



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

SCHEME OF TWO YEAR M. A. (EDUCATION) PROGRAMME (CBCS)

The M. A. (Education) Programme shall be of two years duration spread over four semesters.

The detail of the courses for semesters – I, II, III & IV for the examinations to be held in Semester – (December, 2019). Semester – II (May, 2020), Semester – III (December, 2020) and Semester – IV (May, 2021) are as under:-

M.A. (Education) **Semester – I (December, 2019)**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MAE-101	Philosophical Perspectives of Education	4	60	40	100
2.	MAE-102	Psychology of Learning and Development	4	60	40	100
3.	MAE-103	Research Methodology in Education	4	60	40	100
4.	MAE-104	Educational Technology	4	60	40	100
5.	MAE-105	Dissertation	2	-	50	50
Elective Courses (Select any two)						
6	MAE-106	Environmental Education	2	30	20	50
7	MAE-107	Values and Human Rights	2	30	20	50
8	MAE-108	Elementary Education in India	2	30	20	50
9	MAE-109	Women Studies	2	30	20	50
		Total	22	300	250	550

Semester – II (May, 2020)

S. No.	Course Code	Title	Credits	Maximum Marks			
				External	Internal		Total
1	MAE-201	Sociological Perspectives of Education	4	60	40	100	
2	MAE-202	Education in Modern India	4	60	40	100	
3	MAE-203	Statistics in Education	4	60	40	100	
4	MAE-204	Teacher Education	4	60	40	100	
5	MAE-205	Dissertation	2	-	50	50	
6	MAE-206	Computer Applications	2	-	Practical Work	Viva-Voce	50
					30	20	
Elective Courses (Select any two)							
7	MAE-207	Guidance and Counselling	2	30	20	50	
8	MAE-208	Life Skills Education	2	30	20	50	
9	MAE-209	Secondary and Higher Secondary Education in India	2	30	20	50	
10	MAE-210	Action Research	2	30	20	50	
		Total	24	300	300	600	

Semester – III (December, 2020)

Compulsory Courses						
S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-301	Higher Education in India	4	60	40	100
2	MAE-302	Testing in Education	4	60	40	100
3	MAE-303	e-Learning	4	60	40	100
4	MAE-304	Dissertation	4	100	-	100
Inter-Disciplinary Course (Select any one)						
5	MAE-305(A)	Fundamentals of Information Technology	4	60	40	100
6	MAE-305(B)	Technology and Social Media	4	60	40	100
7	MAE-305(C)	Professional Growth and Communication	4	60	40	100
8	MAE-305(D)	Organisational Behaviour	4	60	40	100
Elective Courses (Select any one)						
9	MAE-306	Advanced statistics in Education	4	60	40	100
10	MAE-307	Early Childhood Education	4	60	40	100
11	MAE-308	Economics of Education	4	60	40	100
12	MAE-309	Mental Health and Hygiene	4	60	40	100
		Total	24	400	200	600

Semester – IV (May, 2021)

Compulsory Courses						
S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1	MAE-401	Curriculum Studies	4	60	40	100
2	MAE-402	Inclusive Education	4	60	40	100
3	MAE-403	Technology of Teaching	4	60	40	100
4	MAE-404	Educational Management	4	60	40	100
5	MAE-405	Practical Work	2	-	50	50
6	MAE-406	Internship	4	50	50	100
Elective Courses (Select any one)						
7	MAE-407	Comparative Education	4	60	40	100
8	MAE-408	Educational Leadership	4	60	40	100
9	MAE-409	Educational Administration	4	60	40	100
10	MAE-410	Knowledge and Curriculum	4	60	40	100
		Total	26	350	300	650

Note:-

Every student shall complete a 2-credit MOOC Course relevant to the subject of education offered by SWAYAM. The Course shall be compulsory. However, marks / grade awarded by SWAYAM shall not be counted in the aggregate marks obtained by the student. Without passing a MOOC Course, the degree shall not be awarded.

	Semester - I	Semester - II	Semester - III	Semester - IV	Total
Credits	22	24	24	26	96
Marks	550	600	600	650	2400

M.A. (Edu.)

Semester – I



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code	: MAE-101	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *develop the philosophical perspectives of education*
- *appreciate the methods of philosophical inquiry*
- *explain the dynamics of Indian and Western philosophical traditions of education*
- *get sensitized towards human rights education*
- *develop insight into the contemporary issues in education*

B. SYLLABUS

UNIT-1

- 1.1. Understanding the Functions of Philosophy of Education: What, why, how of education; descriptive, normative and analytical functions, philosophical inquiry (Philosophisation process of teaching through the insights into metaphysical, epistemological and axiological modes of inquiry)
- 1.2. Critical reflections on Conservative Philosophies of education with a focus on essentialism
- 1.3. Critical reflections on Liberal Philosophies of education with a focus on progressivism

UNIT-2

- 2.1. Ancient eastern philosophical traditions of Vedic, Upnishadic and Puranic systems of education
- 2.2. Reflection on orthodox systems of Samkhya, Yoga, Nyaya philosophies and Vedanta traditions of Advaita
- 2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies of education

UNIT-3

- 3.1. Reflections on progressive ideology of Paulo Freire and their educational implications
- 3.2. Influence of Bertrand Russell's philosophy on education in the modern social context
- 3.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and its impact on understanding social realities of education in the modern Indian system of education

UNIT-4

- 4.1. Critical understanding of human rights perspectives and its reflective practices in the modern systems of education
- 4.2. Logical positivism and its significance in education
- 4.3. Indian Constitutional aims, values and democratic citizenship, humanisation of teaching

C. SESSIONAL WORK

The students may present seminar on any one of the following themes:

- What should be our stand on the traditional Indian values?
- Why is Indian society at crossroads?
- Humanising teaching in India
- Critical analysis of National Curriculum Framework – 2005
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	: 60 Marks
2.	Internal Assessment:	: 40 Marks
	(a) Mid-term Examination(s)	: 15 Marks
	(b) Sessional Work	: 10 Marks
	(c) ICT Based Quiz	: 10 Marks
	(d) Attendance*	: 05 Marks

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
- Brubacker, John S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Delors, Jacques. et. al. (1996). *Learning: The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris: UNESCO Publishing Press.
- Dhavan, M.L. (2005). *Philosophy of education*. New Delhi :Isha Books.
- Friere, Paulo (1970). *Pedagogy of the oppressed*. New York : Continuum.
- Friere, Paulo and Shor, I (1987). *A pedagogy of liberation*. New York: Macmillan.
- Gupta, Bina (2012). *An introduction to Indian philosophy: Perspectives on reality, knowledge and freedom*. New York :Routledge.
- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
- Jaffar, S.M. (1972). *Education of Muslim Indians*. Delhi :Idrah-I-Ababiyat.
- Kar, N.K. (1996). *Value education – A philosophical study*. Ambala: The Associated Publication.
- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass Publishers.

- Mukherjee, Shankar (2007). *Contemporary issues in modern Indian education*. New Delhi: Authors Press.
- National Book Trust (2001). *Human rights in India*. New Delhi.
- NCERT (2005). *National Focussed Group – Position paper on aims of education*. New Delhi: NCERT.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur : Rawat Publications.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi: Motilal Banarsidass Publishers.
- Srivastava, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.
- Wall, Edmond (2001). *Educational theory : Philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code	: MAE-102	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the concept of growth and development*
- *explain the role of family, school and community in the development of children*
- *describe the cognitive, conative and psycho-motor development of children*
- *explain the concept of developmental tasks*
- *develop understanding of the psychology of learning*
- *explain theoretical perspectives about learning*
- *apply learning theories in classroom*

B. SYLLABUS

UNIT-I

- 1.1. Major Schools of Psychology and their Contribution to Education: Structuralism, associationism, behaviourism, gestalt, psycho-analytic, humanistic and constructivist
- 1.2. Growth and Development: Concept, principles, sequential stages of growth and development-specific characteristics and problems at each stage, role of family, school and community in child's development
- 1.3. Factors Influencing Human Growth Development: Genetic, biological, environmental, physical; Characteristics of human growth and development and factors affecting human growth

UNIT-2

- 2.1.** Theories of Development: Kohlberg's Moral Development Theory, Havighurst's Theory of Development and their educational implications
- 2.2.** Cognitive Development: Meaning, role of nature and nurture in cognitive development
- 2.3.** Development of Language: Skinner's Language Acquisition Theory, Noam Chomsky-Nativist Theory of Language Development, their relevance and applicability to educational practice

UNIT-3

- 3.1.** Learning: Concept, types and factors influencing learning, cognitive and behavioural approaches to learning
- 3.2.** Festinger Cognition Dissonance Theory, Constructivism – Roger Schank's Script Theory; Transformational Learning – Jack Mezirow's Psycho-critical Approach, their educational implications
- 3.3.** Effect of knowledge on learning, types of expert knowledge (Bruner, Shulman, Glaser), their relevance and applicability

UNIT-4

- 4.1.** Cognition and Learning: Cognitive process – Perception, attention and memory
- 4.2.** Concept Formation: Meaning, attributes, development of concepts, strategies for teaching concepts, problem solving; Learning as construction of knowledge
- 4.3.** Learning Environment: Concept, importance, creating a positive environment and its sustainability, discipline and participatory management; Diversity in learning contexts: Oversized classrooms, language, ethnic and social diversities and different types of disadvantages the children suffer

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Administration, scoring and report writing of:
- Verbal Intelligence Test
- Non-Verbal Intelligence Test
- Personality Inventory
- Test of Mental Health for Teachers
- Test of creativity
- Achievement Motivation Test

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
- Carver, Ronald P. (2016). *Causes of high and low reading achievement*. New York: Routledge.
- Chapman, Christopher, Majis, Daniel, Reynolds, David, Sammons, Pam and Teddlie, Charles (Eds.) (2015). *The Routledge international handbook of educational effectiveness and improvement: Research policy and practice*. New York: Routledge.
- Chauhan, S.S. (2012). *Advanced educational psychology*. New Delhi: Vikas.
- Crain, W. (1992). *Theories of development: Concept and application*. New Jersey: Prentice-Hall.
- Crain, W. (1992). *Theories of development: Concepts and applications*. New Jersey: Prentice-Hall.
- Cullen, Kaithren (2011). *Introducing child psychology: A practical guide*. London: Icon.
- Feldman, R.S. (2002). *Understanding psychology*. New Delhi: Tata-McGraw Hill.
- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Galotti, Kathleen M. (2005) *Cognitive psychology: In and out of the laboratory*. New Delhi: Sage.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. London: Paladin Books.
- Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jones, Fred (2014). *Tools for teaching*. New York : Fredric Jones and Associates.
- Kellogg, Ronald T. (2012). *Fundamentals of cognitive psychology*. New Delhi: Sage.
- Kulkarni, S.S. (1986). *Introduction to educational psychology*. New Delhi: Oxford and IBH.
- Lefrancois, Guy R. (2011). *Theories of human learning: What a professor said*. New York: Wadsworth.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Piaget, J. (1997). Development and learning. In Gauvian M. and Cole, M. (Eds.), *Reading on the development of children*. New York: W.H. Freeman.
- Piaget, J. (1999). *Judgement and reasoning in the child*. London: Routledge.
- Pollard, Andrew et al. (2014). *Reflective teaching in schools*. London: Bloomsbury Publishing.

- Reigeluth, Charles M. (2009). *Instructional-design and models: A new paradigm of instructional theory (Vol. II)* New York: Routledge.
- Richards, Gill and Armstrong (Eds.) (2015). *Teaching and learning in diverse and inclusive classrooms*. New York: Routledge.
- Richardson, Virginia (Ed.) (1997). *Constructivist teacher education: Building a world of new understanding*. New York : Routledge.
- Santrock, John W. (2011). *Life span development*. New Delhi: McGraw Hill.
- Sharma, R.A. (2012). *Technology of teaching*. Meerut: R. Lall Book Depot.
- Sharma, S.K. (2005). *Learning and teaching: Learning process*. New Delhi: Gyan Books.
- Solso, Robert L. (2014). *Cognitive psychology*. New Delhi: Sage.
- Sternberg, Robert J. (1984). *Beyond I.Q.: A triarchic theory of intelligence*. Cambridge (U.K.): Cambridge University Press.
- Sternberg, Robert J. (1998). *The triarchic mind: A new theory of human intelligence*. New York : Viking.
- Sternberg, Robert J. (1999). *Thinking styles*. Cambridge (U.K.): Cambridge University Press.
- Thompson, G.G. and Gardner, F.F. (2011) *Educational psychology*. New Delhi: Surjit Publications.
- Vygotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Walton, David (2013). *Introducing emotional intelligence: A practical guide*. London: Icon.
- Wentzel, Kathryn and Miele, David (Eds.) (2016). *Handbook of motivation at school*. New York: Routledge.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi: Pearson Education.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

RESEARCH METHODOLOGY IN EDUCATION

Course Code	: MAE-103	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *explain the characteristics of quantitative, qualitative and mixed research techniques*
- *select and explain an appropriate method for a research study*
- *conduct a literature search and develop a research proposal*
- *explain a sampling design appropriate for a research study*
- *explain tool design approaches and procedure for collection of data*
- *explain the importance of documentation and dissemination of researches in education*

B. SYLLABUS

UNIT-1

- 1.1. Research: Meaning, need and source of knowledge; Educational research: Meaning, nature and scope
- 1.2. Types of Educational Research: Fundamental, applied and action research – Meaning, purpose, steps, characteristics and differences among three types of research
- 1.3. Research Paradigms in Education: Quantitative, qualitative and mixed; their characteristics.

UNIT-2

- 2.1. Methods of Research: Historical research – Meaning, significance, steps, primary and secondary sources of information, internal and external criticism of the source
- 2.2. Descriptive Research : Meaning, significance, types (Survey studies, interrelationship studies and development studies) and steps of conducting descriptive research in education

- 2.3.** Experimental Research : Nature, significance, variables in experimental research – independent, dependent and confounding, experimental designs and internal and external threats to experimental validity; Assessment and evaluation in experimental research (evaluative studies), concept of the Post Hoc Fallacy

UNIT-3

- 3.1.** Selection of the Problem : Concept, sources, characteristics, delineating a research problem; Review of the related literature : Purpose and sources, conducting the search for related literature using data bases, internet search tools, issue of quality of internet resources, research questions in qualitative and quantitative research, developing research questions, advantages of review of literature, do's and don'ts for reviewing literature. Hypothesis : Definition, role of hypothesis in educational research, formulation of null, directional and non-directional hypothesis
- 3.2.** Sampling: Concept of population and its types, sample, sampling unit, sampling frame, sample size, sampling error, sampling in quantitative, qualitative and mixed researches; Random sampling techniques (simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi-stage sampling), non-random sampling techniques (convenience sampling, purposive sampling, quota sampling and snowball sampling)
- 3.3.** Preparation of a Research Proposal : Framework of research proposal and strategies for writing the research proposal or synopsis

UNIT-4

- 4.1.** Tools of Educational Research: Meaning, types, characteristics, limitations and uses of questionnaire and rating scales as tools for educational research
- 4.2.** Meaning, types, characteristics, limitations and uses of interview, observation and socio-metric techniques as tools for educational research
- 4.3.** Writing Research Report: Concept, purpose and steps; Meaning of bibliography and references; Writing bibliography and references in APA style

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of a research proposal on an identified research problem
- Preparation, try out and finalization of tool of research
- Identification of variables of a research study and their classification in terms of functions and levels of measurement

- Preparation of a sampling design, objectives and research questions/hypotheses of a research study
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|-------------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, J.P. (2012). *Statistical methods – Concepts, application and computation*. New Delhi : Sterling Publishers.
- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Chawla, Deepak and Sondhi, Neena (2014). *Research methods – concept and cases*. New Delhi: Vikas Publication House.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterinan
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.
- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Parveen, K.B. and Srinivasa, K.S. (2011). *Research methodology – A Practical approach*. Bangalore : Esquire.
- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.

- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research*: Concise paperback edition: California : Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California :Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

EDUCATIONAL TECHNOLOGY

Course Code : MAE-104
Credits : 04
Course Type : COMPULSORY

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

B. SYLLABUS

UNIT-I

Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

UNIT-II

Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)
- 2.2. Communication(Audio-Visual approach to education): development of communication theory, communication models, mass communication, convergence of communication and educational technology
- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

UNIT-III

Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction
- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Bruner, Cognitive learning strategies, simulation, artificial intelligence, computer based instruction
- 3.3. Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

UNIT-IV

Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical and Content Knowledge (TPACK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Presentation of a Seminar on “Approaches to educational technology”
- Presentation of a Seminar on “Evolution of educational media”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)
- Identify appropriate media and material for effective use in the transaction of a lesson
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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 **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

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.

- Semenov, Alexy (2005). *Information and communication technologies of teaching in schools – a handbook for teachers*. Paris: UNESCO.
- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Loyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

DISSERTATION

Course Code : MAE-105

Credits : 02

Course Type : COMPULSORY

Maximum Marks : 50

Internal Marks : 50

Every student shall submit the synopsis on an educational problem under the guidance of the concerned supervisor of the College upto November, 30. It shall be finalized in the in-house interactive sessions.

The sessional work shall be evaluated by the Research Committee constituted for the purpose.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

ENVIRONMENTAL EDUCATION

Course Code : MAE-106

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand environmental education and its linkage with climate change*
- *appreciate the role of environmental education in promoting clean and green environment.*
- *understand the importance of natural resources and the need for conservation.*
- *understand the concept of sustainable resources*

B. SYLLABUS

UNIT-1

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental Education: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-2

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-3

- 3.1. Sustainable Development: Meaning, aims, principles and strategies for sustainable development
- 3.2. Methods of Teaching Environmental Education: Field trip, group discussion, project work

C. SESSIONAL WORK

The students may undertake any one of the following activities:

1. Preparation of a folder on climate change and human health
2. Preparation of a project on biodiversity, pollution and deforestation
3. Plant a sapling and monitor its growth
4. Visit to a stagnant water and identify the larva which leads to mosquitoes
5. Make posters and slogans on effects of climate change on human body
6. Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three 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 9 marks.**

- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Agarwal. A. et al. (Ed.) (2001) *Green politics : Global environment negotiations*. New Delhi : Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our environment : Discovering the urban reality*. New Delhi : Orient Longman.
- Dani, H.M. (1996). *Environmental education*. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). *Environmental concerns and strategies*. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). *Global biodiversity and environmental conservation – Special emphasis on Asia and the Pacific*. Jaipur : Pointer Publications.
- Khanna, G.N. (1993). *Global environmental crisis and management*. New Delhi :Ashish Publishing House.
- McCormik, John (1995). *The global environmental movement*. New York : John Wiley.
- Mohanty, S.K. (1998). *Environmental and pollution law manual*. New Delhi : Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). *The handbook of environmental education*. London : Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). *Environmental education*. Hyderabad : Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). *Environmental law in India : Issues and responses*. New Delhi : Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi :Anmol Publications.
- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). *Natural environment and constitution of India*. New Delhi :Ashish Publishing House.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

VALUES AND HUMAN RIGHTS

Course Code	: MAE-107	Maximum Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the need and importance of value education*
- *understand the nature of values in Indian context*
- *become familiar with the human rights in the field of education*
- *understand the philosophical basis of human rights*

B. SYLLABUS

UNIT-1

- 1.1. Values: Concept and classification of values, need and importance of value education
- 1.2. Moral Learning : Concept and need, moral learning outside the school – child rearing practices and moral learning, co-society and moral learning, media and moral learning

UNIT-2

- 2.1. Models of Moral Education: Rationale Building Model, Consideration Model and Value Classification Model
- 2.2. Models of Moral Education: Social Action Model and Just Community Intervention Model

UNIT-3

- 3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights; Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2. Human Rights and Education: Need, importance and recommendations of various National and International Bodies

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Participation in a panel discussion on the topic 'Models of moral education'
- Powerpoint Presentation on 'Our rights enshrined in the Indian Constitution'
- Participation in a debate on the topic child rights in India are not protected
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	: 30 Marks
2.	Internal Assessment:	: 20 Marks
	(a) Mid-term Examination(s)	: 07 Marks
	(b) Sessional Work	: 05 Marks
	(c) ICT Based Quiz	: 05 Marks
	(d) Attendance*	: 03 Marks

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three 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 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

F. SUGGESTED READINGS

- Dhokalia, R.P. (2001). *External human values and world religion*. New Delhi: NCERT.
- Josta, Hari Ram (1999). *Spiritual values and education*. Ambala: Associated Publishers.
- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

ELEMENTARY EDUCATION IN INDIA

Course Code : MAE-108

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of elementary education*
- *gain insight into the status of elementary education in India*
- *analyse organizational structure of elementary education in India*
- *understand the roles of national, international and state agencies of elementary education in India*

B. SYLLABUS

UNIT-1

Introduction to Elementary Education

- 1.1. Elementary Education: Meaning, needs, importance and objectives
- 1.2. Growth and development of elementary education in India and Government interventions for quality concerns with reference to Sarva Shiksha Abhiyan and Right to Education Act (2009)

UNIT-2

- 2.1. Recommendations of Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005) for elementary education in India
- 2.2. National Agencies of Elementary Education in India: Ministry of Human Resource Development (CABE, NUEPA, NCERT and RIEs), Ministry of Social Justice and Empowerment (RCI), Ministry of Women and Child Development

UNIT-3

- 3.1. Role of International Agencies for Elementary Education in India : UNICEF and UNESCO
- 3.2. Role of State Agencies of Elementary Education in India : State Department of School Education, SCERTs, SIEs, DIETs, Block Resource Centres (BRCs) and Central Resource Centres (CRCs)

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of curriculum for any one school subject for a specific class at the elementary school level
- Critical analysis of the existing curriculum of languages / social science / science / mathematics for any class at the elementary level
- Evaluation of school text books, work books and teachers hand books prescribed at the elementary school level
- Critical analysis of the role of NCERT and SCERT in the development of curriculum for elementary classes

D EVALUATION

The distribution of marks for the course is as under:

1.	External (End-semester) Examination	: 30 Marks
2.	Internal Assessment:	: 20 Marks
	(a) Mid-term Examination(s)	: 07 Marks
	(b) Sessional Work	: 05 Marks
	(c) ICT Based Quiz	: 05 Marks
	(d) Attendance*	: 03 Marks

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three 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 9 marks**

- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

F. SUGGESTED READINGS

- Government of India (1953). *Report of secondary education commission*. New Delhi.
- Malhotra, P.L. (1986). *School education in India – Present status and future needs*. New Delhi: NCERT.
- MHRD (1986). *National policy on education*. New Delhi: Government of India.
- Mukhopadhyay, M. *et al.* (eds.) (1999). *Indian education: Development since independence*. New Delhi: Vikas Publishing House.
- Mukhopadhyay, M. and Narula, M. (eds.) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- NCERT (2005). *National curriculum framework – 2005*. New Delhi: NCERT.
- Mukhopadhyay, Sudesh and Kumar, Anil, K. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
- NCERT (2006). *The reflective teachers: Organization of in-service training of the teachers of elementary schools under SSA*. New Delhi: NCERT.
- UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.
- Government of India (1966). *Report of the education commission 1964-66: Education and national development*. New Delhi: Ministry of Education, GOI.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-I

(For the examinations to be held in December, 2019)

WOMEN STUDIES

Course Code : MAE-109

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the need for women's studies as an academic discipline*
- *understand the implications of gender perspectives on women*
- *develop awareness regarding the various perspectives on developmental initiatives adopted in India and abroad*
- *acquire knowledge about feminism and women entrepreneurs*

B. SYLLABUS

UNIT-1

Concept of Women studies and gender

- 1.1. Women studies: Concept, need, scope as an academic discipline
- 1.2. Gender Concepts: Patriarchy, sex and gender, gender roles, gender discrimination, gender sensitivity, gender equality, implications of gender perspectives on women development and women education

UNIT-2

Feminism and Women Development

- 2.1. Feminism: Concept, challenges, brief overview of Indian feminism with reference to family caste, class culture, religion and social system, relevance of feminism in the global context

- 2.2.** Women's Development and International Interventions: International Women's Decade; Millennium Developmental Goals; Rights of Indian women – Political, family and property rights; Education of disadvantaged women

UNIT-3

Entrepreneurship

- 3.1.** Entrepreneurship: Concept and significance; Entrepreneurial traits, factors contributing to women entrepreneurship
- 3.2.** Strategies for women entrepreneurship development; Women Entrepreneurship in education; challenges at work (personal, social, economic, political)

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Report Writing on Gender perspectives
- Role model case study of a woman entrepreneur
- Conduct of a survey for the identification of problems and challenges of working women
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|-------------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three 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 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

F. SUGGESTED READINGS

- Agnes, Flavia (2003). *Feminist jurisprudence: Contemporary concerns*. Mumbai: Majlis.
- Chaudhary, Maitrayee (Ed.) (2004). *Feminism in India – Issues in contemporary Indian feminism*. New Delhi: Literacy Trust.
- Chowdary, Paul (1992). *Women welfare and development*. New Delhi: Inter India Publications.
- Ghosh, S.K. (1989). *Indian women through ages*. New Delhi: Ashish Publishing House.
- Goel, Aruna (2004). *Violence and protective measures for women development and empowerment*. New Delhi: Deep and Deep.
- Government of India (1974). *Towards equality report of the committee on the status of women*. New Delhi: Ministry of social welfare.
- Kosambi, Meera (2007). *Crossing thresholds: Feminist essays in social history*. New Delhi: Permanent Black.
- Arya, Sandhan (2000). *Women, gender, equality and state*. New Delhi: Deep and Deep.
- Upadhay, H.C. (1991). *Status of women in India – Vol. I and II*. New Delhi: Anmol Publications.

M.A. (Edu.)

Semester – II



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code	: MAE-201	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the students will be able to:

- *differentiate between sociology of education and educational sociology*
- *explain the nature and types of sociological inquiry*
- *develop sociological thinking about culture, socialization and social change*
- *explain social mobility and its types*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

B. SYLLABUS

UNIT-I

- 1.1. Sociology of Education: Concept, scope of sociology of education (social structure, social process, social control and social change), difference between sociology of education and educational sociology
- 1.2. Sociological Inquiry: Nature of sociological inquiry, types of sociological inquiry- authoritative, rationalistic and scientific inquiry and their educational implications
- 1.3. Methods of Sociological Analysis: Quantitative, qualitative, micro sociological, macro sociological analysis, networking and their educational implications

UNIT-2

- 2.1. Socialisation: Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education

- 2.2. Culture: Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education
- 2.3. Education and Modernization: Concept and characteristics of modernization, role of education in modernization with reference to Indian society; impact of privatization and globalization on modernization

UNIT-3

- 3.1. Social Change: Meaning and nature, social group and education, social stratification and education.
- 3.2. Contribution of Great Social Thinkers for Social Reforms: Mahamanya Madan Mohan Malviya, Sir Syed Ahmad Khan, Ivan Illich, Swami Dayanand Sarawati, Raja Ram Mohan Roy, Emile Durkheim
- 3.3. Social Mobility: Meaning, definition, types of social mobility (horizontal and vertical) and implications for education

UNIT-4

- 4.1. Concepts of Equality of Access, opportunity and outcomes; Nature of inequalities in Indian society and social stratification
- 4.2. Equality and Equity: Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disabilities and gender
- 4.3. Gender Sensitization: Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identifying trends in research in sociology of education
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Abraham, Francis and Margin, John. (2002). Sociological thought. New Delhi: Macmillan.
- Aikara, J. (1994). *Sociology of education*. New Delhi: ICSSR.
- Anderson, W.A. and Parker, F.B. (1966). *Society-Its organization and operation*. New Delhi : Affiliated East West Press.

- Bell, Robert R. (Ed.) (1962). *The sociology of education : A source book*. Illinois :Dosey Press, Illinois.
- Bernbanum, Gerald (1977). *Knowledge and ideology in sociology of education*. London : McMillan Press.
- Bhat, R.D. (2009). *Sociology of Education*. New Delhi: Kanishka.
- Blackledge, David and Hunt, Barry (1985). *Sociological interpretations of education*. London: Croom Helm.
- Brown, F.J. (1961). *Educational sociology*. New York : Prentice Hall Inc.
- Bruner, J.S. (1964). *The process of education*. Delhi :Atmaram and Sons.
- Burgess, R.G. (1986). *Sociology, education and schools : An introduction to the sociology of education*. London :Bastford Ltd.
- Cook, L.A. and Cook, E.E.A, (1960). *Sociological approach to education*. New York : McGraw Hill.
- Gore, M.S. (1995). *Indian education : Structure and process*, Jaipur: Rawat Publications.
- Haralambos, Michel and Heald, Robin (2008).
- Jayapalan, N.C. (2001). *Sociological theories*. New Delhi : Atlantic Publishers.
- Kumar, Krishna (2008). *A pedagogue's romance: Reflections on schooling*. New Delhi: Oxford University Press.
- Mannheim, K. and Steward, W.A.C. (1962). *An introduction to sociology of education*. London :Routledge and Kegam Paul.
- Mathur, S.S. (2002). *Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Ottaway, K.C. (1955). *Education and society*. London :Routledge and Kegam Paul.
- Parsons, T. (1951). *The social system*. New York : Free Press.
- Ramachandran, Vimla. (2004). *Gender and social equity in education : Hierarchies of access*. New Delhi: Sage.
- Rao, Shankar C.N. (2013). *Sociology*. New Delhi : S. Chand and Company.
- Ruhela, S.P. (Ed.) (1969). *Social development of educability in India*. New Delhi : Jain Brothers.
- Sharma, K.L. (2007). *Social stratification and mobility*. Jaipur: Rawat Publications.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological perspectives in education*. New Delhi :Chanakya Publications.
- Thapan, Meenakshi. (1991). *Life at school : Life at school : An ethnographic study*. New Delhi: Oxford University Press.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

EDUCATION IN MODERN INDIA

Course Code	: MAE-202	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

After completing the course the Students will be able to:

- *demonstrate analytical and critical understanding about the contemporary concerns of education*
- *explain political and economical dimensions of educational studies*
- *develop understanding of social, psychological and global dimensions of education studies*
- *explain educational challenges for Indian education in the light of liberalization, privatization and globalisation*

B. SYLLABUS

UNIT-1

- 1.1. Educational Studies: Concept and nature
- 1.2. Interdisciplinary nature of education-relationship of education with disciplines like philosophy, psychology, sociology, management, economics and anthropology
- 1.3. Salient Features of Policies on Education in Pre-Independent India: Woods Despatch (1854), Wardha Scheme of Education (1937) and Sargent Committee Report (1944)

UNIT-2

- 2.1. Salient Features of commissions on Education in Post-Independent India: Secondary Education Commission (1952-53), Indian Education Commission (1964-66)
- 2.2. Critical appraisal of National Policy of Education (1992, Revised), National Curriculum Framework (NCF, 2005) and National Curriculum Framework for Teacher Education (NCTE, 2009)
- 2.3. Policies on Girls and Women Education: National Policy for empowerment for women

(NPEW, 2001), National Plan of Action for Children, 2005, National Programme for Education of Girls, 2010 (SSA, RUSA)

UNIT-3

- 3.1.** Understanding contemporary Indian society with reference to multilingual, multi-cultural, gender, equity, poverty, diversity, human rights and rights of the child and employment; appropriate approaches for teaching young children in the context of diversities
- 3.2.** Constitutional provisions for education in India
- 3.3.** Education for effective citizenship (Rights and duties, Equality in educational opportunity-critical analysis of the causes of social inequality)

UNIT-4

- 4.1.** Multiple Schools Contexts: Rural/urban, tribal, schools affiliated to different boards, changing roles of personnel in school management: Teachers, headmasters/principals and administrators
- 4.2.** Role of knowledge societies for sustainable development of the nation
- 4.3.** Educational challenges for Indian education in the light of liberalization, privatization and globalization, concerns of quality in Indian education

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Innovative concept/ideas of Mahatma Gandhi/Robindranath Tagore in the context of school education
- Innovative concepts/ideas of J. Krishnamurthy/Sri Aurobindo
- Main recommendations of Lord Curzon's Educational Policy
- Main recommendations of Woods dispatch
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, J.C. (2005). *Major recommendations of educational commissions*. New Delhi : Vikas Publications.
- Broudy, H.S. (1977). *Types of knowledge and purposes of education*. Hills Dale : Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge : Harvard University.
- Dearden, R.F. (1984). *Theory and practice in education*. New York : Routledge and Kegan Paul.
- Dewey, J. (1977). *Democracy and education : An introduction to the philosophy of education*. New York : Macmillan.
- Dubey, S.C. (2005). *Indian society*. New Delhi : National Book Trust.
- Mangla, Sheela (2000). *Teacher education : Trends and strategies*. New Delhi : Radha Publishing House.

- MHRD, Government of India (1992). *National policy on education (revised)*. New Delhi :
- Naik, J.P. (1979). *Educational commission and after*. New Delhi : APH.
- NCTE (2005). *National curriculum framework for school education*. New Delhi : NCTE.
- NCTE (2009). *National curriculum for teacher education*. New Delhi : NCTE.
- Sharma, S.L., Ghuman, B.S. and Parkash, Sheetal (2014). *Higher education in India : The changing scenario*. Jaipur : Rawat Publications.
- Thorat, Sukhdev (2008). *B.R. Ambedkar : Perspectives on social exclusion and inclusive policies*. New Delhi : Oxford University Press.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

STATISTICS IN EDUCATION

Course Code	: MAE-203	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A. OBJECTIVES

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

- convey the essential characteristics of a set of data by representing in tabular and graphical forms
- predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of population based on the sample data
- test specific hypotheses about population based on the sample data
- use appropriate procedure to analyze quantitative data
- demonstrate competence in the use of statistical packages for analysis of data
- apply chi-square test for hypothesis testing

B. SYLLABUS

UNIT-I

- 1.1. Meaning and importance of statistics, nature of educational data- quantitative and qualitative; descriptive and inferential statistics, tabulation and graphical representation of data (frequency polygon, histogram and Ogive)
- 1.2. Measures of Central Tendency (Mean, Median and Mode): Concept, assumptions, merits and demerits of mean, median and mode, their selection and computation (grouped and ungrouped data), computation of median through Ogive also
- 1.3. Measures of Dispersion: Concept, uses and computation of standard deviation (grouped and ungrouped data), variance and quartile deviation (grouped data)

UNIT-2

- 2.1.** Measures of Relative Position: Concept and computation of percentile point, percentile rank
- 2.2.** Measures of Relationship: Concept of correlation, computation of co-efficient of correlation using Spearman's and Pearson's Methods; Assumptions and limitations of each method
- 2.3.** Normal Distribution Curve: Characteristics of Normal Distribution Curve; Meaning and uses of standard scores, concept of skewness and kurtosis

UNIT-3

- 3.1.** Applications of Normal Distribution Curve:
 - (A) Determination of the following in a normal distribution:
 - i) Percentage / number of cases falling above and below the given scores
 - ii) Percentage/number of cases falling between the given scores
 - iii) Scores which include the given percentage of cases
 - iv) Score above and below which the given percentage of cases fall
 - (B) To separate a given group into sub-groups according to capacity, when the trait is normally distributed
- 3.2.** Null-hypothesis Testing: Concept of null-hypothesis, levels of significance, one-tailed and two-tailed tests
- 3.3.** Significance of Statistics: Concept of parameter, statistic and standard error; Estimation of confidence limits of mean (small and large sample)

UNIT-4

- 4.1.** Statistical Inferences of the difference between two independent means (large and small samples); Errors in making inferences (Type- I and Type- II)
- 4.2.** Analysis of Variance: Concept, assumptions and uses with computation upto one-way classification (equal number of cases)
- 4.3.** Chi-square and hypothesis testing:
 - (a) Testing deviation of the observed frequencies from the expected frequencies against equal probability hypothesis
 - (b) Testing deviation of the observed frequencies from the expected frequencies against normal distribution hypothesis
 - (c) Testing hypothesis of independence when observed frequencies are given in contingency table

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- A critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using statistical packages like SPSS, Excel etc

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Cononver, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3rd edition)*. Boston :Allyn & Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn & Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi : Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.
- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

TEACHER EDUCATION

Course Code : MAE-204
Credits : 04
Course Type : COMPULSORY

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

After completing the course the students will be able to:

- explain the structure of pre-service teacher education
- critically reflect on NCTE framework for teacher education
- explain different components of teacher education
- reflect on in-service teacher education programme

B. SYLLABUS

UNIT-1

- 1.1. Pre-service Teacher Education: Meaning, nature and scope
- 1.2. Need, objectives and structure of pre-service teacher education at elementary, secondary and higher secondary levels; Organisation of pre-service teacher education through different modes (Face-to face, distance mode, on-line and mixed mode), their advantages and limitations
- 1.3. Components of Pre-service Teacher Education: Foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship

UNIT-2

- 2.1. In-service Teacher Education: Concept, need for continuing professional development of teachers – areas of professional development and process of in-service teacher education programme: Orientation programmes, refresher courses, workshops, seminars and conferences (their meaning and objectives)

- 2.2. Structure of In-service Teacher Education: Tehsil, district, state, regional and national level agencies and institution
- 2.3. Organisation of in-service teacher education through different modes (Face-to face, distance mode, on-line and mixed mode), their advantages and limitations

UNIT-3

- 3.1. Designing an In-service Teacher Education Programme: Steps and guidelines – assessment of training needs, formulation of training curriculum and preparation of course material
- 3.2. Issues in In-service Teacher Education Programme: Common problems faced by teacher educators, guidelines for communication, making arrangements, preparation, facilitating participation, evaluation and collecting feedback
- 3.3. Qualities and characteristics of an effective in-service teacher educator

UNIT-4

- 4.1. The structure of teacher education curriculum and its vision in curriculum documents of NCERT (NCF, 2005) and NCTE (NCFTE, 2009) at elementary, secondary and higher secondary levels
- 4.2. Transactional approaches for foundation courses, skills and competencies in teacher education: Expository, collaborative, peer-teaching, modelling, practice and feedback
- 4.3. Models of Teacher Education : Behaviouristic, Competency-based and Enquiry-oriented

C. SESSIONAL WORK

(a) The students may undertake any one of the following activities:

- Critical study of the teacher education curriculum in our country
- Major issues and problems of teacher education in India
- Problems of professional competencies of teacher education in India
- Methods and techniques of continuing education for teachers
- Roles and responsibilities of teachers and teacher educators

OR

(b) Write assignment on any one of the following topics:

- Role of NCTE in improving quality of teacher education India
- Role of teacher educators in and outside classrooms teaching
- Code of professional ethics for teachers
- Berliner's stages of development of teacher expertise
- Any other approved topic of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 60 Marks |
| 2. | Internal Assessment: | : 40 Marks |
| | (a) Mid-term Examination(s) | : 15 Marks |
| | (b) Sessional Work | : 10 Marks |
| | (c) ICT Based Quiz | : 10 Marks |
| | (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi : Ravi Books.
- Berliner, D.C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.

- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut : International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London : Open University Press.
- Elahi, Nizam (1997). *Teacher's education in India*. New Delhi : APH.
- Jangira, N.K. (1997). *Teacher training and teacher effectiveness : An experience in teaching*. New Delhi : National Publishing House.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi : Sterling Publishers.
- Rao, Digmurti Bhaskar (1998). *Teacher education in India*. New Delhi : Discovery Publishing House.
- Ravi, S.S. (2015). *A comprehensive study of education*. New Delhi : Prentice Hall.
- Sharma, Shashi Prabha (2003). *Teacher education : Principles, theories and practices*. New Delhi : Kanishka Publishers.
- Singh, R.P. (2006). *Training teachers : Problems and issues*. New Delhi : Gyan Publishing House.
- Singh, R.P. (Ed.) (2002). *Teacher education in twernoil : Quest for a solution*. New Delhi : Sterling Publishers.
- Vashisht, S.R. (1997). *Professional education of teachers*. Jaipur : Mangal Deep Publishers.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

DISSERTATION

Course Code : MAE-205
Credits : 02
Course Type : COMPULSORY

Total Marks : 50
Internal Marks : 50

The students shall undertake the following activities relating to the writing of the following for their dissertation:

- (a) Review of related literature,
- (b) Collection of data

The written work duly certified by the supervisor shall be submitted by the students before the commencement of preparatory holidays for semester-II of the Course.

The written work shall be evaluated by the Research Committee constituted for the purpose.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

COMPUTER APPLICATIONS

Course Code	: MAE-206	Maximum Marks	: 50
Credits	: 02	Internal (Practical Work)	: 30
Course Type	: COMPULSORY	Internal (Viva-Voce)	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *prepare hard and soft copy of lesson plans in teaching subject/s*
- *prepare hard and soft copy of their bio-data*
- *attain perfection in the analysis and graphical representation of data*
- *prepare and present a presentation through projector*

B. SYLLABUS

1. MS Word: Preparation of a document, letters, bio data, order/ notice – hardcopy and soft copy
2. MS Excel: Preparation of a time table, marks list – Analysis of data and graphical representation – hard copy and soft copy
3. MS PowerPoint: Preparation of animated slides (Insert pictures, cliparts, word art, sound effects, animation etc)
4. Internet: Surfing educative websites, downloading, taking a print out, creating E-mail ID and website/ e-portfolio

C. EVALUATION

The practical work shall be evaluated by a departmental committee comprising Head of the Department, subject teacher and one senior teacher. The committee shall evaluate the hard and soft copies of the work done by the students.

Out of 20 marks of viva-voce , 10 marks will be awarded for presentation of the practical work done during the semester. 30 marks of practical work shall be divided as under:

S.No	Activity	Max. Marks
a	Practical Assignment(s) / Lab work	15
b	Preparation of Report /Reflective Journal /e-portfolio on work done in the Lab.	10
c	Lab Attendance	05

***Distribution of Marks for Lab attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

D SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London : Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi : Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi : McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi : Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi : Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi : PustakMahal.
- Khan, N. (2004). *Educational Technology*. New Delhi : Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi : New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai : Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book : A source book for information and communication technologies*. Tanzania : Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi : Prentice Hall of India.
- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi : SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi : MHRD, Government of INDIA.

- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi : Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education : Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi : Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi : Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi : Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut : R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi : Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi : Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAQBAJ&dq=moocs&source=gbbs_navlinks.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

GUIDANCE AND COUNSELLING

Course Code : MAE-207

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the student will be able to:

- *understand the principles, need and scope of guidance and counselling*
- *apply the skills of guidance and counselling in classroom situations*
- *understand the various data gathering techniques and appreciate their importance.*
- *understand the issues of guidance and counseling in school set up.*

B. SYLLABUS

UNIT-1

- 1.1. Guidance and Counselling: Nature, purpose and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal
- 1.2. Guidance Services: Concept, purpose, principles of organizing guidance services at secondary level

UNIT-2

- 2.1. Testing Techniques in Guidance: Psychological tests, appraisal of intelligence, personality and aptitude tests
- 2.2. Non-testing Techniques in Guidance: Interview, observation, case study, cumulative record etc.

UNIT-3

- 3.1. Types of Counselling and Career Information: Directive and non-directive counselling; qualities of a good counselor; Meaning of career and career information, need, importance and objectives of career information
- 3.2. Data Gathering Techniques: Job analysis, survey method; role of career talks, exhibition and class talks in the dissemination of information.

C. SESSIONAL WORK

The students may undertake any one of the following activities:

1. Counselling and report writing on a selected case
2. Report on critical observation of a counselling session
3. Preparation of a career bulletin based on authentic sources of job/employment
4. Organisation and conduct of career interview
5. Preparation of a case study of a child with special problem/s
6. Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three 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 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**

- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

E. SUGGESTED READINGS

- Bhatnagar, Ashok and Gupta, Nirmala (Eds). (1988). *Guidance and counselling : A theoretical perspective*. New Delhi : Vikas
- Gibson, Robert L and Michel, Marianne, J. (2005). *Introduction to counselling and guidance*. New Delhi : Prentice Hall
- Juneja, G.K. (1997). *Occupational information in guidance*. New Delhi : NCERT
- Kapunan, R.R. (2004). *Fundamentals of guidance and counselling*. Phillipines : Rex Printing Company
- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary schools*. New Delhi : Sterling
- Naik, P.S. (2013). *Counselling skills for educationists*. New Delhi : Soujanya Books
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi : APH Publishing
- NCERT (2008). *Guidance for human development and adjustment (Module 3)*. New Delhi : NCERT
- NCERT (2008). *Introduction to guidance (Module I)*. New Delhi : NCERT
- Pal, O.B. (2011). *Educational and vocational guidance and counselling*. New Delhi : Soujanya Books
- Pandey, K.P. (2000). *Educational and vocational guidance in India*. Varanasi : Vishwa Vidyalaya Prakashan
- Rao, V. K. & Reddy, R.S. (2003). *Academic environment: Advice, counseling and activities*. New Delhi : Soujanya Books
- Robinson, F.P. (2005). *Principles and procedures in student counselling*. New York : Harper and Row
- Shah, A. (2008). *Basics in guidance and counselling*. New Delhi : Global Vision Publishing House
- Sharma, M.K. (2011). *Counselling modalities*. New Delhi : Soujanya Books
- Sharma, Shashi Prabha (2011). *Career guidance and counselling : Principles and techniques*. New Delhi : Soujanya Books
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. New Delhi : Soujanya Books
- Srivastava, Sushil Kumar (2007). *Career counselling*. New Delhi: Soujanya Books



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

LIFE SKILLS EDUCATION

Course Code : MAE-208

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the theoretical foundations of life skills education*
- *develop life skills to deal with various situations in life*
- *develop as professionals in life skills education*
- *identify role of life skills for positive change and well being*

B. SYLLABUS

UNIT-1

1.1. Life skills: Concept, need and importance of life skills for human beings, difference among life skills, livelihood skills and survival skills; Life skills education: Concept, need and importance of life skills education for teachers

1.2. Genesis of the concept of life skills:

- UN Inter - Agency meeting
- Hamburg declaration
- Quality education and life skills : Dakar Framework
- Life skills education in the Indian context

UNIT-2

2.1. Social and Negotiation skills:

- Self-awareness (Definition, types of self, self-concept, body image, self-esteem, techniques used for self-awareness – Johari Windows, SWOT analysis)
- Sympathy, empathy and altruism
- Effective communication (Definition, functions, models and barriers)
- Interpersonal relationship (Definition, factors affecting relationships)

2.2. Coping skills:

- Coping with emotions (Definition, characteristics, types and coping strategies)
- Coping with stress (Definition, stressors, source of stress and coping strategies)
- Synchronization of thinking, social and coping skills

UNIT-3

- 3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2. Human rights and education: Need, importance and recommendations of various National and International Bodies

C Sessional Work

The students may undertake any one of the following activities:

1. Analysis of life skills approach in school curriculum at secondary level
2. Participation in seminar on life skills on any one of the following topics:
 - Recommendations of United Nations Inter Agency Meeting (1998)
 - Recommendation of 'Dakar Framework (2000)' on 'Quality Education and life skills'
 - Models of communication
 - Factors affecting human relationships and their impact on personality
 - Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three 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 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Dakar Framework for Action (2000). *Education for all : Meeting our collective commitments*. Dakar Senegal.
- Debra, McGregor (2007). *Developing thinking : Developing learning – A guide to thinking skills in education*. New York : Open University Press.
- Delors, Jacques (1997). *Learning : The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris : UNESCO Publishing Press.
- Fieldman, Robert S. (2009). *Essentials of understanding psychology*. New Delhi : Tata McGraw Hill.
- Hurlock, Elizabeth B. (2007). *Personality development*. New Delhi : Tata McGraw Hill.
- Krish, Steven J. et al. (2013). *Psychology for living: Education, adjustment, growth and behavior today*. New Delhi : Pearson.
- Kumar, Keval J.C. (2008). *Mass Communication in India*. New Delhi : JAICO Publications.
- McCowan, Tristan and Unterhalter, Elaine (Eds). (2015). *Education and international development : An introduction*. New Delhi : Bloomsbury.
- Nair, Rajasenan V. (2010). *Life skills, personality and leadership*. Tamil Nadu : Rajiv Gandhi National Institute of Youth Development.
- Prakash, B. (Ed.) (2003). *Adolescence and life skills : Commonwealth youth programme*. New Delhi : Tata McGraw Hill.

- Rao, P.L. (2008). *Enriching, human capital through training and development*. New Delhi : Excel Books.
- Robert, Mai and Kakerson, Allen (2007). *The leader as a communicator*. New Delhi : Prentice Hall of India.
- Salkind, Neil J. (2004). *An introduction to theories of human development*. New Delhi : Sage.
- Santrock, John W. (2006). *Educational psychology*. New Delhi : Tata McGraw Hill.
- Santrock, John W. (2007). *Adolescence*. New Delhi : Tata McGraw Hill.
- Stella, Cottrell (2005). *Critical thinking skills : Developing effective analysis and argument*. New York : Palgrave Macmillan.
- UNESCO (1997). *Adult education : The Hamburg declaration*. Paris : UNESCO Publishing Press.
- UNESCO (2005). *Quality education and life skills : Dakar goals*. Paris : UNESCO Publishing Press.
- Verma, M.L. (2010). *Youth and revolutionary upsurge*. New Delhi : Sarup Publishers.
- WHO (1999). *Partners in life skills education : Conclusions from United Nations Inter-Agency Meeting*. Geneva : World Health Organisation.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

SECONDARY AND HIGHER SECONDARY EDUCATION IN INDIA

Course Code	: MAE-209	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *analyse organizational structure of secondary and higher secondary education in India*
- *understand the roles of national, international and state agencies in improving secondary and higher secondary education in India*

B. SYLLABUS

UNIT-1

- 1.1. Secondary and Higher Secondary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of secondary and higher secondary education in India and Government interventions for quality concerns with special reference to RMSA

UNIT-2

- 2.1. Recommendations of Mudaliar and Kothari Commission, National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005)
- 2.2. National Agencies of Secondary Education in India: Ministry of Human Resource Management (CABE, NUEPA, NCERT, NIOS, CBSE), Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs – Their Constitution and roles

UNIT-3

- 3.1. Role of International Agencies in India: UNICEF and UNESCO with special reference to secondary and higher secondary education
- 3.2. Role of State Agencies regarding secondary and higher secondary education in India: State Department of School Education, SCERTs, SIEs, DIETs

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Government interventions for quality concerns of secondary and higher secondary education in India
- Salient features of RMSA
- Public Private Participation (PPA) Model for improving quality of secondary and higher secondary education in India – How viable it is?
- Chief recommendations of National Curriculum Framework (2005)
- Role of SCERTs and SIEs in strengthening, secondary and higher secondary education in India
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three 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 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

F. SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra: Aggarwal Publications.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-II

(For the examinations to be held in May, 2020)

ACTION RESEARCH

Course Code : MAE-210

Credits : 02

Course Type : ELECTIVE

Maximum Marks : 50

External Marks : 30

Internal Marks : 20

A. OBJECTIVES

After completing the course the students will be able to:

- *define the concept of research and action research*
- *develop clarity of the steps of action research*
- *understand the characteristics of the tools of action research (observation, questionnaire and interview)*
- *Acquire basic skills of Computation and Graphic representation of data*

B. SYLLABUS

UNIT-I

Concept of Research

- 1.1. Research: Meaning, need and importance;
- 1.2. Types of educational research

UNIT II

Basics of Action Research

- 2.1. Action Research: Meaning, need and importance, tools of action research – observations, Questionnaire and Interview
- 2.2. Process of Action Research: Identification of the problem in school context, formulation of action hypothesis, developing action research design, collection of data, analysis and interpretation of results, findings

UNIT III

Statistical Techniques and Graphical representation of Data

- 3.1. Statistics: Measures of Central tendency, measures of variability (S.D.) – Concept, Computation and Graphic representation of data
- 3.2. Computation of Coefficient of correlation (Pearson's and Spearman's methods), Computation of significance of difference between two means (large and small samples)

C. SESSIONAL WORK

The students shall develop Action Research Proposal on the identified and approved problem

D EVALUATION

The distribution of marks for the course is as under:

- | | | |
|----|-------------------------------------|------------|
| 1. | External (End-semester) Examination | : 30 Marks |
| 2. | Internal Assessment: | : 20 Marks |
| | (a) Mid-term Examination(s) | : 07 Marks |
| | (b) Sessional Work | : 05 Marks |
| | (c) ICT Based Quiz | : 05 Marks |
| | (d) Attendance* | : 03 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 & above	03
02	90 – 94	02
03	85 – 89	01
04	80 – 84	0.5

E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three 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 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words

- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

F. SUGGESTED READINGS

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterinan
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela,Maykut& Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.
- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.

- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research*: Concise paperback edition: California : Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California :Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.

M.A. (Edu.)

Semester – III



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

HIGHER EDUCATION IN INDIA

Course Code : MAE-301

Credits : 04

Course Type : COMPULSORY

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A OBJECTIVES

After completing the course the students will be able to:

- *understand the concept and significance of higher education*
- *reflect on the objectives of higher education*
- *understand the growth and development of higher education in India*
- *gain insight into the university governance*
- *understand the importance and problems of university autonomy in Indian context*
- *understand the relationship of state, central and private agencies in the functioning of university and colleges in terms of finance and administration in India*
- *understand the issues of quality and quantity in higher education in India*
- *gain insight into the implications of liberalization, privatization and globalization for higher education in India*

B SYLLABUS

UNIT-1

An Introduction

- 1.1. Higher Education – Meaning, structure, importance and objectives in India
- 1.2. Constitutional Provisions for Universities : Higher education in concurrent list, responsibilities of Centre and State Legislation for Establishment for Universities in India: Acts, Statutes, Ordinances and Regulations; Administrative structure of the universities – Academic Council, Syndicate, University Council and other Statutory Bodies for appointment of teaching and non-teaching faculty
- 1.3. National Policy on Higher Education in India – A critical appraisal

UNIT-2

- 2.1.** Higher Education in India during British Period : The Despatch of 1854 and its impact on the development of modern higher education
- 2.2.** Higher Education in Free India : Major recommendations of the University Education Commission (1948-49), Indian Education Commission (1964-66), other National Documents on higher education and the subsequent developments
- 2.3.** Types of universities – formal, affiliated, federal, unitary, unitary residential, state and central universities, deemed to be universities, Institutes of National Importance, agricultural universities, medical universities, technical universities, women universities, rural universities, IIT's, and the present status of autonomous colleges

UNIT-3

- 3.1.** Bodies Involved in Higher Education: Ministry of Human Resource Development, Government of India; Department of Higher Education in State Governments; Planning Commission and Planning Board
- 3.2.** University Grants Commission (UGC) : Origin, objectives and structure, functions; Role of Association of Indian University (AIU), National Assessment and Accreditation Council (NAAC) in the management of higher education in India.
- 3.3.** Role of Chancellor, Pro-Vice Chancellor, Vice-Chancellor students and teachers in decision making

UNIT-4

- 4.1.** Issues related to innovation in higher education in India, qualitative and quantitative issues related to higher education, maintenance of standards, growing unemployment, issues related to welfare services for students and teachers in higher education, issue of medium of instruction
- 4.2.** Issues of brain drain, politicisation of higher education – existence of pressure groups in university campuses, resource crunch in higher education
- 4.3.** Issues of internationalisation of higher education, implications of liberalisation, privatisation and globalisation for higher education in India

C SESSIONAL WORK

The students may make seminar presentation on one of the following:

- Bodies involved in the management of higher education at the National level
- Role of different stakeholders in higher education
- Types of universities in India
- Any other approved activity/topic of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, R.B.(1993). *Financing of higher education in India*. Varanasi : Ganga Kaveri Publishing House.
- Chalam, K. S. (2005). *Challenges of higher education*. New Delhi : Anmol Publications.
- Dekha, B (2000). *Higher education in India*. New Delhi : Atlantic Publishers and distributors.
- Goel, Aruna and Goel, S.L. (2005). *Encyclopedia of higher education in the 21st century*. New Delhi : Deep and Deep Publications.
- Jayaram N. (1987). *Higher education and status*. New Delhi : Mittal Publications.
- Kaul, J.N. (1998). *Governance of universities – Autonomy of the university community*. New Delhi: Abhinav Publications.
- Malik, A.P. (2005). *Finance and management issues in higher education* . Jaipur : ABD Publishers.
- Mohanty, Jagannath (2003). *Current trends in higher education*. New Delhi : Deep and Deep Publications.
- Naik, J.P. (1975). *Educational Planning in India*. New Delhi : Allied Publishing House.
- Pandey, V.C. (2005). *Higher education in a globalizing world*. New Delhi : Isha Books.
- Powar, K.B.(2002). *Indian higher education*. New Delhi : Concept Publishing House.
- Rao, D.B. (2005). *Globalisation and living together*. New Delhi : Discovery Publishing House.
- Rao, V. (2004). *Encyclopedia of educational development*. New Delhi : APH.
- Ram, A. (2000). *India – Issues and perspectives*. New Delhi : Mittal Publications.
- Ram, Mohan (2004). *Universalisation of higher education*. New Delhi : Sarup and sons Publications.
- Ramanujam, P. (2006). *Globalisation, education and open distance learning*. New Delhi : Shipra Publications.
- Raza, Moonis (Ed.). (1991). *Higher Education in India : Retrospect and Prospect*. New Delhi : Association of Indian Universities.
- Raza, M. and Malhotra, N. (20006). *Higher education in India – A comprehensive bibliography*. New Delhi : Concept Publishing House.
- Shukha, Chhaya (2004). *Financing higher education*. New Delhi : Sumit Enterprises.
- Singh, A. (1995). *Redeeming higher education*. New Delhi : Ajanta Publications.
- Singh, A. and Sharma, G. (2000). *Higher education in India : The socio context*. New Delhi : Konark Publications.

- Singh, A. and Sharma, G. (2002). *Higher education in India: The institutional context*. New Delhi : Konark Publications.
- Singh, Vanita and Sharma, Nirmala (2008). *Development of higher education in India*. New Delhi: Alfa Publications.
- Sobti, M. (1997). *A financial code for university system*. New Delhi : Vikas Publishing House.
- Thakur, Devendra and Thakur, D.N.(2004). *Higher education and employment*. New Delhi : Deep and Deep Publications.
- UGC (1987). *Development of higher education in India*. New Delhi : University Grants Commission.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

TESTING IN EDUCATION

Course Code : MAE-302
Credits : 04
Course Type : COMPULSORY

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A OBJECTIVES

After completing the course the students will be able to:

- trace the historical perspectives of psychological testing
- develop skills in construction and development of psychological testing
- develop skills in administration and interpretation of the psychological tests
- develop skills in writing the psychological test report
- understand the general steps of test-construction
- explain the procedure for item analysis
- describe the methods of establishing reliability of a test
- explain the concept of validity and its types

B. SYLLABUS

UNIT-I

- 1.1. Psychological Test: Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions
- 1.2. Classification of Psychological Tests : Classification based on the criterion of administrative conditions, scoring, time limit in producing the response, nature of contents of items and purpose objective
- 1.3. Errors in Psychological Tests : Concept and types of errors, concept of true score, observed score and error score and their interrelationship, ethical issues in psychological testing : Ethical principles of American Psychological Association (APA)

UNIT-2

- 2.1. General Steps of Test Construction: Item writing - Meaning of item and types of items, general guidelines for item writing
- 2.2. Item Analysis: Meaning and purpose of item analysis, composing the items – objective items, subjective items and response bias, item difficulty, item discrimination, inter-item correlation, item-total correlation and item-criterion correlation
- 2.3. Norms: Meaning and types (Age norms, grade norms, Z-score norms, T-score norms and stanine score norms)

UNIT-3

- 3.1. Reliability of a Test: Meaning, importance and types of reliability
- 3.2. Methods of Establishing Reliability of a Test: Test-retest, Parallel-forms, Split-half, Rational equivalence
- 3.3. Factors influencing reliability, methods of improving reliability of a test

UNIT-4

- 4.1. Validity of a Test: Concept and importance, types of validity; Factors influencing validity of a test, relation of validity to reliability of a test
- 4.2. Tools of psychological testing and assessment
- 4.3. Applications of Psychological Testing in Educational Setting : Guidance and counseling Testing of - intelligence, aptitude, attitude and interest etc.

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of an achievement – test on any school subject
- Presentation of a seminar on different methods of establishing reliability of a test
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi : Prentice Hall of India.
- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York : McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Fergusan, G. (1981). *A statistical analysis in psychology and education*. New York : McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi :Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi :Surjit Publications.

- Good, Carter V. (2008). *Introduction to educational research*. New Delhi :Surjit Publications.
- Gregory, R.J. (2004). *Psychological testing : History, principles and applications*. New Delhi: Pearson Education.
- Guilford, J.P. (2013). *Psychometric methods*. New Delhi :Surjit Publications.
- Huck, S.W. (2007). *Reading statistics and research*. Boston :Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing : Principles, applications and issues*. New York : Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing : A practical approach to design and evaluation*. New Delhi : Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California : Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishka.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

E - LEARNING

Course Code : MAE-303
Credits : 04
Course Type : COMPULSORY

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A OBJECTIVES

After completing the course the students will be able to:

- describe the concept, nature and components of e-learning
- explore and use various e-learning tools and technologies
- analyse a comprehensive range of approaches to e-learning
- evaluate critically the practices associated with e-learning
- evaluate the quality of e-learning programme

B SYLLABUS

UNIT-I

Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, characteristics, scope and importance of e-learning, e-learning skills
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E- Learning Tools and Technologies: Communication, Collaboration, Authoring, delivery and distribution tools

UNIT-2

E-Learning Tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and Curriculum design, content development, storyboard development, translation/adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)

- 2.3. Tools for e-learning in the subjects of science, mathematics, language and social studies

UNIT-3

e-learning Resources and Approaches

- 3.1. Emerging e-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning; Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for e-learning, blended learning, MOOC and flipped learning, review of e-learning resources

UNIT-4

Managing and evaluating e-learning Activities

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, e-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formation, summative and confirmative evaluation

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of an e-learning module or a course or a multimedia presentation for e-learning
- Presentation of a Seminar on “Importance of e-learning”
- Development of an ICT integrated unit plan
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Rourtledege.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

DISSERTATION

Course Code	: MAE-304	Maximum Marks	: 100
Credits	: 04	Evaluation of Dissertation	: 75
Course Type	: COMPULSORY	Presentation of PPT	: 05
		Viva-voce	20
		:	

Each student shall submit the dissertation along with a CD and Research Perspective before the commencement of Preparatory Holidays of Semester –IV. The dissertation has to be duly signed by the respective supervisor.

The evaluation of the dissertation shall be done by an external examiner and the research supervisor.

The evaluation of the dissertation shall be based on the quality of the research work. The viva-voce examination shall be conducted after power point presentation of the research work by the student.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

FUNDAMENTALS OF INFORMATION TECHNOLOGY

(INTERDISCIPLINARY COURSE)

Course Code	: MAE-305(A) ID	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *articulate the importance of information technology*
- *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*
- *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

Software and Packages for 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/WI-FI-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 (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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(2008). *Foundations of Computing*. New Delhi: BPB Publications.
- Sagman, S. (2007). *MS Office for Windows XP*. New Delhi: Pearson Education.
- ITL Educational Society. (2009) *Introduction to IT*. New Delhi: Pearson Education.
- Miller M. (2009) *Absolute Beginners Guide to Computer Basics*. New Delhi: Pearson Education.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

TECHNOLOGY AND SOCIAL MEDIA (INTERDISCIPLINARY COURSE)

Course Code : MAE-305(B) ID

Credits : 04

Course Type : OPEN

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A OBJECTIVES

After completing the course the students 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 (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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*.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

PROFESSIONAL GROWTH AND COMMUNICATION

(INTERDISCIPLINARY COURSE)

Course Code : MAE-305(C) ID

Credits : 04

Course Type : OPEN

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A OBJECTIVES

After completing the course the students 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 any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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. McCarney, 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 J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

ORGANISATIONAL BEHAVIOUR

(INTERDISCIPLINARY COURSE)

Course Code : MAE-305(D) ID

Credits : 04

Course Type : OPEN

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A OBJECTIVES

After completing the course the students 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 are 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 approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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, 1st 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.), 7th Ed. (2008).
- Lesiker, Raymond V. and John D. Pettit Jr. *Business Communication – Theory and Application*, Richard D. Irwin, Inc. 6th Ed.
- P.E. Merlevede – *7 Steps to Emotional Intelligence*.
- Romila Reddy – *NLP for Dummies*.
- Sahu, R.K. – *Training for Development* (Excel Books – 1st Edition).
- Uday Pareekh – *Understanding Organizational Behaviour* (Oxford 2nd Edition).



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

ADVANCED STATISTICS IN EDUCATION

Course Code : MAE-306

Credits : 04

Course Type : ELECTIVE

Maximum Marks : 100

External Marks : 60

Internal Marks : 40

A OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of partial correlation*
- *develop proficiency in computing partial correlation upto second order*
- *understand concept of biserial and point biserial correlation and their computation*
- *understand the concept of Analysis of Variance*
- *develop proficiency in the computation of two-way Analysis of Variance (with equal N)*

B SYLLABUS

UNIT-1

Methods of Correlation

- 1.1. Biserial Correlation: Concept, computation, standard error of biserial correlation and limitations of biserial correlation
- 1.2. Point Biserial Correlation : Concept, computation and significance; Comparison of biserial correlation and point biserial correlation
- 1.3. Tetrachoric Correlation : Concept and computation, standard error of tetrachoric correlation, comparison of phi coefficient and tetrachoric correlation.

UNIT-2

Methods of Correlation

- 2.1. Phi-Coefficient: Concept and computation, significance of phi coefficient

- 2.2. Contingency Coefficient : Concept and computation, significance of contingency coefficient
- 2.3. Partial Correlation: Concept, computation of 1st and 2nd order partial correlation, interpretation of coefficient of correlation in terms of standard error of estimate

UNIT-3

Regression and Prediction

- 3.1. Regression and Prediction : Concept, framing regression equations for two variables in score forms; Prediction – Meaning of predication from regression equation, prediction of the probable score of one variable with a given score of the second variable
- 3.2. Accuracy of Prediction from Regression equations, standard error of estimate – Concept, assumptions, computation and interpretation, Coefficient of forecasting efficiency – Concept, computation and interpretation of coefficient of correlation in terms of coefficient of forecasting efficiency
- 3.3 Multiple Correlation : Concept, computation of multiple correlation(R) for a three-variable problem

UNIT-4

- 4.1. Significance of Statistics : Concept of standard error, estimation of confidence limits of co-efficient of correlation and percentages / proportions ; Statistical inference of the difference between co-efficient of correlation and percentages / proportions
- 4.2. Analysis of Variance : Concept, assumptions, uses, testing assumption of homogeneity of variance (Bartlett's Test); Computation of Two-way Analysis of Variance with equal number of cases in cells
- 4.3. Parametric and Non-parametric statistics concept and difference between the two, computation of Sign Test (Small N), Median Test (Small N) and Kolmogorov – Smirnov Two Sample Test (small and large samples with equal N)

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Computation of Tetrachoric Correlation
- Computation of Phi Coefficient
- Computation of Contingency Coefficient
- Apply Bartlett's Test for testing homogeneity of variance for a hypothetical data for Two-way Anova (2x3 Factorial Experiment)
- Apply Kolmogorov – Smirnov Two sample Test for a hypothetical data for large sample)

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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:

- Cononver, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.

- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3rd edition)*. Boston :Allyn& Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn& Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.
- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

EARLY CHILDHOOD EDUCATION

Course Code : MAE-307
Credits : 04
Course Type : ELECTIVE

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the objectives of early childhood education*
- *develop insight into the contributions of various philosophers and educationists to early childhood education*
- *explain the aspects of human development during early childhood*
- *explain the recommendations of NPE(1986) NCF(2005) and NCPCR(2007)*
- *explain the recommendations of UNICEF, UNESCO, WHO, CARE, NIPCCD, IAPF for early childhood education*
- *develop understanding of functions of agencies of pre-school management in India*

B SYLLABUS

UNIT-1

Introduction to Early Childhood Education

- 1.1.** Early Childhood Education : Concept, need and objectives of early childhood education
- 1.2.** Brief history of early childhood education in India and role of five year plans in its development
- 1.3.** Contribution of the following Philosopher-educationists in the development of early childhood education: Pestalozzi, Froebel, Montessori, Tarabai Modak and Gijubhai Bhadheka

UNIT-2

Growth and Development in early childhood

- 2.1.** Growth and Development : Meaning, relationship between growth and development, principles of growth and development
- 2.2.** Aspects of Early Childhood Development :
 - * Physical and motor development
 - * Language development
 - * Social development
- 2.3.** Aspects of Early Childhood Development (Contd.) :
 - * Emotional development
 - * Cognitive development
 - * Development of aesthetic appreciation

UNIT-3

Programmes for Early Childhood Education

- 3.1.** Planning of Early Childhood Education : Principles of Planning, short-term and long-term plans, readiness programmes for reading, writing and arithmetic
- 3.2.** Methods of Transaction for Early Childhood Education : Story telling, Games, Drawing, Painting, Clay modeling and Nature study
- 3.3.** Methods Employed for Child Study : Observation, case study, Cross-sectional and Longitudinal Methods

UNIT-4

Construction of Organisations for Early Childhood Education

- 4.1.** Contributions of National Organisations to early childhood education :
 - Indian Association for Pre-school Education (IAPE)
 - National Institute of Public Cooperation and Child Development (NIPCCID)
 - New Born Infant Physical Examination (NIPE), 1986
 - National Curriculum Framework (NCF), 2005
 - National Commission for Protection of Child Rights (NCPCR), 2007
- 4.2.** Contribution of International Organisations to early childhood education:
 - United Nations International Children's Emergency Fund (UNICEF)
 - United Nations Educational, Scientific and Cultural Organisation (UNESCO)
 - World Health Organisation (WHO)
 - CARE International
- 4.3.** Agencies of Pre-school Management in India : Role and Functions of Indian Council for Child Welfare, Social Welfare Boards and NGOs

C SESSIONAL WORK

The students may present seminar on any one of the following themes:

- Contribution of educations in early childhood development
- Manipulative skills developed during early childhood.
- Recommendations for NCF (2000 and 2005) on early childhood
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, J.C.(1999). *Methods and materials of nursery education*. Delhi: Doaba Book House.
- Aggarwal, J.C. (2009). *Early childhood care and education*. New Delhi : Neha Publishers.
- Day, Barbara (1993). *Childhood education : Organising learning activities*. New York : Mac Milan.
- Ganai, M.Y. and Sayid Mohd. (2012). *Early childhood care and education*. New Delhi : Dilpreet Publishers.
- Grewal, J.S. (2014). *Early childhood education*. Agra : National Psychological Corporation.
- Kaul, V. (1991). *Early childhood education*. New Delhi : NCERT.
- Kaul V. and Bhatnagar, R. (1992). *Early Childhood education – A trainer’s handbook*. New Delhi : NCERT.
- Mohanty, J. and Mohanty, B. (1994). *Early childhood care and education*. New Delhi : Deep and Deep Publications.
- Muralidharan, R. and Banerji, U. (1969). *A guide for nursery school age : Report of a regional meeting of experts*. Bangkok. UNESCO.
- Pankajam, G. (1994). *Pre-school education : Philosophy and practice*. Ambala Cantt: The Indian Publications.
- Pankajam, G. (2005). *Pre-primary education : Philosophy and practice*. New Delhi : Concept Publishing Company.
- Rao, V.K. (2004). *Early childhood care and education*. New Delhi : Commonwealth Publications.
- Shukla, R.P. (2008). *Early childhood care and education*. New Delhi : Sarup and Sons.
- Singh, B. (1997). *Pre-school education*. New Delhi : APH Publications.
- UNESCO (1979). *New approaches to education of children of pre-school age : Report of a regional meeting of experts*. Bangkok : UNESCO Region office for Education in India and Oceania.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

ECONOMICS OF EDUCATION

Course Code	: MAE-308	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: ELECTIVE	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of education as consumption and investment*
- *develop understanding of the benefits and cost of education*
- *develop insight into the role of education in human and economic development*
- *explain the relationship between educational management, planning and finance*
- *reflect on the impact of new economic reforms initiated in India and their implications*

B SYLLABUS

UNIT-1

Introduction to Economics of Education

- 1.1. Economics of Education : Concept and scope, relationship between economics and education, Education as human capital
- 1.2. Micro and Macro Economics : Schools of economics and their relationship with education
- 1.3. Brief historical development of economic thought and its relevance to education, concept of political economy of education

UNIT-2

Costs and Benefits of Education

- 2.1. Taxonomy of economic costs and benefits, determinants of educational costs
- 2.2. Problems of measurement of costs and benefits in education
- 2.3. Cost-Benefit Analysis in Education: Concept of rate of returns and returns to education

UNIT-3

Economic Development and Efficiency in Education

- 3.1. Economic Growth: Concept and sources ; Contribution of education in economic growth
- 3.2. Contemporary perspectives on human development
- 3.3. Input – output relationship and interval – external efficiency in education

UNIT-4

Economic Reforms and Education

- 4.1. Relationship between poverty, schooling and education; Concept of market and marketisation of education, relationship between market and education
- 4.2. Privatisation of State Education: Public – Private partnership in education
- 4.3. Globalisation of Education: Concept and role of International Institutions: IMF, WB and WTO; Economic liberalisation policies in India and their impact on education

C SESSIONAL WORK

The students may present seminar on any one of the following themes:

- Education as human capital
- Relationship between economic and education
- Schools of economics and their relationship with education
- Taxonomy of economic costs and benefits
- Market and marketisation of education
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|-------------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Ansari, M.M. (1987). *Education and economic development*. New Delhi : Association of Indian Universities
- Ansari, M.M. (1992). *Education and economic development*. New Delhi : Association of Indian Universities
- Cohn, E. (1972). *Economics of education*. Lexington Man : D.C. Heath Company
- Debi, Sailabala (1988). *Economics of higher education*. Mearut : Anu Books
- Hedge, O (1972). *Economics of education*. New Delhi : Himalya Publishers
- Jandhyala, Tilak B.G. (1985). *Economics of inequality in education*. New Delhi : Saga Publications

- Johnes, Geraint, Johnes, Jill, Agasisti, Tommaso, Loura, Lopez – Torres (2017). *Handbook of contemporary education economics*. California : Edward Elgar Publishing
- Jones, Andrew (2016). *Globalisation : Key thinkers*. Jaipur : Rawat Publishing
- Kumar Surinder and Fahimuddin (2017). *Emerging challenges of globalisation and development*. Jaipur : Rawat Publishing
- Kishan, N. Ramnath (2008). *Economics of Education*. New Delhi : APH.
- Kurz, Heing D.C (2018). *Economic thought : A brief history*. Jaipur : Rawat Publications
- Latchanna, Gupta and Hussein, J.O. (2004) *Economics of Education*. New Delhi : Discovery Publishing House.
- Latchanna, S. and Jeilu, O.H. (2010). *Economics of education*. New Delhi : Discovery Publishing House.
- Lobo, Lancy and Shah, Jayesh (2012). *Globalisation, growth and employment : Challenges and opportunities*. Jaipur : Rawat Publishing
- Malik. A.P.(2005). *Finance and management issues in higher education*. Jaipur : ABD Publishers
- Mixon, Franklin G. and Cebuca, Richard, J. (2014). *New developments in economic education*. California : Edward Elgar Publishing
- Nagpal, C.S. and Mittal, A.C. (1993). *Economics of education*. New Delhi : Anmol Publications
- NCERT (1983). *Research in economics of education, Fifth survey of Educational Research 1988-92 : Trend Reports Vol. I*
- Padmanabhan, C.B. (1971). *Economics of Education*. New Delhi : Arya Book Depot.
- Rajaiah, B. (1987). *Economics of education*. New Delhi : Mittal Publication
- Rasure, K.A. (2008). *Economic of education, health and human resource development*. New Delhi : Abhijeet Publications
- Rogers, Daniel C. (1971). *Economics and Education – Principles and applications*. Toronto : Collier-Macmillan.
- Reddy, Shira B.(2000). *Education and rural development in India*. Paris : UNESCO – International Institute of Educational Planning
- Shukla, C. (2004). *Financing of higher education*. New Delhi : Sumit Enterprises



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-III

(For the Examinations to be held in December, 2020)

MENTAL HEALTH AND HYGIENE

Course Code	: MAE-309	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: ELECTIVE	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *define mental health and hygiene*
- *explain the causes of abnormal personality*
- *explain the concept of wholesome personality*
- *state the characteristics of wholesome personality*
- *understand the indicators of maladjustment*
- *explain the adjustment mechanisms*
- *explain the role of teachers, parents, community and religious institutions in the promotion of good mental health*

B SYLLABUS

UNIT-1

Introduction to Mental Health and Hygiene

- 1.1. Mental Health: Concept, importance and functions, factors influencing mental health, characteristics of a mentally healthy person, relationship between human needs and mental health
- 1.2. Mental Hygiene: Concept, importance, goals and principles, difference between mental health and mental hygiene
- 1.3. Wholesome and Abnormal Personality: Concepts, characteristics of wholesome personality, causes of abnormal personality, role of education in the development of wholesome personality

UNIT-2

Conflicts and Adjustment

- 2.1.** Conflict: Concept, types, factors causing conflicts, effects of conflicts in students, role of teachers and school counselors in resolving conflicts in students
- 2.2.** Adjustment and Maladjustment: Concept, process of adjustment, causes and indicators of maladjustment, role of teachers, school counselors and parents in helping maladjusted students to become adjusted ones
- 2.3.** Adjustment Mechanisms: Regression, sublimation, compensation, rationalization and fixation

UNIT-3

School and Mental Health

- 3.1.** Strategies for promoting good mental health, role of teachers for development of good mental health in students
- 3.2.** Role of school in developing self-awareness, positive attitude, self-discipline and self-motivation, role of co-curricular activities for development of good mental health in students
- 3.3.** Role of community and religious institutions in developing good mental health in youth of 21st century

UNIT-4

Diagnostic and Remedial Technique

- 4.1.** Diagnosis of Poor Mental Health : Symptoms of poor mental health; Case Study and Psycho - Analysis
- 4.2.** Remedial Techniques : Individual and Group psycho–therapies, counselling and play therapies
- 4.3.** Stress Management : Concept, manifestation of stress and coping strategies for stress management

C SESSIONAL WORK

The students may present seminar on any one of the following themes:

- Significance of co-curricular activities in mental health wellbeing of students
- Self administration of mental health inventory
- Cognitive behaviour therapy as a remedial technique
- Role of school in mental health wellbeing of students

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional Work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Bhan, S. and Dutt, N.K. (1986). *Mental health through education*. New Delhi : Vision Books.
- Chauhan, S.S. (2012). *Advanced educational psychology*. New Delhi : Vikas Publishing House.
- Crow, Lester D. (2007). *Essentials of educational psychology*. New Delhi: Surjit Publications.

- Dandpani, S. (2004). *A textbook of advanced educational psychology*. New Delhi : Anmol Publication.
- Garg, B.R.(2003). *An introduction to mental health*. Ambala : Associate Press.
- Mangal S.K. (2007), *Essentials of educational psychology*. New Delhi : Prentice Hall.
- Parmar, Rashmikant N.(2014). *Various dimensions of home environment among adolescents*. International Jowenal for Technological Research in Engineering, 1(7), 2347 – 2358.
- Shanker Uday (1989). *Mental hygiene*. New Delhi : M.N. Publishers and Distributors.
- Sharma, R.N. and Sharma, R.K. (2004). *A textbook of educational psychology*. New Delhi : Atlantic Publishers.
- Thompson, G.G. and Gardner, F.F. (2011). *Educational psychology*. New Delhi : Surjit Publications.
- Thork, G.L. and Olson, S.L. (1999). *Behaviour therapy : Concepts, procedures and application*. London : Allyn Bacon.
- Woolberg, L.R.(1995). *The technique of psychotherapy*. London : Jason Aronson.
- Woofolk, A. (2014). *Educational psychology*. New Delhi : Person Education.

M.A. (Edu.)

Semester – IV



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)
SEMESTER-IV
(For the Examinations to be held in May, 2021)

CURRICULUM STUDIES

Course Code	: MAE-401	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *reflect upon the concept of curriculum and syllabus*
- *explain the process of curriculum development*
- *explain the levels of teachers participation in curriculum development*
- *explain the components of curriculum planning*
- *reflect on the models of curriculum development*
- *explain the eclectic model of curriculum development*
- *describe the conditions of curriculum transaction*
- *explain formative and summative evaluation for curriculum*

B SYLLABUS

UNIT-1

Fundamentals of Curriculum

- 1.1.** Curriculum: Meaning, concept, nature, functions and types of curriculum; Difference between curriculum and syllabus, scope of curriculum studies
- 1.2.** Foundations of Curriculum: Philosophical, Psychological, Socio-cultural
- 1.3.** Types of Curriculum: Subject-centred, Experience and Activity Centred; Core curriculum

UNIT-2

Process of Curriculum Development

- 2.1.** Process of Curriculum Development: Situational analysis, selection of objectives, selection of content and learning activities, organization of content and learning activities, evaluation

- 2.2. Levels of Curriculum Decision Making: Academic level, societal level, formal level, instructional level, operational level, experiential level
- 2.3. Levels of Teachers' Participation in Curriculum Development : Imitative, maintenance, mediative and creative

UNIT-3

Curriculum Planning and Designing

- 3.1. Curriculum Planning: Concept and components of curriculum planning, trends in curriculum planning, principles of curriculum planning
- 3.2. Curriculum Designing: Concept, types of curriculum, principles of curriculum development; Models of curriculum development (Tyler, Wheeler and Taba), eclectic model of curriculum development
- 3.3. Curriculum Change: Concept, improvement and innovations, factors affecting curriculum change, role of students, teachers and educational administrators in curriculum change and improvement

UNIT-4

Curriculum Transaction and Evaluation

- 4.1. Curriculum Transaction : Concept, need and importance; conditions of curriculum transaction (Intake, duration, content, experience, communication, classroom climate and interest of students); Integration of ICT in curriculum transaction; Modes of ICT for transaction of curriculum and their advantages and limitations
- 4.2. Curriculum Evaluation: Concept, principles and approaches in curriculum evaluation; Models of curriculum evaluation (Ralph Tyler, Robert Stake and Michael Scriven)
- 4.3. Types of Evaluation: Formative and summative – Concept, scope and importance, difference between formative and summative evaluation, critical evaluation of National Curriculum Framework (NCF)- 2000 and 2005

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Presentation of a Seminar on 'Models of Curriculum'
- Presentation of a Seminar on 'Teachers' Participation in Curriculum development'
- Presentation of Seminar on 'Formative and Summative Evaluation'
- Presentation of a Seminar on 'Critical Evaluation of National Curriculum Framework (NCF)-2005'
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.

- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- Brady, L. (19990). *Curriculum development*. New York: Prentice Hall.
- Chandra, Arvind (2008). *Curriculum development and evaluation in education*. New Delhi: Sterling Publishers.
- Dash, B.N.(2007). *Curriculum planning and development*. New Delhi : Dominant Publishers
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon.
- Ebel, Robert, L. (1991). *Essentials of educational measurement*. New Delhi: Prentice Hall of India.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Faunse, Ronald C. and Bossing, Nelson L. (2001). *Developing the core curriculum*. New York: Prentice Hall.
- Gagne, Robert and Briggs, Leslie (1995). *Principles of instructional design*. New York: Holt, Rinchart and Winston.
- Gunter, Mary Alice *et al.* (2007). *Instruction A model's approach*. Boston: Pearson Education.
- Joseph, P.B. *et. al.* (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.
- Leonard, Paul J. (2002). *Developing the secondary school curriculum*. New York: Holt, Rinchart and Winston.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.
- Maimidi, M.R. and Ravishankar (Eds.)(1984). *Curriculum development and educational technology*. New Delhi: Sterling Publishers.
- McNeil, John D. (2003). *Curriculum: The teacher's initiative*. Ohio: Prentice Hall.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- Mukunda, Kamala V. (2009). *What did you ask at school today: A handbook of child learning*. Noida: Harper Collins Publishers.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.

- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Pandey, Mridula (2007). *Principles of curriculum development*. New Delhi: Kanishka Publishers.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Sharma, Promila (2009). *Curriculum development*. New Delhi : APH.
- Singh, Vanita (2008). *Curriculum development in Indian higher education*. New Delhi: Alfa Publishers.
- Srivastava, D.S. and Sarita Kumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- Talla, Mrunalini (2012). *Curriculum development: Perspectives, Principles and issues*. New Delhi: Pearson.
- Taylor, Ralph W. (1974). *Basic principles of curriculum and instruction*. Chicago : The University of Chicago Press.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Vaishnav, R. and Parasher, G.S. (2010). *Computer aided instructional design in education*. New Delhi: Kitabi Dunia.
- Vashisht, R. P. (2008). *Curriculum development*. New Delhi: Anmol Publications.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

INCLUSIVE EDUCATION

Course Code	: MAE-402	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *explain the philosophical and sociological perspectives of inclusive education*
- *explain the principles of inclusive education*
- *describe the approaches to disability*
- *develop familiarity with the policies for the promotion of inclusive education*
- *explain attitudinal, systemic and structural barriers to inclusion*

B SYLLABUS

UNIT-1

Perspectives in Inclusive Education

- 1.1. Inclusive Education: Meaning, historical perspective of inclusive education in India
- 1.2. Inclusive Education: Principles, need, scope and advantages
- 1.3. Efficacy and best practices associated with inclusive education

UNIT-2

Landmark Initiatives on Inclusive Education

- 2.1. World Declaration on Education for All (1990), Salamanca Framework (1994), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 2.2. National Commissions and Policies: Kothari Commission (1964-66), National Policy on Education (1986), Revised National Policy on Education (1992), POA (2002), National Curriculum Framework (2005), National Policy for Persons with Disabilities (2006)

- 2.3. National Acts and Programmes : IEDC(1974), RCI Act (1992), RPD (2016), National Trust Act (1999), SSA (2000), RTE (2009) and Amendments 2012, RMSA (2009) and IEDSS (2013)

UNIT-3

- 3.1. Infrastructural facilities needed for inclusion in a school; Resource room : Concept and equipment / material required
- 3.2. Approaches / Models to inclusion : Concept of full inclusion, partial inclusion; Models of inclusion : Consultant Model, Three Dimensional (3D) Model
- 3.3. Pedagogical Approaches for children with special Needs (CWSN) : Curriculum adaptation, Activity – based Learning, use of specially designed resource materials, collaborative and co-operative learning.

UNIT-4

- 4.1. Barriers to Inclusion : Attitudinal, systemic and structural, ensuring physical, academic and social access
- 4.2. Agents of Change : Teachers and leaders
- 4.3. Role of teacher as mentor counsellor and researcher in an inclusion set up ; Role of the principal and teachers in evolving inclusive practices and assessment using observation, continuous and comprehensive assessment (Formative and Diagnostic)

C SESSIONAL WORK

The students may undertake any one of the following activities:

1. Visit to special school of any one disability / inclusive school and submit observation report highlighting pedagogical practices
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy
5. Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Alur, Mithu and Bach, Michael (2009). *The journey for inclusive education in the Indian sub-continent*. New York: Routledge.
- Bartlett, L. D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Berry, B., Daughtrey, A and Weider, A (2010). *Teacher leadership : Leading the way to effective teaching an learning / Centre for Teaching Quality*. Washington, D.C.
- Chaote, J. S. (1991). *Successful Mainstreaming*. New York :Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. New York :Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Das, Ashima; Das, Shankar and Katthumuri, Ruth (2013). *Inclusive education: A contextual working model*. New Delhi: Concept Publishing Co.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Co.
- Dessent, T. (1987). *Making Ordinary School Special*. London: Jessica Kingsley Publishers.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gargiulo, R. (2010). *Special education in contemporary society : An introduction to exceptionality*. New Delhi : Saga Publications.
- Gartner, A., and Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. New York: Sage.
- Gore, M.C. (2004). *Successful inclusion strategies for secondary and middle school teachers*. New York : Sage.
- Hegarthy, S. and Alur, M. (2002). *Education of children with special needs: From segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P. and Rozario, J. ((2003). *Learning disabilities in India*. New York :Sage.
- Karten, T. J. (2007). *More inclusion strategies that work*. New York : Sage.
- King-Sears, M. (1994). *Curriculum-based assessment in special education*. California: Singular Publications.
- Lerner, J.W. and Johns, B. (2014). *Learning disabilities and related disabilities : strategies for success*. New Jersey : Cengage Learning.

- Lewis, R. B. and Doorlag, D. (1995). *Teaching special students in the mainstream*. New Jersey: Pearson.
- Lewis, R.B. and Doorlag, A.H (2010). *Teaching students with special needs in general education classrooms*. Landon : Pearson
- Mangal, S.K. (2009). *Educating exceptional children: An introduction to special education*. New Delhi: Prentice Hall.
- McCormick, S. (1999). *Instructing students who have literacy problems*. New Jersey: Pearson.
- Ministry of Law and Justice (1950). *Article 41 of Constitution of India*. New Delhi : Ministry of Law and Justice, government of India.
- Panda, K.C. (1997). *A guide to educating children with learning disabilities*. New Delhi : Vikas Publishers.
- Peterson, M. and Hittie, M. (2009). *Inclusive teaching : The journey towards creating effective schools for all learners*. New Jersey : Merrill.
- Puri, Madhumita and Abraham, George (2005). *Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries*. New Delhi: Sage Publications.
- Rayner, S. (2007). *Managing special and inclusive education*. New York :Sage.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive setting*. Boston :Allyn and Bacon.
- Sedlak, R. A. and Schloss, P. C. (1986). *Instructional methods for students with learning and behavior problems*. Boston : Allyn and Bacon.
- Stow, L. and Selfe, L. (1989). *Understanding children with special needs*. London: Unwin Hyman.
- Tha, M.M. (2002). *School without walls : Inclusive education for all Oxford : Heinemann*.
- Turnbull, A., Turnbull, R., Turnbull, M., and Shank, D.L. (1995). *Exceptional lives: Special education in today's schools*. New Jersey: Prentice-Hall.
- UNESCO (1994). *The salamanca statement and framework for action on special needs education* Paris : UNESCO
- Vlachou, D. A. (1997). *Struggles for inclusive education: An ethnographic study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense methods for children with special educational needs – Strategies for the regular classroom*. London: Routledge Falmer.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)
SEMESTER-IV
(For the Examinations to be held in May, 2021)

TECHNOLOGY OF TEACHING

Course Code	: MAE-403	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *define technology, teaching, learning and teaching technology*
- *explain the relationship between teaching and learning*
- *describe the functions of teaching variables*
- *explain the maxims and principles of effective teaching*
- *develop an understanding of the need and importance of various devices of teaching*
- *write behavioural objectives for different subjects*
- *explain Bloom's Revised taxonomy of educational objectives.*
- *explain taxonomy of educational objectives in affective and psycho-motor domains*
- *develop an understanding of different methods of teaching*
- *develop an understanding of organising teaching at memory, understanding and reflective levels*
- *develop an understanding of different types of lessons and lesson plans*
- *develop e-lesson plans in different subjects*
- *develop weekly, monthly and yearly calendar of activities for any class in an institution*

B SYLLABUS

UNIT-1

Technology, Teaching and Learning

- 1.1.** Technology, Teaching and Learning: Meaning of technology, teaching, learning and teaching technology; Relationship between teaching and learning; Teaching variables and their functions (Diagnostic, Prescriptive and Evaluative); Phases of teaching, characteristics of teaching technology, types of teaching behaviour

- 1.2. Maxims and principles of effective teaching; Devices of teaching-Meaning, need, importance and types of devices of teaching
- 1.3. Instructional Aids: Meaning, types of instructional aids (Audio, Visual and Audio-Visual), Edgar Dale's Cone of Experience

UNIT-2

Taxonomy of Education Objectives

- 2.1. Behavioural Objectives: Meaning, importance, writing behavioural objectives for different subjects, difference between educational and instructional objectives
- 2.2. Taxonomy of Educational Objectives: Cognitive Domain (Bloom's Revised); Krathwol's Affective Domain and Dave's Psychomotor Domain
- 2.3. Effective Teacher: Meaning, characteristics of an effective teacher and optimizing effective teaching

UNIT-3

Methods of Teaching

- 3.1. Organising Teaching at Memory, Understanding and Reflective Levels
- 3.2. Methods of Teaching: Meaning, importance, procedure, advantages and limitations of each method of teaching:
 - (a) Inductive-Deductive Method
 - (b) Analytic-Synthetic Method
 - (c) Project Method
- 3.3. Methods of Teaching: Meaning, importance, procedure and limitation of:
 - (a) Lecture Method
 - (b) Tutorial Method
 - (c) Assignment Method

UNIT-4

Lesson Planning

- 4.1. Types of lessons (knowledge, skill and appreciation); lesson planning (meaning, importance, principles and criteria of an effective lesson plan); approaches to lesson planning (Herbartian, RCEM and Constructivist)
- 4.2. Development of e-lesson plans for different subjects
- 4.3. Time Management: Time Table, its importance and types; weekly, monthly and yearly calendar of activities; Professional ethics for teachers

C SESSIONAL WORK

The student-teacher may undertake any one of the following activities:

1. Writing behavioural objectives, four each from cognitive, affective and psycho-motor domain selecting three topics from two teaching subjects at the secondary level
2. Developing four lesson plans (two each following Herbartian and RCEM approaches on the two teaching subjects for secondary school students)
3. Presenting a seminar on professional ethics for teachers
4. Developing e-lesson plan in atleast two subjects
5. Preparing weekly, monthly and yearly calendar of activities for a class in an institution
6. Any other approved topic of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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**. Length of each question should be between 400-600 words.

- In all a student shall attempt **FIVE QUESTIONS**.
- 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

- Anand, J.C. (2011). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing: House.
- Chauhan, S.S. (2014). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House.
- Cooper, Hilary (2014). *Professional studies in primary education*. New Delhi: Sage.
- Dale, Edgar P. (1998). *Learning and teaching*. London: Allyn and Bacon.
- Dececco, J.P. (1998). *The psychology of learning and instruction*. New Delhi: Prentice Hall.
- Hall, Gene E. Quinn, Linda F. and Gollnick, Donna M.(2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jangira, N.K. and Singh, Ajit (1982). *Core teaching skills: The micro teaching approach*. New Delhi: NCERT.
- Joyce, B. and Weil, M.(1996). *Models of teaching*. New Delhi: Prentice Hall of India.
- Kochhar, S.K.(2010). *Methods and techniques of teaching*. New Delhi: Sterling.
- Kulkarni, S.S.(1986). *Introduction to educational technology*. New Delhi: Oxford and IBH.
- Pandey, K.P.(1980). *A first course in instructional technology*. New Delhi: Amitash Prakashan.
- Sharma, S.K.(2005). *Learning and teaching: Learning process*. New Delhi: Gyan Books.
- Srivastave, D.S. and Kulkarni, S. (2005). *Education: Understanding the learner*. New Delhi: Gyan Books.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)
SEMESTER-IV
(For the Examinations to be held in May, 2021)

EDUCATIONAL MANAGEMENT

Course Code	: MAE-404	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of educational management*
- *explain the different aspects of educational management*
- *explain the different types of educational management*
- *familiarise with the concept of institutional planning*
- *describe the steps for the preparation of an institutional plan*
- *reflect on the concept and process of organizational change*
- *describe the impact of globalisation on educational management*
- *gain insight into the impact of institutional autonomy on the functioning of educational institutions*
- *understand the concept of SWOT analysis*
- *understand the concept of bench marking*
- *gain insight into the 360 Degree Performance Appraisal*

B SYLLABUS

UNIT-1

Educational Management

- 1.1.** Management of Education in India: Role of Central and State Governments; Total quality Management - Concept and applications in educational institutions.
- 1.2.** Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation

- 1.3. Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic

UNIT-2

Institutional Planning

- 2.1. Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan
- 2.2. Planning of a School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground etc
- 2.3. Planning of community resources for the use of school development

UNIT-3

Management of Change in Educational Organisation

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organizational change
- 3.3. Impact of globalization on educational management; Institutional autonomy and accountability – Concept, need and their impact on functioning of educational institutions

UNIT-4

Management Techniques

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of interview schedule for micro-level educational survey of elementary education
- Preparation of an institutional plan for an elementary school
- Preparation of a school development plan based on RTE Act (2009)
- Any other approved activity of relevance'

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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**. Length of each question should be between 400-600 words.
- In all a student shall attempt **FIVE QUESTIONS**.
- 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

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.

- Bhagia, N.M. *et al.*(1990). *Educational administration in India and other developing countries*. New Delhi: Common Wealth Publications.
- Bush, T. (1986). *Theories of educational management*. London: harper and Row.
- Bush, T. and Les, B. (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing House.
- Chakraborty, S.K. (2002). *Values and ethics for organizations: Theory and practice*. New Delhi: Oxford University Press.
- Dayanandan, R. (2015). *Leadership theory and practice*. Delhi : Dominant Publishers and Distributors.
- Gupta, C.B.(1992). *Compulsory management*. New Delhi: Ashish Publishing House.
- Mukhopadhyay (2010). *Total quality management in education*. New Delhi: Sage Publications.
- Pandya, S.R.(2015). *Administration and management of education*. New Delhi : Himalya Publishing House.
- Ross, J.E. (1993). *Total quality management: Text, cases and readings*. Londong: Kogan Paul.
- Singhal, R.P. *et al.* (1986). *School inspection system: A modern approach*. New Delhi: Vikas Publishing House.
- Tanner, D. and Lawrel, T. (1987). *Supervision in education: Problems and practices*. New York: Macmillan.
- Tomas, J. (1987). *Educational governance and administration*. New York: Prentice Hall.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

PRACTICAL WORK

Course Code : MAE-405
Credits : 02
Course Type : COMPULSORY

Maximum Marks : 50
Internal Marks : 50

Each student shall undertake the following activities:

S.No.	Activity	Max. Marks
1	Preparation of a questionnaire or a rating scale	10
2	Writing description of a list of atleast two intelligence tests with their introduction, scoring procedure, indices of reliability and validity	10
3	Writing description of atleast two adjustment tests / inventories or personality tests / inventories with their introduction, scoring procedure, indices of reliability and validity	10
4	Preparation of references for books, research journals, theses, dissertation, encyclopedia, newspapers and Government Gazette as per APA style, 6 th Edition	10
5	Writing an article for print media	10
Total		50

Note:

The students shall be assessed by a Committee constituted for the purpose.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

INTERNSHIP

Course Code	: MAE-406	Maximum Marks	: 100
Credits	: 04	External Marks	: 50
Course	: COMPULSORY	Internal Marks	: 50

- The students shall be assessed by their respective supervisors for 50 marks spread over different components of internship given below in the Table
- Viva-voce shall be conducted by an external examiner for 50 marks

S.No.	Activity	Max. Marks
1	Visit to DIET / SIE and submission of the report	05
2	Observation of atleast five lessons in perspective papers of B.Ed. delivered by regular teachers of the College	05
3	Delivery of atleast five lessons on perspective papers of B.Ed. programme through the use of multimedia	10
4	Delivery of atleast two lectures on social themes like climate change, good habits, respecting our elders etc. to B.Ed. / M.Ed. students	10
5	Writing two notices for notice-board of the College	05
6	Conducting a staff meeting in the College and writing its minutes	05
7	Critical evaluation of atleast one research article	10
8	Viva - voce by an external examiner	50
Total		100



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)
SEMESTER-IV
(For the Examinations to be held in May, 2021)

COMPARATIVE EDUCATION

Course Code	: MAE-407	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: ELECTIVE	Internal Marks	: 40

A OBJECTIVES

After completing the course the students will be able to:

- *understand comparative education as an emerging discipline in education*
- *understand the methods of comparative education*
- *reflect on the factors determining educational system in a country*
- *develop clear understanding of the role of UNESCO, UNICEF and SAARC in the development of global consciousness understand the constitutional provisions for education in India, UK, Russia and Japan*
- *understand the constitutional provisions for education in India, USA, UK, Russia and Japan*
- *reflect on the system and structure of pre-primary and elementary education in India, USA, UK, Russia and Japan*
- *reflect on the system higher education in India, USA, UK, Russia and Japan*
- *make comparison of the system of teacher education in India, USA, UK, Russia and Japan*
- *make comparison of adult education in India and Brazil*

B SYLLABUS

UNIT-1

Comparative Education – An Introduction

- 1.1.** Comparative Education: Meaning, purpose and scope, Methods of Comparative Education: Juxtaposition, Historical and Descriptive
- 1.2.** Factors Determining Educational System in a Country: Geographically, Political, Philosophical, Economic, Historical, Religious, Socio-cultural, Scientific, Structural and Functional
- 1.3.** Educational Programmes for Global Consciousness in Development: Concept and role of UNESCO, UNICEF and SAARC in education

UNIT-2

Constitutional Provisions, Administration and Finance

- 2.1.** Constitutional provisions for Education in India, USA, UK, Russia and Japan
- 2.2.** Educational administration in India, UK, Russia and Japan
- 2.3.** Educational finance in India, USA, UK, Russia and Japan

UNIT-3

Systems of Education

- 3.1.** Structure and Distinctive Features (Curriculum, Examination, Evaluation, Vocationalisation) of Pre-primary, Elementary, Secondary Education in India, USA, UK, Russia and Japan
- 3.2.** System of higher education in India, USA, UK, Russia and Japan
- 3.3.** Systems of teacher education in India, USA, UK, Russia and Japan

UNIT-4

Contemporary Issues

- 4.1.** Issues of Quality and internationalisation of higher education in India, USA, UK, Russia and Japan
- 4.2.** Adult education in India and Brazil
- 4.3.** Problems Prevailing in Third World Countries with Special Reference to India : Poverty, hunger, population explosion, unemployment, terrorism, illiteracy and role of education in their solution

C SESSIONAL WORK

The students may present a seminar on any of the topic:

- 1. Pre-Primary Education in India, USA, UK, Russia & Japan
- 2. Elementary Education in India, USA, UK, Russia & Japan
- 3. Secondary Education in India, USA, UK, Russia & Japan
- 4. Higher Education in India, USA, UK, Russia & Japan
- 5. Teacher Education in India, USA, UK, Russia & Japan
- 6. Problems prevailing in Third world countries
- 7. Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Ashraf, Jaweed (1988). *Soviet education – Theory and practice*. New Delhi: Sterling Publisher.
- Chakravarti, Mohit (2005). *Education in the 21st century*. New Delhi : Kalpaz Publications.
- Goel, Aruna and Goel, S.L. (2005). *Encyclopedia of higher education in the 21st century*. New Delhi: Deep and Deep Publications.
- Hans, Nicholas (2004). *Comparative education*. New Delhi. Surjit Publications.
- Kandel, I.L.(2003). *Studies in comparative education*. New Delhi : Surjit Publications.
- Khan, Mohammad Abbas (2004). *Modern comparative education*. New Delhi : Anmol Publications.
- Khanna, P.K. (2005). *Education in the new millennium* Jaipur: ABD Publishers.
- Kenneth, R.K. (1996). *Education in USA*. London : Alwen Ltd.
- Malik, A.P. (2005). *Finance and management issues in higher education*. Jaipur: ABD Publishers.
- Mohanty, Jagannath (2003). *Current trends in higher education*. New Delhi : Isha Book Publications.
- Panday,. V.C. (2005). *Higher education in the globalizing world*. New Delhi : Isha Book Publications.
- Phillip, Johns E. (1991). *Comparative education: Purposes and methods*. Sydney: University of Green Land Press.
- Powar, K.B. (2002). *Indian higher education*. New Delhi : Concept Publishing Co.
- Ram, Mohan (2004). *Universalisation of higher education*. New Delhi : Sarup and sons Publications.
- Rao, V.K. and Reddy, R. (2004). *Comparative education*. New Delhi : Commonwealth Publishers.
- Sani, P.L. (2005). *World higher education*. Jaipur : ABD Publishers.
- Sharma, Promila (2009). *Encyclopedia of comparative education*. New Delhi : APH.
- Sharma, R.N. (2005). *Comparative education*. New Delhi : Surjit Publications.
- Sharma. R.S. (2005). *Comparative perspectives on education*. Jaipur : ABD Publishers.
- Sharma Y.K. (2005). *Comparative education : A comparative study in educational systems*. New Delhi : Kanishka Publishers.
- Shukla, Chaya (2004). *Financing higher education*. New Delhi : Sunit Enterprises.
- Singh, Vanita and Sharma, Nirmala (2008). *Development of higher education in India*. New Delhi : Alfa Publications.
- Sodhi, T.S. (2004). *Text book on comparative education*. New Delhi : Vikas Publishing House.

- Thakur, Devendra and Thakur, N.N. (2004). *Higher education and employment*. New Delhi : Deep and Deep Publications.
- Ulich, Robert (2006). *The education of nations: A comparison in historical perspectives*. New Delhi: Surjit Publications.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

EDUCATIONAL LEADERSHIP

Course Code : MAE-408
Credits : 04
Course Type : ELECTIVE

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A. OBJECTIVES

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

- *critically examine the core and contemporary leadership theories*
- *reflect on the challenges in leadership in elementary schools*
- *utilize the leadership skills in maintaining human relations in administration*
- *understand the role of head of institution as a democratic leader*
- *explore the barriers to effective educational leadership*

B. SYLLABUS

UNIT-1

Introduction to Education Leadership

- 1.1. Educational Leadership: Concept, functions and objectives; Characteristics of a good leader
- 1.2. Types of Educational Leadership: Academic, administrative, community and student-centred leadership
- 1.3. Styles of Educational Leadership: Authoritarian, Leiszeze-Faire and Democratic

UNIT-2

Current Trends in Educational Leadership

- 2.1. Educational Leadership Skills: Decision making, planning, coordinating, communicating, evaluating and feedback

- 2.2. Current trends in educational leadership in the context of privatisation and public-private partnership
- 2.3. Challenges for educational leadership because of diversity in educational organisations with special reference to gender and multiculturalism

UNIT-3

Leadership and Organisational Behaviour

- 3.1. Basic attributes of an Organisation : Organisational designs, organizational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and work-group
- 3.3. Conflicts: Concept, nature, types; strategies for conflict management

UNIT-4

Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership and steps to overcome them
- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Current practices in the field of educational leadership
- Barriers in leadership
- Organizational culture and role of the head of the organisation
- Theories/models of educational leadership
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

3.	External (End-semester) Examination	: 60 Marks
4.	Internal Assessment:	: 40 Marks
	(a) Mid-term Examination(s)	: 15 Marks
	(b) Sessional Work	: 10 Marks
	(c) ICT Based Quiz	: 10 Marks
	(d) Attendance*	: 05 Marks

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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

- Baldridge, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.
- Dayanandan, R. (2015). *Leadership theory and practice- An educational perspective*. New Delhi : Dominant.

- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Mohanty, Jagannath (2012). *School administration supervision and organisation*. New Delhi: Shipra Publications.
- Northhouse, Peter G. (2010). *Leadership Theory and practice*. New Delhi. Sage.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education. administration and management*. New Delhi : Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

EDUCATIONAL ADMINISTRATION

Course Code : MAE-409
Credits : 04
Course Type : ELECTIVE

Maximum Marks : 100
External Marks : 60
Internal Marks : 40

A OBJECTIVES

After completing the course students will be able to:

- *identify trends in educational administration*
- *understand basic principles of educational administration*
- *understand the role of different agencies of educational administration*
- *comprehend the significance of educational administration at different levels*

B SYLLABUS

UNIT-1

Theoretical Considerations

- 1.1.** Educational Administration: Meaning, objective and scope, human beings as inputs, process and products
- 1.2.** Basic principles of educational administration
- 1.3.** Development of modern concept of educational administration from the year 1947 onwards

UNIT-2

Administration at Various Levels

- 2.1.** Different Patterns of Educational Administration: Centralised and decentralized administration, human relationship, approach to educational administration
- 2.2.** Educational administration at Central, State and Local levels
- 2.3.** Composition and functions of Central Advisory Board of Education and NCERT towards National system of Education

UNIT-3

Problems of Educational Administration

- 3.1. Types of Institution: Government, Government aided and self-financed, their administration at different levels of education
- 3.2. Problems and solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to the expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration

UNIT-4

Programme Evaluation and Review Technology

- 4.1. Decision making, organizational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspection and supervision in the development of an institution

C SESSIONAL WORK

The students may undertake any one of the following activities:

- Present a power point presentation on the organization and activities of Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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**. Length of each question should be between 400-600 words.
- In all a student shall attempt **FIVE QUESTIONS**.
- 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

- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Dayanandan, R. (2015). *Leadership theory and practice*. Delhi : Dominant Publishers and Distributors.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, C.B.(1992). *Compulsory management*. New Delhi: Ashish Publishing House.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.

- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Pandya, S.R.(2015). *Administration and management of education*. New Delhi : Himalya Publishing House.
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
College with Potential for Excellence Status by the UGC
Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.A. (Education)

SEMESTER-IV

(For the Examinations to be held in May, 2021)

KNOWLEDGE AND CURRICULUM

Course Code	: MAE-410	Maximum Marks	: 100
Credits	: 04	External Marks	: 60
Course	: ELECTIVE	Internal Marks	: 40
Type			

A OBJECTIVES

After completing the course the students will be able to:

- *differentiate between the concept of knowledge and knowing*
- *explain different ways of knowing*
- *develop understanding of different facets of knowledge*
- *explain the concept of curriculum*
- *describe the approaches to curriculum development*
- *acquire knowledge about different designs of curriculum*

B SYLLABUS

UNIT-1

- 1.1** Meaning of concept, knowledge, knowing, information and perception, characteristics of knowledge; Difference between knowledge and skills, knowledge and information, reason and analysis, belief and truth
- 1.2** Types of Knowledge: Philosophical, personal, procedural and propositional and sources of knowledge-Education, situational, conceptual and strategic
- 1.3** Role of teacher and student in transmission and construction of knowledge and barriers

UNIT-2

- 2.1** Education: Concept and etymological meaning, characteristics of education
- 2.2** Education for nationalism, universalism and secularism

- 2.3** Values: Concept, types of values, sources and values, erosion of values, ways and means of inculcation of values; National values as enshrined in the Indian Constitution

UNIT-3

- 3.1 Curriculum: Meaning, objectives and components, its relationship with aims of education, relevance of curriculum, principles and bases of curriculum construction and concerns of hidden curriculum
- 3.2 Approaches to Curriculum Development: Subject centred, learner centred and community centred; Designing of curriculum: Discipline centred, learner centred and problem centred designs
- 3.3 Curriculum Change: Meaning, need and factors of curriculum change; broad determinants of curriculum making at the national/state levels: Social, political, cultural, geographical and economic diversity, socio-political aspirations, cultural orientations, national priorities, system of governance and international contexts

UNIT-4

- 4.1 Models of curriculum development given by Franklin Bobbit, Ralph Tyler and Hilda Taba
- 4.2 Curriculum Transaction: Role of teacher in knowledge construction through dialogue, challenge and feedback as a critical pedagogue
- 4.3 Indicators of effective curriculum construction and evaluation of curriculum content, existing pedagogies and instructional approaches, teacher training, text books and instructional materials

C SESSIONAL WORK

The student- teacher may undertake any one of the following critical analysis:

1. National Curriculum Framework for School Education (NCFSE, 2005).
2. National Curriculum Framework for Teacher Education (NCFTE, 2009).

OR

Presentation of a seminar on any one of the following:

3. Process of construction of knowledge as given by Lev Vygotsky
4. Process of construction of knowledge as given by Jean Piaget
5. Issues of autonomy, academic freedom and accountability
6. Any other approved topic/theme of relevance

D EVALUATION

The distribution of marks for the course is as under:

- | | |
|--|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-term Examination(s) | : 15 Marks |
| (b) Sessional work | : 10 Marks |
| (c) ICT Based Quiz | : 10 Marks |
| (d) Attendance* | : 05 Marks |

***Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01	95 – 100	05
02	90 – 94	04
03	85 – 89	03
04	80 – 84	02
05	75 – 79	01

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**. Length of each question should be between 400-600 words.
- In all a student shall attempt **FIVE QUESTIONS**.
- 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

- Aggarwal, J.C. and Gupta, S. (2005). *Curriculum development*. New Delhi :Shipra Publishers.
- Balsara, M. (1999). *Principles of curriculum renewal*. New Delhi :Kanishka Publishers.

- Bawa, M.S. and Nagapl, B.M. (Eds.). (2010). *Developing teaching competencies*. New Delhi : Viva Books.
- Connely, Michael F. (Ed.). (2008). *The sage handbook of curriculum and instruction*. New Delhi : Sage India.
- Hassrin, M. (2004). *Curriculum planning for elementary education*. New Delhi :Anmol Publishers.
- Kelly, A.V. (2006). *The curriculum theory and practice*. London : Sage.
- Khan, M.I and Nigam, B.K. (2007). *Curriculum reform, change and continuity*. New Delhi: Kanishka Publishers.
- Kumari, S. and Srivastava, D.S. (2005). *Curriculum and instruction*. New Delhi :Shipra Publishers.
- McNeil, John D. (2003). *Curriculum : The teacher's initiate*. Ohio : Prentice Hall.
- NCERT, (2005). *National curriculum for school education*. New Delhi : NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi :NCTE.
- Ornstt, A.C. and Hunkins, F.P. (1988). *Curriculum formulations, principles and issues*. New Jersey : Prentice Hall.
- Panday, M. (2007). *Principles of curriculum development*. New Delhi :Rajat Publications.
- Srivastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi :Shipra Publishers.
- Yadav, Y.P. (2006). *Fundamentals of curriculum design*. New Delhi :Shri Sai Printographers.

MOOC

- 1. Every student shall complete a 2-credit MOOC Course relevant to the subject of education offered by SWAYAM.**
- 2. The Course shall be compulsory.**
- 3. Marks / grade awarded by SWAYAM shall not be counted in the aggregate marks obtained by the student.**
- 4. Without passing a MOOC Course, the degree shall not be awarded.**