

**PUNJABI UNIVERSITY, PATIALA**



**ORDINANCES  
AND  
OUTLINES OF TESTS,  
SYLLABI AND COURSES OF READING  
FOR  
M.A. (EDUCATION) PART-II  
(SEMESTER III AND IV)  
(FOR REGULAR & DISTANCE STUDENTS)  
FOR  
2022-2023 and 2023-2024 Sessions**

**PUNJABI UNIVERSITY, PATIALA**

*(All Copyright Reserved with the University)*

**MASTER OF ARTS**  
**(SEMESTER SYSTEM)**

Notwithstanding the integrated nature of course spread over more than one academic year, the Ordinances in force at the time a student joins a course shall hold good only for the examination held during or at the end of the academic year. Nothing in these ordinances shall be deemed to debar the University from amending the ordinances subsequently and the amended regulations, if any, shall apply to all the students whether old or new.

1. The examination for the degree of Master of Arts shall be held in four parts to be called M.A. Semester-I, M.A. Semester-II, M.A. Semester-III and M.A. Semester-IV. The Examination shall be held in the months of December/January and April/ May or such other dates as may be fixed by the University.

2. (a) (i) The candidates will be required to pay examinations prescribed by the University from time to time.

(ii) Last dates by which the examination forms and fees for the external examinations must reach the Deputy Registrar (Examinations) shall be as follow:-

<b>Annual Examination</b>	Without Late Fee	With Rs. 800/- Late Fee	With Rs. 1200/- Late Fee	With Rs. 5000/- Late Fee	With Rs. 10,000/- Late Fee
<b>Regular Students</b>	21 <sup>st</sup> December	12 <sup>th</sup> January	12 <sup>th</sup> February	28 <sup>th</sup> February	15 <sup>th</sup> March
<b>Private Students</b>	15 <sup>th</sup> October	15 <sup>th</sup> November	15 <sup>th</sup> December	15 <sup>th</sup> January	15 <sup>th</sup> March
<b>Supplementary Examination</b>	15 <sup>th</sup> July	31 <sup>st</sup> July	16 <sup>th</sup> August	31 <sup>st</sup> August	10 <sup>th</sup> September

(b) Candidates shall submit their admission forms and fee for admission to the examination countersigned by the authorities as mentioned in the relevant Ordinances.

3. The following shall be the subjects out of which a candidate can offer one OR such other subjects as approved by the University:

English, Hindi, Punjabi, Urdu, Persian, Sanskrit, History, Economics, Political Science, Philosophy, Public Administration, Sociology, Defense and Strategic Studies, Anthropological Linguistics and Punjabi Language, Religious Studies, Theatre and Television, Social Work, Fine Arts, Music (Instrumental and Vocal), Folk Art and Culture, Psychology, Indian Dances, Education and Journalism and Mass Communication and Gurmeet Sangeet.

4. (i) The medium of examination for subjects in the Faculty of languages shall be the language concerned and for other subjects English or Punjabi.

(ii) The medium of examinations for the courses under the Faculty of Arts and culture (M.A. Music, Indian Dances, Fine Arts, Folk Art Culture and Theatre and Television) shall be Punjabi, English and Hindi.

Provided that candidates for M.A. Sanskrit and M.A. Persian examination shall be permitted at their option, to offer medium of examination as under:

M.A. Sanskrit                      Sanskrit or Hindi or Punjabi

M.A. Persian                      Persian or Urdu or Punjabi.

5. The syllabus be such as may be prescribed by the University from time to time.
6. Each paper will consist of 100 marks out of which 20% for internal assessment/ practical seminar shall be as per requirement of the department. The minimum number of marks required to pass the examination shall be 35% marks in external assessment in each paper separately in theory and practical and 35% in aggregate of internal, external theory and practical.

---

*Note: The Internal Assessment will be formulated and sent to COE as per prescribed schedule. Failing which the result of concerned candidates will be shown as RL.*

---

7. There will be no condition of passing papers for promotion from odd semester to even semester in an Academic Session.

To qualify for admission to 2nd year of the Course, the candidate must have passed 50% of total papers of the two semesters of the 1st year.

A candidate placed under reappear in any paper, will be allowed two chances to clear the reappear, which shall be available within consecutive two years/chances i.e. to pass in a paper the candidate will have a total of three chances. One as regular student and two as reappear candidate.

Provided that he shall have to qualify in all the papers prescribed for M.A. course within a period of four years from the date he joined the course. In case he fails to do so within the prescribed period of four years as aforesaid he shall be declared fail. He may, however, seek fresh admission to the first semester on merit with the new applicants.

The examination of reappear papers of odd semester will be held with regular examination of the odd semester and reappear examination of the even semester will be held with regular examination of even semester. But if a candidate is placed under reappear in the last semester of the course, he will be provided chance to pass the reappear with the examination of the next semester. Provided his reappear of lower semester does not go beyond next semester. It is understood that a reappear or failed candidate shall be allowed to take the examination in papers not cleared by him according to the date sheets of the semester examinations in which such papers may be adjusted.

After completing two years of studies (i.e. four semester course; he shall not be admitted to any semester of the same course and will not have any privileges of a regular student.

8. The grace marks shall be allowed according to the General Ordinances relating to 'Award of Grace Marks'. Up to 1% of the total marks of Part-I and II examination subject to a maximum Part-II examinations to award a higher division 55% marks, to a candidate, provided that total number of grace marks given to him for passing the examination, and for awarding higher division! 55% marks shall not exceed the maximum prescribed limit.

\*9. Three weeks after the termination of the examination or as soon as thereafter as possible the Registrar shall publish a list of candidates who have passed the examination of each semester. Each successful candidate in Semester-I, Semester-II, Semester III and Semester-IV examinations shall

receive a certificate of having passed that examination. A list of successful candidates in the Part-II examination be arranged in three Divisions according to Ordinance 10 and the division obtained by the candidate will be stated in his Degree.

10. Successful candidate who obtains 60% or more of the aggregate marks in Part-I and Part-II examination taken together shall be placed in the first division. Those who obtain 50% or more but less than 60% shall be placed in the second division and all below 50% shall be placed in the third division.

11. The examination shall be open to a person who at least one academic year previously.

\*\* (i) has passed B.A. with Honors with 50% marks in the subject of the post-graduate course, and 50% marks in aggregate.

For M.A. Social Work only:

After M.A. Final examination, Block Field work of eight week should be completed by each student For the purpose of Block Field Work. The students will be placed in an institution/agency/organization. It shall be on the satisfactory completion of the block field work that student shall be eligible for the award of M.A. degree in Social Work. In case of having completed the required Block Field Work the student shall be required to produce a certificate from the institution/Agency/Organization to that effect. It is understood that the assigned institution/Agency/Organization shall continue informing the Head of the Department fortnightly about the progress of the Candidate.

In the matter of calculating percentage of marks secured by a candidate in the lower examination for admission to a higher course if fraction worked out to  $\frac{1}{2}$  or more it should be counted as 1 and fraction less than  $\frac{1}{2}$  be ignored.

\*(ii) has passed the B.A. (Pass) examination obtaining at least 50% marks in \*\*the subject of post-graduate course and 50% marks in aggregate.

12. For admission to post-graduate courses in the following subjects, candidates who have passed any of the Co-lateral subjects (with 50% marks in the subject concerned and 50% marks in aggregate including additional optional subject) as indicated against each shall also be eligible:

Subject of Post – Subject which candidate should have passed at the B.A. Graduate course level with 50% marks in subject concern 50% in aggregate OR an examination with 50% marks in aggregate as indicated against each.

1. History : Defense Studies

2. Public : Political Science, Economics, sociology, History, Psychology  
Administration or BSc. / B.Com., B.B.A.

*Note: Public Administration will be preferred*

3. Sociology : Graduation

*Note: Sociology subject will be preferred.*

4. Social Work : Graduation

*Note: Social Work subject will be preferred.*

5. Economics : B. Com.

6. Anthropological : B.A./B.Sc./B.Com.

## Linguistics and Punjabi Language

\* The following categories of the candidates seeking admission to M.A. course in the Faculty of Social Sciences, Languages, Arts & Culture, Education and Information Science in the affiliated colleges and teaching departments or the University shall be required in terms of Ordinance (iii) relating to M.A. examination to have obtained at least 45% marks in the subject of Post-graduate course to become eligible for admission.

(a) Candidates taking part in sports and other co-curricular activities viz. debate and dramatics who had represented India at International level for the State at the Inter-State level or the University at the Inter-university level or the sportsman who were winners or runners-up at University level matches; and

(b) Scheduled Castes Scheduled Tribes.

(c) Physically Handicapped.

\*\* For detaining the eligibility for M.A. English/Punjabi examination. The marks obtained by the candidate in English Literature/Punjabi Literature and not in English Communication skill-Punjabi compulsory shall be taken into account.

## 7. Defence and: B.A./B.Sc./B.P.Ed. Strategic Studies

8. Fine Arts : B.A. examination with Fine Arts as one of the subjects

9. Folk Art and : B.A./ B.Sc examination Culture

OR

B.A. examination with 50% with Anthropology/Sociology/Arts Psychology/Literature/performance at the State-level as one of the subjects.

10. Education : B.Ed.

11. Indian Dances : Graduate in any faculty

12. Theatre : B.A./ B.Sc./ B.Com. Honors School Course in Punjabi, and  
Television English

*Note: Dramatic Art/ Music Dance fine Arts will be preferred.*

13. Philosophy : Only B.A./B.Sc. Passed

14. Religious Studies : B.A. degree in any Faculty from Punjabi University or from any other recognized University (with 50% marks obtained in that degree except for admission to Gurmat College, Patiala; provided that he has not passed M.A.(Religious Studies)examination previously.

15. Persian : Munshi Fazil/Adib Fazil/Certificate Course in Persian with 50% marks after passing B.A. examination.

16. Journalism & Mass : B.A. with 50% marks or B.A. with 45% marks Communication with Diploma in Advertising and Visual Publicity/Diploma in Public Relation and Advertising.

17. Punjabi/Hindi/ Sanskrit/Urdu : B.A. examination with Gyani/ Prabhakar/ Shastri/ Adib Fazil respectively.

Provided that a candidate offering an allied language subject e.g. Sanskrit, Hindi and Urdu at the degree stage shall be allowed admission in M.A. course allied to the respective language.

17 (a) Sanskrit : Any Graduate with 45% marks in aggregate. If a candidate has not passed the subject of Sanskrit at graduate level, He will have to compulsory pass a short term departmental Bridge-course in Sanskrit comprising 01'60 periods. During the first three months of 1st semester otherwise the candidate will not be eligible to appear in the 1st semester examination. A written departmental test of 100 marks will be held in the month of October and the pass percentage shall be 35%. The prescribed fee for this Bridge-course will be charged at the time of admission for 1st semester of M.A. Part-I.

18. Political Science : B.A. with 50% marks with Political Science as one or the subject.

19. Psychology : B.A. with 50% marks with Psycho log) as one or the subject.

20. Urdu :B.A. with Urdu/Persian Munshi Fazil/Adib Fazil. Dip. in Urdu/Persian after B.A.

13. Candidate shall submit their application forms for admission to the 1st Semester and thereafter the 2nd semester examination duly countersigned by the Head of the Department/Principal of the College along with a certificate from the Head of the Department/Principal of the college that the candidate satisfies the following requirements:

(a) Has been on the rolls of the University Teaching Department/college throughout the academic term preceding the semester examination and;

(b) of having good moral character; and

(c) (i) Every candidate will be required to attend 75% attendance of the number of periods delivered in each paper from the date of the candidate's admission to the department/college.

In the Department where there is separate period for Guided Library Reading. The attendance for period. like the attendance of each paper shall be 75% and will be considered like a paper of separated Unit.

*Note: (a) in case of students, whose names are struck on account of non-payment of fee, their periods, for the time they were not on the rolls, shall not be accounted /;*

*(b) The shortage in the attendance {lectures by the candidate will be condoned as per rules made by the University from time to time;*

*(c) has been admitted to the examination as reappear/failed candidate.*

14. The Part-II (3rd semester and thereafter the 4th semester)

Examination shall be open to any person who has passed Part-I examination in full or has cleared at least 50% of the papers of two semesters of the 1st year from this University.

OR

*J. Kaur*

Head  
Department of Education & C S  
Punjab University, Patiala

\*has passed Part-I examination in the subject offered from the Punjab/Guru Nanak Dev University provided that he has offered the same papers in Part-I as are available in this University. A candidate who has passed Bachelor of Journalism and Mass Communication (annual) course from this University shall be eligible for admission to Master of Journalism and Mass Communication Part-II 3rd Semester and satisfies the following requirements for each semester:-

(A) (i) has been on the rolls of the University/College throughout the academic term preceding the Semester examination.

(ii) has not discontinued his studies for more than one year after passing Part-I examination.

\*\* (iii) Every candidate will be required to attend minimum 75% lectures/period\*\*\* delivered to that class in each paper.

\* In the case of candidates who have passed Part-I examination from the Panjab University or Guru Nanak Dev University, the marks obtained by the candidate in Part-I examination shall be counted towards the division of successful candidate of Part-II examination of this University by increasing or reducing the marks obtained.

\*\* Note: Teaching Weeks in an academic year = 25

Required Credit Hours (CII) per week for student = 25

1 Credit Hours (CI-I)=1 Lecture Contact Hour (LCHI= 1 Seminars/tutorial/Guided /library Reading Contact Hour (STGRCH)=2 Practical Contact Hours (PCII)

\*\*\* A student who was debarred from appearing in an examination owing to shortage in the number of lectures delivered in all subject (s) shall be permitted to complete his lectures in the next session and to appear in the examination within the period prescribed in the Ordinances for appearing as late University/College student.

For M.A. Social Work only.

In the subject for Social Work, the student shall also submit at least 25 field work' concurrent reports during each year in order to become eligible for the submission of the comprehensive field work report and for appearing in the theory papers in each of the two years.

Concurrent field work will be of 100 marks in each year out of this 50 marks are allotted to viva-voce examination and 50 marks are allotted to the field work report.

The college/department shall be required to deliver at least 75% of the total number of lectures prescribed for each paper. Teaching/Seminars/Tutorial Guided Library Reading Period of

1 hour's duration -1 attendance

Practical one period may be 2-3 hours duration -1 attendance

In the Departments, where there is separate period for Guided Library Reading, the attendance of period, like the attendance of each paper, shall be 75% and will be considered like paper of separate Unit.

Note: (a) In case of students whose names are struck off on account of non-payment fee, their periods for the time they were not on the rolls shall not be accounted for.

(b) The shortage in the attendance of lectures by the candidate will be condoned as per rules made by the University from time to time.

## 15. IMPROVEMENT OF DIVISION/SCORE

- \* A candidate who has passed M.A. examination from this University may be allowed to reappear as a private candidate for improving division/score. For this purpose he will be given two chances within a period of two years, from the date of passing the M.A. examination. Improvement shall not be allowed in more than 50% of the total theory papers offered in Part-I and Part-II examination. Improvement will not be allowed in Dissertation/viva-voce/practical, for which previous marks shall be carried forward where, the same form a part of the paper in which he appears for improvement.

For the purpose of improvement under the above ordinances, a candidate may appear in both the Part-I and Part-II examination, simultaneously or separately but he must complete the examination within the prescribed period. Such a candidate shall have to submit separate admission form and fee.

---

*\*Note : Out of the papers taken up the candidate, he/she will be given benefit of/increase in marks. Where the marks have increased in Paper/Papers.*

---

For each semester. Such candidate shall be allowed to appear only in annual examination.

The result of such a candidate shall be declared only if he improves his division/score, otherwise his result will be declared P.R.S. (Previous Result Stands). Up to 1 % of the total marks as of Part-I and Part-II examination shall be given to each candidate for awarding him higher division/55% marks provided that the total number of grace marks given to him for passing the examination and Improvement shall not exceed the maximum prescribed limit.

**MASTER OF ARTS (EDUCATION)**  
**COURSE CODE: EDUM2PUP**  
**(2-year Programme)**  
**CREDIT BASED SYSTEM**  
**FOR 2021-23 BATCH**  
**OUTLINES FOR EVALUATION**

**SEMESTER III**

<b>Paper</b>	<b>Subject</b>	<b>16 credits</b>	<b>Subject Code</b>
<b>I.</b>	Educational Technology	4 credits	EDUM2301T
<b>II.</b>	Foundations of Guidance	4 credits	EDUM2302T
<b>III.</b>	Educational Management and Supervision	4 credits	EDUM2303T
<b>IV.</b>	<b>Optional Paper (any one)</b>		
i.	Educational Measurement and Evaluation	4 credits	EDUM2304T (i)
ii.	Adult Education	4 credits	EDUM2304T (ii)
iii.	Comparative Education	4 credits	EDUM2304T (iii)
iv.	Special Education	4 credits	EDUM2304T (iv)
v.	Teacher Education	4 credits	EDUM2304T (v)
vi.	Life Skills Education	4 credits	EDUM2304T (vi)

**SEMESTER IV**

<b>Paper</b>	<b>Subject</b>	<b>16 credits</b>	<b>Subject Code</b>
<b>I.</b>	ICT in Education	4 credits	EDUM2401T
<b>II.</b>	Counselling Process	4 credits	EDUM2402T
<b>II.</b>	Educational Administration and Planning	4 credits	EDUM2403T
<b>IV.</b>	<b>Optional Paper (any one)</b>		
i.	Education for Values and Human Rights	4 credits	EDUM2404T (i)
ii.	Inclusive Education	4 credits	EDUM2404T (ii)

iii.	Women Education	4 credits	EDUM2404T (iii)
iv.	Current Issues in Indian Education	4 credits	EDUM2404T (iv)
v.	Dissertation	4 credits	EDUM2404T (v)

## M.A. EDUCATION SEMESTER III

### PAPER I: EDUCATIONAL TECHNOLOGY

**Subject code: EDUM2301T**

Max Marks: 100

External: 60 +20 (Practical) marks

Internal: 20 marks

#### (A) Course Outcomes

At the end of this course, the learners will be able to:

- Identify the immediate contexts and processes that have led to innovations.
- Integrate technology into teaching-learning and its evaluation.
- Use technology for making classroom processes more inclusive and to address the issue of diverse learning abilities.
- Understand and apply various models of teaching.
- Create an effective technology enabled virtual classroom environment.
- Apply various techniques for modification of teacher behaviour.

#### (B) SYLLABUS

##### SECTION-A

Educational technology: meaning, concept, objectives and scope; forms of educational technology: teaching, instructional and behavioral technology; levels of teaching: memory level, understanding level and reflective level; objective specification: educational and instructional objectives, categorization of objectives in taxonomic categories of cognitive, affective and psychomotor domains, writing instructional objectives in behavioral terms.

##### SECTION-B

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning, Technology enabled Learning and Virtual Classroom for generating Student-Centered Learning Environment, Massive open and online courses (MOOCs); Models of teaching: assumptions and types. Bruner's concept attainment model, Suchman's inquiry training model and Taba's inductive thinking model; Modification of teacher behavior: Simulated teaching, Flander interactional analysis and reciprocal category system.

#### Practicals

1. Writing instructional objectives in behavioural terms
2. Handling of any one of the following audio-visual aids:

OHP, LCD, Smart board.

3. Observing class room behaviour of the student teacher with Flander's interaction analysis technique.
4. Simulated teaching in a class on any topic

The students will maintain the record of the practical duly certified by the teacher in the practical note-book. Performance of practicals to be evaluated by the external examiner out of 20 marks.

### (C) BOOKS RECOMMENDED

- Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
- Huang, R., & Kinshuk, J. K. P. (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Kozma, R. B. (2003). *Technology, innovation and educational change: A global perspective*. A report of the second information technology in education study. Module 2. International Society for Technology in Education.
- Mambi, A. J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
- Mangal, S. K., & Mangal, U. (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Mukhopadhyay, M. (2022). *Educational technology for teachers: technology integrated education*. Delhi: Shipra Publications.
- Pelgrum, W. J., & Law, N. (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
- Shareef, M., & Nithyananthan, V. S. (2022). *Fundamentals of Educational technology*. Benthem Books Imprint.
- Sharma, R. A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
- Vati, J. (2022). *Communication & Education Technology*. Delhi: Jaypee Brothers Medical Publishers.
- Vrasidas, C., Zembylas, M., & Glass, G. V. (2009). *ICT for Education, Development, and Social Justice: Current perspectives on applied information technologies*. Centre for the Advancement of Research & Development in Educational Technology.

### Online Resources

- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.620.7934&rep=rep1&type=pdf>
- [www.ernwaca.org/panaf/IMG/pdf/book-ict-pedagogical-integration-africa.pdf](http://www.ernwaca.org/panaf/IMG/pdf/book-ict-pedagogical-integration-africa.pdf)
- [www.ipedr.com/vol79/002-IC4E2014-1-003.pdf](http://www.ipedr.com/vol79/002-IC4E2014-1-003.pdf)
- [https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE\\_Report1\\_LitReview0210.pdf](https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE_Report1_LitReview0210.pdf)
- <https://www.itforchange.net/sites/.../PPP%20vs%20integrated%20approach-website.pdf>
- [http://www.teindia.nic.in/e9tm/Files/ICT\\_Documents/TE\\_%20IN\\_%20A\\_NEW\\_PARADIGM\\_%20ICT\\_%20INTEGRATED\\_%20CONSTRUCTIVIST\\_%20LEARNING.pdf](http://www.teindia.nic.in/e9tm/Files/ICT_Documents/TE_%20IN_%20A_NEW_PARADIGM_%20ICT_%20INTEGRATED_%20CONSTRUCTIVIST_%20LEARNING.pdf)
- [https://portail.telecom-bretagne.eu/public/public/fic\\_download.jsp?id=52743](https://portail.telecom-bretagne.eu/public/public/fic_download.jsp?id=52743)
- <http://bcjms.bhattercollege.ac.in/integrating-ict-in-teaching-learningframework-in-india-initiatives-and-challenges/>
- <https://pdfs.semanticscholar.org/4291/edd57bfaf9de1fc90df31abc0804554e03d8.pdf>

#### (D) EVALUATION

<b>External Examination</b>	<b>60 Marks</b>
Time	3 Hrs
Practical	20
<b>Internal Assessment</b>	<b>20 Marks</b>
Attendance	10
Two Mid - term Examinations	10

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### Paper II: FOUNDATIONS OF GUIDANCE

**Subject code: EDUM2302T**

Max Marks: 100 marks  
External: 60 + 20 (practical) marks  
Internal: 20 marks

#### (A) COURSE OUTCOMES

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

- Comprehend the relevance of guidance at different stages of education.
- Understand the process involved in guidance.
- Understand the problems of children with special needs and the techniques to be adopted for them.
- Understand the role of various personnel in guidance and how to organize guidance services in schools.
- Understand the role of different tools and techniques in guidance.
- Understand the concept of vocational guidance, job analysis and job satisfaction.
- To acquaint him/her with recent trends of guidance in India.

## **(B) SYLLABUS**

### **SECTION – A**

Guidance: concept, assumptions, objectives, need; types: educational, vocational and personal; understanding the individual: major life areas, difficulties, testing and non-testing techniques; intelligence, aptitude, interest, personality, adjustment — their nature and assessment; non-testing techniques: case study, rating scale, sociometry, observations, anecdotal record & cumulative record card.

### **SECTION – B**

Guidance Services: individual information service, placement and follow-up services; organization and setting up of the school guidance programme, role of head, counsellor and teacher; Job analysis: meaning, need and methods, Job satisfaction: meaning, need and measurement, guidance of students with special needs; agencies of guidance at the national, state, district level; problems of guidance in India.

### **Practicals**

#### **Administration of the following tests**

- Aptitude test
- Interest Inventory
- Adjustment Inventory
- Personality assessment using subjective techniques
- Detailed study of any one profession
- Preparation of a blue print for organizing a guidance programme.
- Report of a visit to the local employment exchange.
- Case study of an adolescent for guidance.

The students will maintain the record of any four practicals duly certified by the teacher in the practical note-book. Performance of practical to be evaluated by the external examiner out of 20 marks.

### **(C) Books Recommended**

Aggarwal, J. C. (1989). *Educational, Vocational Guidance and Counseling*. Delhi: Doaba House.

Bansal, S. K. (2021). *Counselling and Guidance*. Agra: SBPD Publishing House.

Bruce, S., & Stone. (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.

Chauhan, S. S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.



consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**Paper III: EDUCATIONAL MANAGEMENT AND SUPERVISION**

**Subject code: EDUM2303T**

Max Marks: 100

External: 70 marks

Internal: 30 marks

**(A) COURSE OUTCOMES**

At the end of this course, the learners will be able to:

- To understand the recent trends, researches and innovations in the area of educational management and supervision and democratic system of India.
- To create a perspective in the students about educational management and for solving the prevailing problems in education.
- To predict the contribution which management theory can make to understanding management practice
- To explain the meaning of the terms: management, organisation, administration, supervision, and leadership in education
- To estimate how to apply knowledge, skills and attitudes in educational management to enable more effective and efficient planning of resources for use in an educational institution.
- To understand the emerging role of community in educational management.

**(B) SYLLABUS**

**SECTION-A**

Educational Management: meaning, nature, scope and principles; Local bodies and private agencies; administrative structure and Educational Functions; Financing of education: Meaning, importance, financing policy at centre, state and local level; Grant-in-aid System: meaning, types, budgeting and preparation of budget estimates, problems of financing in Indian education.

**SECTION-B**

Educational Supervision : Meaning, aims, principles and techniques of supervision and their effectiveness, qualities of supervisor; humanism in supervision, defects in existing system of supervision and suggestions for improvement ; difference between supervision and inspection; SWOT analysis ; supervision as educational leadership; total quality management: concept, strategies, management of time, quality improvement issues in education

**Project**

Cost –benefit analysis of an educational programme.

Observation of supervisory programme of CBSE and Government school.

SWOT analysis of any educational institution.

**(C) BOOKS RECOMMENDED**

Bhatia N. M. (1990). *Educational Administration in India and other Developing Countries*. New Delhi: Common Wealth Publishers.

Bhatnagar, R. P. (1978). *Educational Administration*. Meerut: Loyal Book Depot.

Everard, K. B., Morres, G. & Wilson, L. (2014). *Effective School Management*. London: Paul Chapman Publishing.

Kumar, S., Rai, A. K., & Kumar, V. (2021). *Educational Management and Leadership*. Meerut, Uttar Pradesh: R Lall Publication.

Mathur, S. S. (1990). *Educational Administration and Management*. The Indian Press, Ambala.

Mohanty, J. (1998). *Educational Administration: Supervision and School Management*. Deep and Deep Publications, New Delhi.

Mukerjee, L. (1984). *Problems of Administration, of Education in India*. Lucknow: Publishing House.

Naik, J. P. (1962). *Educational Planning in India*. Bombay: Allied Publishers.

Sachdeva, M. S. (2007). *Educational Management Planning and Administration*. Patiala: Twenty First Century Publications.

Sarkaria, M. S., Singh, J., & Gera, M. (2008). *Modern school management*. Kalyani Publishers, Ludhiana.

Sears, J. B. (1959). *The Nature of Administrative Process*. New York: Mc Graw Hill.

Sharma, R. N. (2004). *Educational Administration, Management, and Organization*. Surjeet Publications, New Delhi.

#### Online Resources:

- [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2017\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2017)11&docLanguage=En)
- <https://online.pointpark.edu/public-administration/policy-making-cycle/https://www.oecd-ilibrary.org/docserver/9789264190658-12-en.pdf?expires=1596021236&id=id&accname=guest&checksum=8BFFE8A6E473F89CB010C96DA252FF7D>
- <https://www.oecd-ilibrary.org/docserver/9789264117020-9-en.pdf?expires=1596021233&id=id&accname=guest&checksum=69C71B9116019DEA0EAD1AEE32A4996D>
- <http://www.norrag.org/en/publications/norrag-news/online-version/value-formoneyin-international-education-a-new-world-of-results-impacts-andoutcomes/detail/costeffectiveness-analysis-in-educationhtml>
- <http://oyc.yale.edu/political-science/plsc-114/lecture-15>
- <http://plato.stanford.edu/entries/locke-political/>
- <http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j>
- <http://www.uk.sagepub.com/northouseintro2e/study/chapter/handbook/handbook1.1.pdf> (theoreis of leadership)
- <http://www.jstor.org/discover/10.2307/>
- <http://publications.iiep.unesco.org/Cost-benefit-analysis-educational-planning>

#### (D) EVALUATION

External Examination

70 Marks

Time

3 Hrs

Internal Assessment

30 Marks

Attendance

6

Written Assignment/ project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER – IV Option (i) EDUCATIONAL MEASUREMENT AND EVALUATION

Subject code: EDUM2304T (i)

Max Marks:	100 marks
External:	70 marks
Internal:	30 marks

#### (A) COURSE OUTCOMES

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

- Explain the relationship between measurement and evaluation in education and the existing models of evaluation
- Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- Comprehend the need and various approaches of assessment of learning outcomes in various contexts
- Develop the familiarity with the teacher made and standardized achievement tests.
- Develop skill and competencies in constructing and standardizing a test
- Design, validate and employ various tools and techniques of assessment in research
- Collect scientific data about learners by administering different types of tests.
- Understanding the problems of evaluation in the present system of education.
- Understand the vitality of continuous and comprehensive evaluation in education.
- Analyze and interpret the test results

#### (B) SYLLABUS

##### SECTION - A

Concept of measurement and evaluation in education, difference between them and functions of measurement and evaluation. Tests: their types, merits, and characteristics, Construction and standardization of tests, Reliability and validity-types and computation, Interpretation of quantitative data, criterion referenced and norms referenced: test scores and their transformation into t-scores, c-scores, z-scores, stanine scores, and percentiles.

*J. Kumar*

*Dr. J. Kumar*

## SECTION -B

Correlation-biserial, point biserial, tetrachoric, phi and contingency, Regression and prediction ; Simple and Multiple prediction ; Analysis of Covariance; concept and utility in educational research, Partial and multiple correlations, Factor analysis and Discriminant Analysis.

### (C) BOOKS RECOMMENDED

- Aiken, L. R., & Gary G. M. (2011). *Psychological Testing and Assessment* (12<sup>th</sup> edition). New Delhi: Pearson.
- Anastasi, A., & Urbina, S. (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Asthana, B. (2020). *Measurement and evaluation in psychology and education* (2<sup>nd</sup> Ed). Agra: Shri Vinod Pustak Mandir.
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Garrett, H. E. (2004). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). New Delhi: Paragon International.
- Gronlund, N. E. (1981). *Measurement and Evaluation in Teaching* (Fourth Edition). New York: MacMillan Publishing Co.
- Guilford, J. P. (1965). *Fundamental Statistics in Psychology and Education*. New York: Mc Graw Hill Book Co.
- Koul, L. (2009). *Methodology of Educational Research* (4<sup>th</sup> Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T., & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7th edition). New York: John Wiley and Sons.
- Rao, A. B. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Sharma, T. R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
- Sharma, Y. K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors..
- Thorndike, R. M., & Thorndike-Christ, T. M. (2011). *Measurement and Evaluation in Psychology and Education* (8<sup>th</sup> Ed.). New Delhi: Pearson.

### Online Resources

- [https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20\\_%20MA-Edu%20\\_%20ED-804%20E%20\\_%20English\\_21072017.pdf](https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf)
- [https://ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU504\\_EDUCATIONAL\\_MEASUREMENT\\_AND\\_EVALUATION\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU504_EDUCATIONAL_MEASUREMENT_AND_EVALUATION_ENGLISH.pdf)
- <https://www.aiou.edu.pk/SoftBooks/0841.pdf>
- <https://old.mu.ac.in/wp-content/uploads/2020/01/Paper-6-TY-Edu-Edu-Eval-E.pdf>

### D) EVALUATION

External Examination  
Time

70 Marks  
3 Hrs

Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER IV Option (ii): ADULT EDUCATION

Subject code: EDUM2304T (ii)

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES:

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

- Understand the concept and content of about literacy and adult education.
- Organize and conduct of literacy centre/ continuing education centre in a village.
- Apply various methods of adult education and evaluation of adult learning.
- Understand the principles of adult psychology with special reference to illiterate groups.
- Understand the need and importance of adult education in national development.
- Understand the genesis of literacy movement in developing countries.

#### (B) SYLLABUS

##### SECTION - A

Adult Education: Objectives, need and importance of Adult Education in the context of social, economic and political development of community, Concept, importance & Scope of adult literacy, functional literacy, continuing education, Principles of curriculum development for adults.

##### SECTION - B

Curriculum of adult education, Andragogy: meaning and concept, implication for adult learning, Principles of adult learning, Current status of literacy in India with special reference to Punjab, Administrative structure and organization of adult education programmes.

#### (C) Recommended Books

Bordia, A., Kidd, J. R., & Draper, J. (1971). *Adult Education in India-A Book of Reading*. New Delhi: IAEA.

Centre for Research in Rural and Industrial Development (1989). *Adult Education Programme in Punjab*. Chandigarh.

- Chandra, A., & Shah, A. (1987). *Non-Formal Education for All*. New Delhi: Sterling Publishers Pvt. Ltd.
- Grewal, J. K. (1991). A Study of Adult and Non Formal Education in Punjab. *Unpublished Ph.D. Thesis*, Patiala, Punjabi University.
- Gupta, N. R. (1971). *Manual for Adult Literacy Teachers*. New Delhi, Indian Adult Education Association.
- Indian Adult Education Association (1980). *Hand book for Adult Education Instructors*. New Delhi.
- Kundu, C. L. (1984). *Adult Education: Principles, Practices & Prospectus*. New Delhi: Sterling Publisher Pvt. Ltd.
- Mohanty, B. B. (1989). *Adult Education: Some Reflections*. New Delhi: Indian Adult Education Association.
- Rahi, A. L. (1996). *Adult Education: Policies and Programmes*. Ambala Cantt: The Indian Publications.
- Sarat, N. H., & Chandra, G. P. (2020). *Adult, Continuing and Extension Education At a glance*. New Delhi: Daya Publishing House.
- Sharma, T. R. (1981). *Balag Vidya te Rashtriya Balag vidya Programme*. Chandigarh: Punjab State University Text Book Borad.
- Yadav, R. S. (2002). *Adult Education-Concept Theory and Practice*. Ambala Cantt, The Associated Publishers.

#### ONLINE RESOURCES

- <https://egyankosh.ac.in/bitstream/123456789/9163/1/Unit-1.pdf>
- [https://www.umsl.edu/~henschke/articles/a\\_The\\_%20Modern\\_Practice\\_of\\_Adult\\_Education.pdf](https://www.umsl.edu/~henschke/articles/a_The_%20Modern_Practice_of_Adult_Education.pdf)
- <https://www.pdfdrive.com/adult-education-books.html>
- <https://core.ac.uk/download/pdf/144519262.pdf>
- [https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/strgrp/stgp\\_elmedu.pdf](https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/strgrp/stgp_elmedu.pdf)

#### (D) EVALUATION

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

#### **PAPER IV Option (iii) COMPARATIVE EDUCATION**

**Subject code: EDUM2304T (iii)**

Max. Marks: 100  
External: 70

marks

Internal: 30 marks

#### **(A) COURSE OUTCOMES:**

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

- Understand meaning of comparative education and its importance in development of national education systems.
- Understand the approaches to development of educational system in different BRICS countries for different population groups.
- Understand the growth and development of secondary education in BRICS countries.
- Understand the challenges of universal schooling in India vis-à-vis other BRICS countries.
- Understand role of educational programmes including special programmes in achieving the goals of universal schooling.

#### **(B) SYLLABUS**

##### **SECTION – A**

Comparative study of the different aspects of education in UK, US, China and India with respect to aims and objectives of education, The educational ladder, Pre-school education objectives, organization and programmes, Elementary education: objectives, organization and programmes, Secondary education: types of schools, curriculum and evaluation system.

##### **SECTION – B**

Higher education: organization, financing and admission of students, examination and pupil teacher relations, Teacher training and recruitment of teachers at different levels, socio-economic status of a teacher, academic freedom of teachers and teacher organization.

#### **(C) Recommended Books**

Ben-David, J. (1971). *American Higher Education Directions: Old and New*. London, Mc Graw Hill.

Burn, B. B. (1971). *Higher Education Nine Countries: A comparative Study of Colleges and Universities Abroad*. London, Mc Graw Hill Books.

Holms, B. (1981). *Comparative Education, Some consideration of Method*. London, Allen Unwin.

Hans, Nicholas (1964). *Comparative Education*. London, Reulledge.

Ignas, E., & Cosini, R. J. (1981). *Comparative Educational Systems*. London, Peacock Pub.

King, K. (2019). *Education, Skills and International Cooperation: Comparative and Historical Perspectives (1<sup>st</sup> Ed)*. Delhi: Springer Publications.

Renner, R. R. (1971). *Comparative Education*. London, Irvington.

Sodhi T. S. (1989). *Comparative Studies in Adult Education*. Ambala Cantt: The Associated Publishers.

Sodhi, T. S. (2018). *Textbook of Comparative Education (6<sup>th</sup> Ed)*. New Delhi: S Chand Publications.

Turner, D (2022). *Comparative Education: A Field in Discussion*. Netherland: Brill.

Wooding, P. (1971). *The Higher Learning in America: A Reassessment*. Bombay, Allied Publishers.

### Online Resources

- [http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe\\_2792/](http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/)
- <http://www.euroeducation.net/prof/russco.htm>
- <http://en.unesco.org>
- <http://data.worldbank.org>
- <http://hdr.undp.org/en>

### (C) EVALUATION

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER – IV Option (iv): SPECIAL EDUCATION

**Subject code: EDUM2304T (iv)**

Max. Marks:	100
External:	70 marks
Internal:	30 marks

### (A) COURSE OUTCOMES

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

- Develop an awareness and skill in identifying special children.
- Equip themselves with latest trends of the special education.

- Impart knowledge about functioning of special schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

## **(B) SYLLABUS**

### **SECTION – A**

Special Education: Meaning, characteristics, objectives, principles, need and importance, Integrated education: meaning, characteristics, need, scope, Educational Provisions, Exceptional children: meaning, characteristics, types of exceptional children, gifted and creative children, delinquent children and slow learner children.

### **SECTION – B**

Identification, characteristics, causes and education of children with autism, mentally retarded, learning disabled, orthopaedically handicapped, visually impaired and children with locomotor impairment

#### **Projects**

- Observation of special school catering needs the special children
- Case study of a special child.
- Visit to a rehabilitation Centre.

## **(C) BOOKS RECOMMENDED**

- Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
- Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
- Archer L, Hutchings M, and Ross A (2003). *Higher Education and Social Class Issues Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
- Beamish, W. & Yuen M. (2022). *The inclusion for students with special education needs across the Asia Pacific*. New York: Springer
- Conn. C & Murphy. A (2022). *Inclusive pedagogies for early childhood education*. New Delhi: Routledge
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
- Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage.
- Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*. In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88- 100). London: Continuum.
- Jha, J., & Jhingran, D. (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
- Jha, M. M. (2002). *School without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
- Mithu, A., & Michael, B. (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.

- Mittler, P. (2000). *Working Towards Inclusive Education- Social Contexts*, London: David Fulton Publishers.
- Mukhopadhyay, S. (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2<sup>nd</sup> edition). Sage.
- Pathak, A. (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
- Sharma, Y. K. (2014). *Inclusive education*. New Delhi: Kaniksha Publishers.
- Singh, A. J. (2007). *Special Education for Exceptional children*. Patiala: Twenty First century publications.
- Umadevi, M. R. (2010) *Special education*. Hyderabad: Neelkamal Publications

#### Online Resources

- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_18.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_18.pdf)
- <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- [ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU506\\_SPECIAL\\_EDUCATION\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU506_SPECIAL_EDUCATION_ENGLISH.pdf)
- [www.education.gov.pg/TISER/documents/pastep/pd-se-5-1-introduction-to-special-education-lecturer.pdf](http://www.education.gov.pg/TISER/documents/pastep/pd-se-5-1-introduction-to-special-education-lecturer.pdf)
- <https://www.pdfdrive.com/special-education-e27102239.html>

#### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER – IV Option (v): TEACHER EDUCATION**

**Subject code: EDUM2304T (v)**

Max. Marks: 100

External: 70 marks

Internal: 30 marks

**(A) COURSE OUTCOMES**

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

- Understand the origin and development of teacher education in India and analyze the various policies and recommendations on teacher education.
- Develop abstract awareness about features of teacher education curriculum at different levels, various pedagogical theories, and teacher preparation activities and programs.
- Recognize the role and functions of National and State level agencies for managing Teacher Education.
- Develop awareness about recommendations of NPE, NCF, NCTE, NCFTE, Justice Varma Commission, and KCF 2007.
- Organize and supervise various types of student teaching and analyze decisively various teacher preparation practices.
- Understand and aware about the need of quality management and its approach and analyze the role and functions of NCTE and NAAC in promoting quality in Teacher Education institutions.
- Develop insight and teaching competence by gaining knowledge about innovative practices in teacher education, value based teacher education, CPD and internship program.

**(B) SYLLABUS**

**SECTION – A**

Teacher education: concept, objectives at different levels; Role and function of different agencies of Teacher Education-National council for teacher education, National council for educational research and training, State council for educational research and training, District institute of education and training and colleges of teacher education

**SECTION - B**

Organization and supervision of student teaching and its different types, Apprenticeship, Internship and teaching practice; critical review of selection of students and staff ; role of professional organizations and associations of teacher education; pre service & in-service education: importance and organizations, agencies of in-service education and their critical review, Innovations in teacher education: teacher controlled instruction, learner controlled instruction, group controlled instruction— meaning, nature and strategies.

**Project**

- Observation of any internship programme and preparing report.
- Visit to any agency of teacher education.
- Evaluation of any in-service institution.

### (C) BOOKS RECOMMENDED

- Beck, C., & Clark, K. A. (2006). *Innovations in Teacher Education: A Social Constructivist Approach*. New York : State University of York.
- Cohen, L., Minion, L., & Morrison, K. (2004). *A Guide to Teaching Practice* (5th edition). London and New York.: Rout ledge Falmer.
- Edward, M. R. (2021). *Teachers their role in modern education*. Chennai: Notion Press.
- Handa, A., & Kumar, N. (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
- Herne, S, Jessel, J., & Griffith, J. (2000). *Study to Teach: A Guide to Studying in Teacher Education*. London and New York: Rout ledge Falmer.
- Loughran, J. (2006). *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. New York: Routledge.
- Martinez-Alvarez, P. (2021). *Teacher Education for Inclusive Bilingual Contexts: Collective Reflective to Support Emergent Bilinguals with and without disabilities (1<sup>st</sup> Ed)*. Milton Park, England, UK: Routledge Publications.
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*.
- NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Pang, S., & Mohanty, S. P. (2022). *Teacher education in India*. Delhi: Shipra Publications.
- Radha, M. (2019). *Teacher Education (2<sup>nd</sup> Ed)*. New Delhi: PHI Learning Private Ltd.
- Ramachandran, V., & Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- Rao, D. B. (1998). *Teacher Education in India*. New Delhi: Discovery Publishing House.
- Sahoo, P. K., Yadav, D., & Das, B. C. (2010). *Professionalism in teacher education: Contemporary perspectives*. New Delhi: concept publishing company.
- Saxena, M., & Mohanty: *Teacher Education*, Meerut: R. Lall Book Depot.
- Singh, Yogesh, K., & Nath, R., (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.
- Yadav, M. S., & Lakshmi, T. K. S. (2003). *Conceptual Inputs for Secondary Teacher Education: The instructional Role*. India: NCTE.

### Online Resources

- [www.holistic-education-net](http://www.holistic-education-net)
- [www.wikipediaencyclopedia](http://www.wikipediaencyclopedia)
- <http://www.unesco.org/en/competency-standards>
- <http://www.nea.org/home/41858.htm>
- [http://www.mu.ac.in/myweb\\_test/MA%20Teacher%20Education/Chapter-3.pdf](http://www.mu.ac.in/myweb_test/MA%20Teacher%20Education/Chapter-3.pdf)
- <http://www.oijrj.org/ejournal/july-aug-sept2013/23.pdf>
- [http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10\\_2.pdf](http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10_2.pdf)
- <http://www.cjlt.ca/index.php/cjlt/article/view/498/229>
- [http://www.rwu.edu/sites/default/files/sed-professional\\_teaching\\_competencies.pdf](http://www.rwu.edu/sites/default/files/sed-professional_teaching_competencies.pdf)
- [http://www.unesco.org/education/pdf/412\\_35a.pdf](http://www.unesco.org/education/pdf/412_35a.pdf)
- [http://en.wikipedia.org/wiki/national\\_curriculum\\_framework\\_forteacher\\_education](http://en.wikipedia.org/wiki/national_curriculum_framework_forteacher_education)

- [www.slideshare.net/rbharmouri/ppt\\_i\\_ncfte](http://www.slideshare.net/rbharmouri/ppt_i_ncfte)
- [http://www.unesco.org/en/competency\\_standards\\_teachers](http://www.unesco.org/en/competency_standards_teachers).

#### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER – IV Option (vi): LIFE SKILLS EDUCATION

Subject code: EDUM2304T (vi)

Max. Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES

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

- Articulate and exemplify basic knowledge of concepts, objectives and principles of life skill education and to acquaint the students with several aspects of life skill education
- Develop understanding of theories of life span development and wellness of society.
- Explain four pillars of education and their relevance in the fast changing socio-economic order of India.
- To translate knowledge, attitude, skills and values into action
- To behave responsibly and develop positive attitude towards themselves and others
- To promote risk free behavior, communicate effectively
- To improve self-perception by building self-confidence and self esteem
- To appreciate the benefits of an active lifestyle and constructive use of leisure time
- Understand the role of secondary school in imparting life skills to children in the age-group 15-18 years.

- Explain the role of teacher education- pre-service and in-service in equipping secondary school teachers to be professional and humane.

## **(B) SYLLABUS**

### **SECTION – A**

Life Skills: Concept, importance and Core Life Skills: Social and Negotiation Skills; Thinking and Coping Skills, Cognitive Problem Solving Theory, Resilience Theory, Life Skills in School setting ; Life Skills for Children At Risk; Life skills and Career, Life Skills Training: Concept and Four-Stage Skills Model.

### **SECTION – B**

The Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be, Life Skills in Social Context vis-à-vis media influence, social harmony and national integration, Life skills to deal with peer pressure, suicide prevention and substance abuse, Life skills and wellbeing: implications from Positive psychology.

### **(C) Books Recommended**

- Baron, A. R. (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
- Baumgardner, R. Steve., & Crothers, K. M. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr, A. (2004). *Positive Psychology*. New York: Routledge.
- Chakrab, P. K. (2022). *Life skill education (1<sup>st</sup> Ed)*. Kolkata: Rita Publications.
- Ciccarelli, K., & Meyer, G. (2007). *Psychology*. New Delhi: Pearson Education Inc.
- Hilgard, E., Atkinson, R. C., & Atkinson, R. L. (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
- Jaeghere, J., & Murphy-Graham, E. (2021). *Life skills education for youth: Critical perspectives*. Delhi: Springer Publications.
- Nair, A. R. (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- Nair, V. R. (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- Rao, K. R. & Dinakar, P. (2016). *Life skills education (1<sup>st</sup> Ed)*. Ambala Cantt, Harayana: Neel kamal Publications.
- Santrock, W. J., (2006). *Adolescence* (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*. Paris: UNESCO.
- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*.

### **Online Resources**

- [https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a\\_MAST.pdf](https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf)
- [apps.who.int/iris/bitstream/handle/10665/63552/WHO\\_MNH\\_PSF\\_93.7A\\_Rev.2.pdf;jsessionid=1D8B8CCB749EFAB24A88A366386C1614?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/63552/WHO_MNH_PSF_93.7A_Rev.2.pdf;jsessionid=1D8B8CCB749EFAB24A88A366386C1614?sequence=1)

- [https://api.macmillanenglish.com/fileadmin/user\\_upload/The-Life-Skills-Handbook.pdf](https://api.macmillanenglish.com/fileadmin/user_upload/The-Life-Skills-Handbook.pdf)

#### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### M.A EDUCATION

#### SEMESTER - IV

#### PAPER – I ICT IN EDUCATION

**Subject code: EDUM2401T**

Max. Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES

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

- Understand application of ICT in teaching-learning process.
- Use computers and internet in education.
- Develop different pedagogies using ICT in school situation.
- Develop and use programmed instructional material.

#### (B) SYLLABUS

##### SECTION – A

Information and communication technology: meaning, concept, need and aims; ICT as an aid to teaching and learning; Strengths and weaknesses of ICT in classroom; Instructional design; different strategies and methods, developing teacher competencies for ICT.

##### SECTION – B

Programmed Learning: concept, principles and styles. Use of computers, internet and e-mail in teaching-learning; use of EDUSAT and multimedia programmes in school situations; pedagogies using ICT in classroom, Academic and research content on the web.

**Projects**

1. Analysis of multimedia packages by CBSE and EDUCOMP
2. Developing programmed instructional material.
3. Registering and use of Academia.edu, slide share, blog, twitter

### (C) Books Recommended

- Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press
- Adhikari, A., Ahmed, N., Adhikari, G., Manna, A., Dandpat, A. K., Biswas, S., & Maity, A. (2022). *ICT in Education*. Instant Publication.
- Antovski, L., & Armenski, G. (2022). *ICT Innovations*. Delhi: Springer Publications.
- Bhatanagar, A. B. & Bhatnagar, A. (2016). *Educational Technology and ICT (1<sup>st</sup> Ed)*. Meerut, Uttar Pradesh: R. Lall Publisher Bookman.
- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Mambi, A. J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkuki na Nyota Publishers Ltd.
- Mangal, S. K., & Mangal, U. (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Sharma, R. A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.

### Online Resources

- <https://www.aiou.edu.pk/SoftBooks/0627.pdf>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/CRITICAL%20UNDERSTANDING%20OF%20ICT.pdf>
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/ICT%20-%20Edu..pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf)
- [www.gangainstituteofeducation.com/june/divyamarch.pdf](http://www.gangainstituteofeducation.com/june/divyamarch.pdf)

### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

## PAPER II COUNSELLING PROCESS

Subject code: EDUM2402T

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

### (A) COURSE OUTCOMES

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

- Understand counselling and its techniques.
- Organize counselling programme at school level.
- Comprehend the relevance counselling at different stages of education.
- Understand the process involved in counselling
- Understand the problems of children with special needs and the techniques to be adopted for them.
- Understand the role of various personnel in counseling.
- Understand the role of different tools and techniques in counselling programme.
- To acquaint him/her with recent trends of guidance and counseling in India.

### (B) SYLLABUS

#### SECTION – A

Counselling: concept, nature, scope, goals, process, skills and relationship between guidance and counseling, approaches-directive, non-directive and eclectic, Counsellor: Characteristics, education, training, and ethics.

#### SECTION - B

Counselling interview, Individual vs group method of counseling, special areas in counseling: Drug abusers, legal offenders and victims of violence, Trends in Counselling. Evaluation in Counselling, Status of counselling movement in India.

#### (B) Books Recommended

- Aggarwal, J. C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House.
- Bansal, S. K. (2021). *Counselling and Guidance (latest Ed)*. Agra: SBPD Publishing House.
- Bruce, S., & Stone (1976). *Fundamentals of Guidance*. Houghton: Millin Co.
- Chauhan, S. S (1982). *Principles and Techniques of Guidance*. New Delhi, Vikas Publishing House.
- Crow, L. D., and Crow, A. (1960). *An Introduction to Guidance*. New York: American Book Co.
- Erickson, C. C. (1955). *Basic Text for Guidance Workers*. New Jersey: Prentice Hall.
- Gibson, R. L., & Mitchell, M. H. (2003). *Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
- Jones, A. J. (1970). *Principles of Guidance*. New York: Mc Graw Hill Co.
- Kochhar, S. K. (1989). *Guidance and Counseling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.

J. Kaur  
Head,  
Department of Education & C S  
Punjab University, Patiala

Marhur, S. S. (2020). *Fundamentals of Guidance and Counselling*. Agra: Shri Vinod Pustak Mandir.

Mathewson, R. H. Myers & George, E. (1976). *Principles and Techniques of Guidance*. New York: McGraw Hill Book Co.

Ohlsen, M. M. (1977). *Group Counseling* (2nd ed). New York: Holt Rinehart and Winston.

Rao, S. N. & Prem S. (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.

Reddy, G. L. (2016). *Guidance and Counselling* (1<sup>st</sup> Ed.). Ambala Cantt, Harayana: Neel kamal Publications.

Sinha, U. (2022). *Guidance and counselling*. Delhi: JTS Publications

Traxler, A. E. (1957). *Techniques of guidance*. New York, Harper and Bros.

#### Online Resources

- [https://ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU502\\_GUIDANCE\\_AND\\_COUNSELLING\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU502_GUIDANCE_AND_COUNSELLING_ENGLISH.pdf)
- <https://www.pdfdrive.com/counseling-books.html>
- [https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Guidance%20%20Counselling%20in%20Education%20\\_%20MAEdu%20\\_2nd%20Sem%20\\_805E%20English\\_21072017.pdf](https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Guidance%20%20Counselling%20in%20Education%20_%20MAEdu%20_2nd%20Sem%20_805E%20English_21072017.pdf)
- <https://counsellingtutor.com/basic-counselling-skills/>

#### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### PAPER III EDUCATIONAL ADMINISTRATION AND PLANNING

Subject code: EDUM2403T

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES

At the end of this course, the learners will be able to:

- To understand the recent trends, researches and innovations in the area of educational administration and planning in the secular, socialist and democratic system of India.
- To create a perspective in the students about the administration of educational activities and for solving the prevailing problems in education.
- To develop understanding of educational planning in Five Year Plans in independent India in the context of globalized economy.
- To predict the contribution which management theory can make to understanding management practice
- To explain the meaning of the terms: management, organisation, administration, supervision, and leadership in education
- To estimate how to apply knowledge, skills and attitudes in educational management to enable more effective and efficient planning of resources for use in an educational institution.
- To understand the emerging role of community in educational administration.
- To understand role of monitoring bodies in implementation of government schemes for universal school education.
- To organise and co-ordinate of institutional programmes, projects and activities, and directing, controlling and evaluating of the teaching and learning processes imparted by the institution.

#### (B) SYLLABUS

##### SECTION-A

Educational administration: meaning, emerging concepts, principles, purposes and function, difference between general and educational administration, management and administration, educational administration at central level: structure, objectives and functions of U.G.C., NCERT, NCTE AND CABE, educational administration of state level : objectives and functions of PSEB, SCERT, DIET'S AND SABE.

##### SECTION-B

Educational planning: meaning, nature and approaches, institutional planning, priorities in planning; five years plans: historical background, features and impact on education; leadership: meaning, need and characteristics of leadership, qualities of a leader; performance appraisal in educational organizations at different levels

#### (C) Books Recommended

- Ali, L. (2021). *Educational Administration and Management*. Daryaganj, New Delhi: Global Net Publications
- Bhatnagar, R. P. & Aggrawal, V. (2019). *Educational Administration : Supervision, Planning & Finance*. Meerut: Anu Books Publications.
- Everard, K. B., Morris, G., & Wilson, L. (2014). *Effective School Management*. London: Paul Chapman Publishing.
- Mathur S. S. (2020). *Educational Administration Management and Planning*. Agra: Shri Vinod Pustak Mandir.
- Mathur, S. S. (1990). *Educational Administration and Management*. The Indian Press, Ambala.

- Mohanty, J. (1998). *Educational Administration: Supervision and School Management*. Deep and Deep Publications, New Delhi.
- Sachdeva, M. S. (2001). *School Management*. Bharat Book Centre, Ludhiana.
- Sachdeva, M. S. (2007). *Educational Management Planning and Administration*. Patiala: Twenty First Century Publications.
- Safaya, R. & Shaida, B. D. (1979). *School Organization*. Dhanpat Rai, Delhi.
- Sarkaria, M. S, Singh, J., & Gera, M. (2008). *Modern school management*. Kalyani Publishers, Ludhiana.
- Sharma, R. (2019). *Educational Administration and Management*. Meerut (UP): Anu Books.
- Sharma, R. N. (2004). *Educational Administration, Management, and Organization*. Surjeet Publications, New Delhi.
- Sodhi, T. S., & Suri, A. (2002). *Management of School education*, Bawa Publications, Patiala.

### Online Resources

- [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2017\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2017)11&docLanguage=En)
- <https://online.pointpark.edu/public-administration/policy-making-cycle/>  
<https://www.oecd-ilibrary.org/docserver/9789264190658-12-en.pdf?expires=1596021236&id=id&accname=guest&checksum=8BFFE8A6E473F89CB010C96DA252FF7D>
- <https://www.oecd-ilibrary.org/docserver/9789264117020-9-en.pdf?expires=1596021233&id=id&accname=guest&checksum=69C71B9116019DEA0EAD1AEE32A4996D>
- <http://www.norrag.org/en/publications/norrag-news/online-version/value-formoneyin-international-education-a-new-world-of-results-impacts-andoutcomes/detail/costeffectiveness-analysis-in-educationhtml>
- <http://oyc.yale.edu/political-science/plsc-114/lecture-15>
- <http://plato.stanford.edu/entries/locke-political/>
- <http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j>
- [http://www.uk.sagepub.com/norhouseintro2e/study/chapter/handbook/handbook1.1.pdf \(theoreis of leadership\)](http://www.uk.sagepub.com/norhouseintro2e/study/chapter/handbook/handbook1.1.pdf(theoreis of leadership))
- <http://www.jstor.org/discover/10.2307/>
- <http://publications.iiep.unesco.org/Cost-benefit-analysis-educational-planning>

### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

## **(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

### **PAPER IV Option (i): EDUCATION FOR VALUES AND HUMAN RIGHTS**

**Subject code: EDUM2404T (i)**

Max Marks: 100

External: 70 Marks

Internal: 30 marks

#### **(A) COURSE OUTCOMES:**

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

- Understand the conceptions of human rights.
- Explain the meaning and characteristics of human rights.
- Identify the basic human rights and the constitutional provisions for protection of human rights
- Desire to practice the duties and responsibilities as a citizen
- Illustrate the mechanisms, basic issues and challenges in the enforcement of human rights.
- Evaluate and observe the social situations that violate human rights.
- Explore the cases of human rights violation in various fields
- Design strategies for human rights education
- Intervene where human rights violation is noticed and reported.
- Understand the role of legislation, regulations, procedures and implementation strategies and government, civil society in enforcement of rights.
- Undertake action research in the area of human rights violation and take remedial action.

#### **(B) SYLLABUS**

##### **SECTION – A**

Values: concept, classification, hierarchy and theories of values, Factors influencing values, measurement of values, Erosion of values, approaches to inculcation of values, Role of social and educational institutions in inculcation of values.

##### **SECTION – B**

Concept of human rights and human rights education, Psycho-social relevance of human rights in Education, Need and importance of human rights Education - in the existing social scenario, Role of international, national bodies and state bodies in promotion of human rights education, Role of media in dissemination of human rights.

#### **(C) Books Recommended**

Chatrath, K. J. S. (2021). *Education for human rights and democracy*. Shimla: Indian institute of advanced study.

- Goel, A., & Gupta, N. L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Mathur, S. S. (2020). *Education for Values, Environment & Human Rights*. Agra: Shri Vinod Pustak Mandir.
- Patal, G. (2021). *Women and International Human Rights Law (Routledge Research in Human Rights Law)*. New Delhi: Routledge.
- Sandhu, P. K. (2010). *Value Education (Punjabi)*. Patiala: Publication Bureau of Punjabi University.
- Singh, I. D. & Goyal, A. (2020). *मानवाधिकार तथा मूल्य शिक्षा*. Patiala: Twenty first Century.
- Swarup, S. (1998). *Principles of Education*.

#### Online Resources

- <https://www.ugc.ac.in/oldpdf/xplanpdf/humanrights.pdf>
- <http://library.umn.edu/edumat/hreduseries/hereandnow/Part-2/HRE-intro.html>
- [syllabus.b-u.ac.in/syl\\_college/ug\\_ve.pdf](http://syllabus.b-u.ac.in/syl_college/ug_ve.pdf)
- <https://www.ei-ie.org/file/367>
- <https://munin.uit.no/bitstream/handle/10037/3500/thesis.pdf?sequence=1>

#### (D) EVALUATION

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

#### PAPER IV Option (ii) INCLUSIVE EDUCATION

Subject code: EDUM2404T (ii)

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES:

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

- Understand the concept of inclusiveness and its difference from special and integrated education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Understand the nature of difficulties encountered by children and prepare a conducive teaching learning environment in inclusive schools.
- Identify various types of learning disabilities and plan educational programmes for mainstreaming of learning disabled students.
- Describe different programmes and interventions for universal schooling in context of gender caste and socio-economic barriers.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- Understand the concept of impact assessment in terms of social welfare schemes vis-à-vis inclusiveness in secondary education.

#### **(B) SYLLABUS**

##### **SECTION- A**

Inclusive education: meaning, concept, features, objectives, need, importance, scope. Practices that hinder inclusive education, Strategies for making inclusive school effective Teaching strategies for inclusive education, Trends in inclusive education: mainstreaming, deinstitutionalization, normalization, individual educational programme.

##### **SECTION- B**

Inclusive education in RTE and SSA: Sarav Shiksha Abhiyan-2002: with special reference to inclusive education, Role of teachers, parents and community for supporting inclusion, Barriers for inclusion, Project Integrated Education for Disabled Children (1987), The Persons with Disabilities Act (1995).

##### **Project work**

1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.

#### **(C) Books Recommended**

Beamish, W., & Yuen M. (2022). *The inclusion for students with special education needs across the Asia Pacific*. New York: Springer.

Conn, C., & Murphy, A (2022). *Inclusive pedagogies for early childhood education*. New Delhi: Routledge

Dash, N. (2020). *Inclusive Education (1<sup>st</sup> Ed)*. New Delhi: Atlantic Publications.

Mac, S. (2021). *Neoliberalism and Inclusive Education: Students with Disabilities in the Education Marketplace*. New Delhi: Emerald Publishing Limited.

Matthew, J., Schuelka & Carrington, S. (2021). *Global Directions in Inclusive Education (1<sup>st</sup> Ed)*. Delhi: Routledge publications.

Singh, A. (2012). *Inclusive Education* Patiala: Twenty First Century Publications.

Teodoro, A. (2021). *Contesting the Global Development of Sustainable and Inclusive Education: Education Reform and Challenges of Neoliberal Globalisation (1<sup>st</sup> Ed)*. Delhi: Routledge Publications.

#### Online Resources

- <https://tripurauniv.ac.in/UploadFile/AdminPanel/Notification/a8a45185-3074-411e-b4d2-eaab099ab68c.pdf>
- [https://nios.ac.in/media/documents/dled/Block3\\_506.pdf](https://nios.ac.in/media/documents/dled/Block3_506.pdf)
- [cbseacademic.nic.in/web\\_material/Manuals/handbook-inclusive-education.pdf](https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf)
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>
- <https://www.thenationaltrust.gov.in/upload/uploadfiles/files/Persons%20with%20Disability%20Act%201995.pdf>

#### (D) EVALUATION

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

#### PAPER IV Option (iii): WOMEN EDUCATION

**Subject code: EDUM2404T (iii)**

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

#### (A) COURSE OUTCOMES:

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

- Understand the need of women education.
- Analyse various social and psychological problems in women education.

- Understand the problems of women in developing countries.

## (B) SYLLABUS

### SECTION – A

Women Education: meaning, need and scope, Girl child education: need, facilities, present and futuristic plans of girl child education, Socio-psychological determinants of women education, Problems of education of women of minority communities, Futuristic trends in women education.

### SECTION – B

Women Empowerment: need, ways to achieve quality of life, opportunities, social justice and empowerment, Domestic Violence: causes and awareness, early child marriage, child labour, female foeticide and infanticide, Research in women Education: areas, literature and trends.

### (C) Books Recommended

- Aneja, A. (2019). *Women's and Gender Studies in India*. Delhi: Taylor & Francis.
- Dey, S. (2022). *Women Education and Empowerment*. New Delhi: Mittal Publications.
- Dua, R. (2014). *Women Education: Issues and Concerns*. New Delhi: APH Publishing Corporation.
- Patteti, A. P. (2014). *Women Education*. New Delhi: APH Publishing Corporation.
- Rao, B. (2008). *Women Education*. Discovery. Publication: New Delhi.
- Sharma, N. (2006). *Women and Education: Issues and Approaches*. New Delhi: Alfa Publications.
- Singh, U. K. (2005). *Women Education*. Common Wealth Publishers: New Delhi.
- Tripathy, S. N. (2003). *Women in Informal Sector*. Discovery Publishing House: New Delhi.

### Online Resources

- [https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Education%20for%20Empowerment%20of%20Women%20\\_%20MAEducation%20\\_806E%20English\\_21072017.pdf](https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Education%20for%20Empowerment%20of%20Women%20_%20MAEducation%20_806E%20English_21072017.pdf)
- [https://www.cry.org/downloads/education/Educating\\_The\\_Girl\\_Child.pdf](https://www.cry.org/downloads/education/Educating_The_Girl_Child.pdf)
- [https://www.futureswithoutviolence.org/userfiles/file/HealthCare/improving\\_healthcare\\_manual\\_1.pdf](https://www.futureswithoutviolence.org/userfiles/file/HealthCare/improving_healthcare_manual_1.pdf)
- [https://wilpf.org/wp-content/uploads/2014/07/2007\\_A\\_Girls\\_Right\\_to\\_Live.pdf](https://wilpf.org/wp-content/uploads/2014/07/2007_A_Girls_Right_to_Live.pdf)
- <https://www.unicef.org/rosa/media/15836/file/The%20Relationship%20between%20Child%20Labour%20and%20Child%20Marriage:%20A%20Discourse%20Analysis%20.pdf>

### (D) EVALUATION

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will

consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### **(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

#### **PAPER IV Option (iv): CURRENT ISSUES IN INDIAN EDUCATION**

**Subject code: EDUM2404T (iv)**

Max Marks: 100  
External: 70 marks  
Internal: 30 marks

#### **(A) COURSE OUTCOMES:**

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

- Analyse current problems in Indian Education.
- Understand the present status of population education.
- Comprehend the importance of environment education.
- Apply the relevance of moral values in present scenario.

#### **(B) SYLLABUS**

##### **SECTION – A**

Environment education: concept, need and importance. Adult and social education: concept, need and importance, aims, methods. Population education: concept and importance. Women education: importance and historical background. Distance education: meaning, importance, characteristics and methods.

##### **SECTION – B**

Non-formal and continuing education: need, importance and characteristics. Religious and Moral Education: concept, difference between the two and recommendations of various commissions and committees. Teacher education: importance, types of teacher training, problems of teacher education.

#### **(C) Books Recommended**

- Aggarwal, J. C. (2000). *Educational Reforms in India*. New Delhi: Shipra Publications.
- Aggarwal, J. E. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publications.
- Bhauagar, S. (1996). *Modern Indian Education and its Problems*. Meerut, Surya Publications.
- Chakrabarti, M. (2000). *Modern Issues in Education*. New Delhi: Kanishka Publisher.
- Chaube, S. P. (1992). *History and Problems of Indian Education*. Agra: Vinod Pustak Mandir.
- Garg, M. K. (2020). *Environment Education*. Ishan Publications.
- Holt, J. D. (2022). *Religious Education in the Secondary School*. Routledge.
- Mohanty, J. (1995). *Modern Trends in Indian Education*. New Delhi: Deep and Deep Publications.
- Rai, B. C. (1995). *Problems of Indian Education*. Lucknow: Prakashan Kendra.

Sharma, K. Y. (2001). *History and Problems of Education*. New Delhi: Kanishka Publishers.

Singh, K. (2020). *Women and Educational Development*. Sarup Books.

#### Online Resources

- <https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%204th%20Semester/EDCN-1001C-Contemporary%20Issues%20in%20Education.pdf>
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
- <https://files.eric.ed.gov/fulltext/ED558112.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/42103/1/Unit-4.pdf>
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper-4.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf)

#### (D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ Project work	12
Two Mid - term Examinations	12

#### (E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### (F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

#### Paper IV Option (v): DISSERTATION

Subject code: EDUM2404T (v)

Max Marks: 100

External: 70 marks

Internal: 30 marks

#### (A) COURSE OUTCOMES:

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

- Collect and classify relevant body of literature and theory
- Show interest in mentorship/guidance of a teacher
- Articulate and formulate research problem and research questions,
- Design and execute plan of study.
- Engage in the investigation
- Collect and classify research data

- Analyze, interpret, summarize and conclude research findings
- Suggest implications and future directions on research

Selection of the topic of Dissertation will be done in the starting of the IIIrd Semester and topic will be submitted in the office within one month of admission to second year. Evaluation of dissertation will be done by the panel consisting of one external and one internal examiner.

Candidate will submit their dissertation one month after the last external examination of fourth semester.

#### Online Resources:

- <https://www.prospects.ac.uk/applying-for-university/university-life/7-steps-to-writing-a-dissertation>
- <https://www.scribbr.co.uk/category/thesis-dissertation/>
- <https://www.citethisforme.com/apa/source-type>
- <https://www.jou.ufl.edu/grad/forms/Guidelines-for-writing-thesis-or-dissertation.pdf>
- [https://unihub.mdx.ac.uk/\\_data/assets/pdf\\_file/0031/449095/Introduction-to-Dissertation-Writing.pdf](https://unihub.mdx.ac.uk/_data/assets/pdf_file/0031/449095/Introduction-to-Dissertation-Writing.pdf)
- <https://www.managers.org.uk/~media/Files/PDF/Study%20Support/References-and-Citations.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/23414/1/Unit-6.pdf>
- <https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal>

*J. Kaur*

Head  
Department of Education & C S  
Punjab University, Patiala