination(s) : 20 Marks
  - (b) Seminar/Assignment : 15 Marks
  - (c) Attendance\* : 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- Bovee, C.L. and John V. Thill, Business Communication Today, Mc Graw Hills (International Edition).
- Emden, Joan Van and Lucinda Becker, Presentation Skills for Students, Palgrave Mac Millan (2004).
- Hurlock, Elizabeth B. – Personality Development (Tata McGraw Hill, 1<sup>st</sup> Edition).
- Joseph O' Connor – NLP Workbook: A practical guide to achieving results you want.
- Krizen, A.C. *Buddy*. Patricia Merrier, Joyce Logan, Karen Williams, Business Communication. Thomson (India ed.), 7<sup>th</sup> Ed. (2008).
- Lesiker, Raymond V. and John D. Pettit Jr. Business Communication – Theory and Application, Richard D. Irwin, Inc. 6<sup>th</sup> Ed.
- P.E. Merlevede – 7 Steps to Emotional Intelligence.
- Romila Reddy – NLP for Dummies.
- Sahu, R.K. – Training for Development (Excel Books – 1<sup>st</sup> Edition).
- Uday Pareekh – Understanding Organizational Behaviour (Oxford 2<sup>nd</sup> Edition).



# SEMESTER – IV

Course No. MAE-401

Title: Curriculum Development

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

Course Objectives:

1. To enable the students to understand the concept of curriculum construction.
2. To familiarize the students with the process of curriculum Design.
3. To enable the students to understand the models of curriculum.
4. To prepare students to understand the process of curriculum evaluation.

#### COURSE CONTENTS

Unit-I:

Weightage: 25%

Curriculum — Concept, difference between syllabus and curriculum, concept of emerging, Hidden and Irrelevant

Curriculum, Sources of curriculum design, Major approaches to curriculum — structure and humanistic; Current Issues and Trends in curriculum organization and development, National Curriculum Framework (NCF) -2000 & 2005.

Unit-II:

Weightage: 25%

Curriculum Planning Concept, Components of Curriculum Planning, Trends in Curriculum Planning, Principles of Curriculum Planning.

Unit-III:

Weightage: 25%

Curriculum Development Concept, Different categories and types of curriculum. Different models of curriculum development. Process of Curriculum development.

Unit-IV:

Weightage: 25%

Curriculum Evaluation Concept, Need, Sources of Curriculum evaluation; Role of Support material, types of material. Evaluation — Aspects of evaluation formative and summative evaluation and its interpretation.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

<b>Theory</b>	<b>Syllabus to be covered in the examination</b>	<b>Time allotted for the examination</b>	<b>% Weightage (marks)</b>
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**BOOKS RECOMMENDED:**

1. Aggarwal, J.C. (1990) : Curriculum Reforms in India, Doaba house, New Delhi.
2. Kelly, A.V, (1989) : The Curriculum : Theory and Practice : London Paul Chapman Publishers.
3. Bruner, J.S. (1977) : The Process of Education, Harward University Pres.
4. Sharpes, D.K. (1988) : Curriculum Traditions and practices Roueldge London.
5. Warwick, D. (1975) : Curriculum Structures and Design, University of London.
6. Dewey, J. (1996) The child and curriculum- The school and the society, Phoenix, USA.
7. Malhotra M.M (1985) Curriculum Evaluation and Renewal Manila, CBSE Publication.
8. Stephen, W. & Dougals, P. (1972) Curriculum Evaluation Bristol NFER Publishing.
9. Mac neil, John, D. (1977) Curriculum A comprehensive introduction, Little Brown and Co. Boston.
10. Dash, B.N. (2007) Curriculum Planning and Development Dominant Publishers and Distributors.



Course No. MAE-402

Title: Pedagogics of Education

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

Course Objectives:

1. To develop understanding about the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.
2. To expose the students to the principles, maxims of successful teaching and the different methods of teaching.
3. To make them understand the need and importance of various devices of teaching and the role of audio-visual aids in the development of teaching-learning process.
4. To enable them to point out and illustrate the difference between teaching and learning and their relationship between the two.
5. To acquaint them with the different levels of teaching learning process and helping them to organize teaching at these levels.

#### COURSE CONTENTS

Unit-I:

Weightage: 25%

- Pedagogics of Education.
- Meaning and Scope of Pedagogics of Education, Components of teaching, Teaching as Science and Art, Phases of Teaching, Relationship between Teaching and Learning Variables of Teaching.
- Behavioural Objectives:
- Meaning and importance of behavioural objectives, Writing behavioural objectives for different subjects (Hindi, English and Social Studies), difference between educational and instructional objectives. Principles and Maxims of successful Teaching.

Unit-II:

Weightage: 25%

- Organizing Teaching at:
- Memory level, understanding level and reflective level. - Methods of Teaching:

- Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method. (1) Brainstorming (g) Case Discussion. - Individualized and Cooperative Teaching and Learning. • Concept and Significance of Individualized and Cooperative Teaching-Language Laboratory, Tutorials, Keller's Plan (PSI), Learner Controlled Instructions (LCI), Computer Supported Collaborative Learning (CS CL)

Unit-III:

Weightage: 25%

- Devices of Teaching:
  - Teaching devices: Oral communication, exposition, explanation, narration, description, illustrations, questioning, homework, textbooks and reference books.
  - Fixing devices: Drill, review, recapitulation and repetitive practice.
- Teaching aids:
  - Communication Media: Concept, types and functions of audio, visual and audio-visual media.
  - Audio : Radio, Tape-recorder
  - Visual : Projected aids, Overhead projector, Slide projector.
  - Non-projected aids: Charts, Display boards, Models, Posters, Maps, Diagrams, Flash cards.
  - Audio-visual: Films, Television, Video projection and Satellite instruction.

Unit-IV:

Weightage: 25%

- Lesson Planning
  - Meaning, importance and Criteria of an Effective lesson Plan.
  - Types and Application of different kinds of lesson-Knowledge, Skill and Appreciation.
  - Approaches in Lesson Planning-Herbertian, Blooms and RCEM Approaches. Difference between different Approaches.
- Evaluation in Teaching.
  - Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (formative and Summative).
  - Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative merits and demerits of different methods of evaluation.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

#### BOOKS RECOMMENDED:

1. Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi.
2. Shambri & others Teaching of English, Longmans.
3. Champion Lectures on Teaching English in India, Oxford University Press.
4. Valdman, Abert Trends in Language Teaching, McGraw Hill; K.C. 1966.
5. Fleming, C.M. Teaching, Methuan and Co. Ltd. 1958.
6. Sharma R.A. Managing Teaching Activities, Surya publications, 2003.
7. Aggarwal, J.C. Principles Method and Techniques of Teaching Vikas Publishing House, Pvt. Ltd.
8. Kochar, S.K. Method and Techniques of Teaching Sterling Publishers (P) Ltd., 1981
9. Tara Chand. Principles of Teaching, Anmol Publications 1990.
10. Prernaclerke Teaching and Learning : The Culture of Pedagogy sage publication, 2001.
11. Dececco, J.P. & Crawford, W.R. The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd, 1977.
12. Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi.
13. Vedanyagam, E.G. Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd New Delhi 1998.
14. Gage, N.L. The Scientific Basis of Art of Teaching, London Teachers College Press, Columbia University 1978.
15. Skinner B.F. The Technology of Teaching. Appleton Century Crafts. New York, 1968.

Course No. MAE-403

Title: Educational Administration and Management.

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

Course Objectives:

1. To enable the students to understand the concept of administration and management.
2. To acquaint the students with different dimensions of educational administration.
3. To make the students aware about the role of headmaster and teacher.
4. To enable the students to gain insight about different styles of administrative practices.
5. To awaken the students with the controls of management.

#### COURSE CONTENTS

Unit-I:

Weightage: 25%

Nature, objectives and scope of educational administration.

- Development of modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a bureaucracy.
- Human Relation Approach to Administration.

Unit-II:

Weightage: 25%

- Basic functions of administration (Planning, organizing, directing and controlling).
- Elements of Educational Administration.
- Principles of Democratic Administration
- **Educational Supervision:**
- Nature and Functions
- Types of supervisor
- Qualities of a supervisor
- Defects in present supervision and inspection
- Crisis in management and decision making
- Planning and organizing supervisory programme.

Unit-III:

Weightage : 25%

- Communication
- Role of communication in effect management and administration.
- Methods of communication.
- Barriers of communication
- Overcoming barriers to communication and effective communication in educational administration.

Unit-IV:

Weightage: 25%

- Management of Schools:
  - Role of Headmaster and teacher in school management and administration.
  - Approaches to educational planning and management
  - Institutional planning.
  - Nature, theories, types of leadership and Measurement.
- Educational administration in State:
  - Control of school education in State — a critical analysis.
  - Functions of State Govt. at different levels of education.
  - Functions of Board of School Education and University.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.

- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**BOOKS RECOMMENDED:**

1. Harbison, I.F. (1967). Educational Planning and Human Resource development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting — A Systems Approach, New Jersey: Printice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration — An Introduction. N.Y.: MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv& Deep.
6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management: and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955). Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955). Supervision for better Schools. N.Y.: Prentice Hall.

**Note for paper setting:**

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.

- (ii) Certain Questions may be framed in such way which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.



Course No. MAE-404

Title: Educational Measurement and Evaluation

Credits : 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

Course Objectives:

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To help the students to understand relationship between measurement and evaluation in education.
3. To orient the students to understand relationship between measurement and evaluation in education.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured/evaluated and interpreted.

### COURSE CONTENTS

Unit-I:

Weightage: 25%

- Concept, Scope and Need.
- Functions and principles of evaluation
- Difference between measurement and evaluation.
- Relationship between education and evaluation.
- Taxonomies of education objectives.

Unit-II:

Weightage: 25%

- Characteristics of a measuring instrument
- Validity
- Reliability
- Usability
- Norms
- Types, ways of determination, Importance and application.
- Tools of measurement and evaluation
- Essay Type Test/Short Answer Type Test
- Objective Test



- Questionnaires
- Schedules
- Performance Test

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

Unit-II:

Weightage: 25%

- Test Standardization
- Principles of test construction
- Steps in construction and standardization Norms referenced and criterion referenced test (concept and difference) Scaling- Standard scores, T scores and C scores.

Unit-IV:

Weightage: 25%

Concept and types of measurement of achievement, aptitude intelligence and attitude.

- New trends in evaluation
- Grading
- Semester system
- Continuous internal system

- Question Bank
- Uses of Computer in Evaluation

BOOKS RECOMMENDED:

1. Admas. G.K. (1965) Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York.
2. Aggarwal. Y. P. (1998), Statistical Methods : Concepts Applications and Computation, Sterling, New Delhi.
3. Aggarwal. R.N. and Asthana, vipin (1983), Educational measurement and Evaluation, Vinod, Agra.
4. Aiken.L.R. (1985) Psychological Testing and Assessment.
5. Anastasi. A. (1982) Psychological Testing, Macmillan, New York.
6. Cronbach. L.J. (1964) Essential of Psychological Testing, Harper and Row, New York.
7. Ebel. R.L. and Frisbel. D.A. (1990), Essentials of Educational Measurement. Prentice Hall, New York.
8. Freeman, F.S. (1965). Theory and Practice of Psychological Testing. Holt Rinehart & Winston, 1965.
9. Garrett. H.E. (1973) Statistics in Education and Psychology Vakils. Ferrer and Simons, Bombay.
10. Gronlund, N.E. (1981) Measurement and Evaluation in Teaching, Macmillian, New York.
11. Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, Macgraw Hill, New york.
12. Karmel, L.J. and Karmel, M.C. (1978), Measurement and Evaluation in Schools, MacMillan, New York.
13. Mehrens, W.A. and Lehman, I.J. (1984), Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York.
14. Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Evaluation Wiley, New York.

Course No. MAE-405

Title: Advanced Statistics in Education Maximum

Credits: 4

Maximum Marks : 100

a) Minor Test-I : 20

b) Minor Test-II: 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

Course Objectives:

1. To make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
2. To enable students to interpret educational research and
3. Investigation and to examine the scope of application of research.
4. Knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
5. Application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
6. Development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

#### COURSE CONTENTS

Unit-I

Weightage: 25%

Normal Distribution Curve - Characteristics of Normal

Distribution Curve : Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed.

Unit - II:

Weightage: 25%

1. Concept, uses and Computations of Biserial, Point - biserial, comparison Tetrachoric, Phi-coefficient, comparison and 2nd order partial and multiple correlation.
2. Regression Equations : Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate Coefficient of Alienation, For casting Efficiency coefficient,

Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction.

Unit-III:

Weightage: 25%

1. (a) Significance of Statistics : Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.
- (b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent). (c) Significance of Mean Differences of Two matched groups on Mean and SD.
2. Analysis of variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations,

Unit-IV:

Weightage: 25%

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test and Kolmogorov-Smirnov test (Small and Large Small with equal and unequal N).

Chi-square and Hypothesis Testing : Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	One hour and 30 minutes	20
Minor Test-II (after 60 days)	Upto 50%	One hour and 30 minutes	20
Major Test * (after 90 days)	Upto 100%	Three hours	60

- \* (i) 60% Weightage in Major test shall be given to those units which have not been covered in the two Minor Tests.
- (ii) Certain Questions may be framed in such away which may require knowledge of more than one unit or one question may have multiple parts either subjective and/or objective from one and more units i.e. certain questions may be from across units.

**BOOKS RECOMMENDED:**

1. Fruchter, B. Introduction to Factor Analysis.
2. Guilford, J.P. Fundamental Statistics in Psychology and Education.
3. Gulliksen, H. Theory of Mental Tests.
4. Guilford, J.P. Psychometric methods.
5. Thomson, G.H. The Factorial Analysis of Human Abilities
6. Verma, L.K. and Statistics in Education and Sharma, N.R. Psychology.



Course No. MAE-406

Title: Mental Health and Hygiene and Management

Credits: 4

Maximum Marks: 100

a) Minor Test-I : 20

b) Minor Test-II : 20

c) Major Test : 60

Syllabus for the examination to be held in May 2018, 2019 and 2020

#### COURSE OBJECTIVES:

1. To enable the students to understand the concept of mental hygiene.
2. To enable the students to understand the concept of mental health.
3. To familiarize the students with the process of adjustment.
4. To make the students to learn about mental disorders.
5. To learn about educational provisions in maintaining mental health of the student/teacher.

#### COURSE CONTENTS

##### Unit-I:

Weightage: 25%

Meaning, functions, goals and principles of mental hygiene

- History and background,
- Factors influencing Mental Health, Characteristics of mentally healthy individual.

##### Unit-II:

Weightage: 25%

- Symptoms, Causes and Remedial measures of delinquency, aggressiveness, stubbornness, fear and anxiety in adolescents.
- Feelings of inferiority complexes, insecurity and guilt-their influence on mental health of adolescents.
- Stress Management: Concept, manifestations of stress and coping with stress.

##### Unit-III:

Weightage: 25%

- Symptoms of Mental Illness. Causes of Mental illness with special reference to adolescence.
- Common forms of neurosis and psychosis
- Psychotherapies: Behavioural Therapy, Client centered therapy and Group therapy.

##### Unit-IV:

Weightage: 25%

- Role of School, Home and Community in the prevention of mental illnesses and preservation of mental health of the students.
- Mental Hygiene Approach to curriculum, methods of teaching and classroom practices, school administration and discipline.

#### BOOKS RECOMMENDED:

1. Akhilanand Swami, Mental Health, and Hindu Psychology, London, Auen and Unwin (1952).
2. Ark off, Abe: adjustment and Mental Health, New York: McGraw Hill company, (1968).
3. Bahadur Mal, Mental Health in Theory and Practice Hoshiarpur, V.V.R.I. (1955).
4. Bernard Harold, W., Mental Hygiene for class-room Teachers :McGraw Hill Book Co. (1952).
5. Boony, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., (1960).
6. Bonney, Merl E, Mental Health in Education Allyn and Bacon, Boston, 1960.
7. Carstensen, Laura and Ornstein, Robert, Psychology —the study of human experience, Harcourt Brace Jovanovich Publishers , New York. (1991)
8. Carrol Herbert, A.: Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey Prentice Hall, Inc., (1956).
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### Components of School Internship

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4th Semester.

1. Mastery of Skills
2. Preparation of Teaching Aids
3. Practice of Teaching
4. Internship
5. Preparation & Presentation of Transparencies & Power point slides
6. Supervision of Lessons
7. School Report
8. Final Teaching
9. Action Research

1. Mastery of Skills in Teaching

Each student shall prepare and present four micro-lessons based on any four micro teaching skills (lecturing, questioning, reinforcement, stimulus variation and use of blackboard) in two teaching subjects in simulation. The demonstration of each micro-lesson will precede the presentation of each micro-lesson in teaching practice. The assessment of the presentation will be made by a Committee constituted by HOD. (20 Marks)

2. Preparation of Teaching Aids : Each Student shall prepare 4 low cost teaching aids (two per teaching subject) on the basis of - material (Biogradable), Economical (Self-made) and Working (Useable). The preparation of each teaching aid will be assessed by a Committee of three internal members to be constituted by H.O.D. (10 marks)

3. Practice of Teaching

Each student shall participate in practice of teaching under the supervision of a qualified teacher educator (not below the rank of a Selection grade college teacher). The teacher educators in different teaching subjects opted by the students shall be appointed by the HOD. Each student shall have to opt for two teaching subjects being taught at the school level, preferably out of those, which the student has studied at B.A. level provided if it happens to be school subject otherwise, the choice will be exercised by the students themselves out of the subjects prescribed in B.Ed. Syllabi. The teaching practice will be conducted in schools fixed by the teacher in-charge of the Department who will



coordinate with the teacher educators for supervising the subjects. The students will follow the schedule as such:

- Demonstration lesson will be delivered by respective Teacher Educators in each teaching subject followed by one discussion lesson in each teaching subject.
- Actual teaching in the school will be practiced by delivering 15 lessons in each teaching subject to be supervised by teacher educator.
- The teacher educator in each teaching subject will guide and supervise the lessons of the students daily. The lessons delivered by the students shall bear the remarks of the teacher educator, indicating the deficiencies and tips for improving the lesson and presentation of the student. The students will be trained to use appropriate teaching aid and its relevance while delivering the lesson in actual classroom situation. The students may make use of transparencies, power point presentation and any other mode of presentation. The students will be awarded marks for their performance in Practice of Teaching by teacher educators in consultation with teacher in-charge of the group. The marks shall be awarded out of 60. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD. (60 Marks)

#### 4. Internship

During Practice of teaching each student studying in 4th Semester shall take part in the morning assembly of the School, prepare a time-table, organize certain activities in the school, check the home task given to the student, maintain attendance register, prepare cumulative progress card and should acquire knowledge of preparing School Leaving Certificate etc. The participation of the Students in said activities will be judged by the Head of the Institution who will prepare a report on the performance and progress of the students during course of Internship duly signed by the Head of the Institution which will be kept for handing over the same to the teacher in —charge. The head will award marks on the basis of participation of students in different school activities, his/her sense of class management etc. the marks shall be awarded out of 25. The teacher in-charge of the Department will collect the marks from the respective Head of the Institution. (25 Marks)

#### 5. Preparation & Presentation of Transparencies & Power Point slides

i) Preparation & Presentation of Transparencies: Each student shall prepare four transparencies (2 per teaching subject) on two topics based on teaching subjects and make their presentation through O.H.P for the purpose of evaluation to be done by an Internal Committee to be constituted by H.O.D. (10 marks)

ii) Power Point Presentation : Each student will make a Power Point Presentation (on 2 different topics other than the transparencies) and its evaluation will be done through an internal committee to be constituted by the H.O.D. (10 marks)

6. Supervision of Lessons

Each student after having completed internship and skill in teaching shall also be involved in making supervision of ten lessons delivered by M.A./ B.Ed.students in actual classroom situation in any two teaching subjects. The supervision made by the students will be judged by a Committee, which will award marks on the basis of appropriateness of the remarks/feedback/guidance given to the M.A./ B.Ed. students for further improving their lessons. (10 Marks)

7. School Report : Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D (10 marks)

8. Final Teaching Practice

Two final lessons will be delivered (one in each teaching subject) by each student for evaluation by two External Examiners. Any teacher nominated by HOD will organize final examination of teaching practice. Two external examiners appointed by the University out of the approved panel shall observe the final examination of the lessons. The external examiners shall award marks on the basis of the performance of the students based on the delivery of the lesson, relevance and use of appropriate teaching aids (30marks)

9. Action Research : Each student will be allotted a topic for conduct of action research in the field of school education. A project based on 50 students shall be undertaken and completed. The report of the project completed through action research shall be evaluated by an Internal Committee constituted by H.O.D. (15, marks)

The marks shall be awarded separately for each activity and thereafter, may a combined to make a composite score. The award roll shall be prepared on the basis of composite score and the same shall be recorded in a register meant for maintaining records. The records of all activities undertaken by a Student shall be retained/preserved by the Department till the declaration of the result of 4th Semester if all the students have qualified. In case, any students falls in reappear category, his record shall be retained till he/she qualifies.

No students shall be allowed to appear as a private candidate.