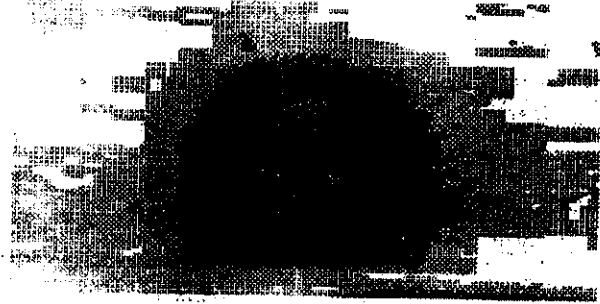
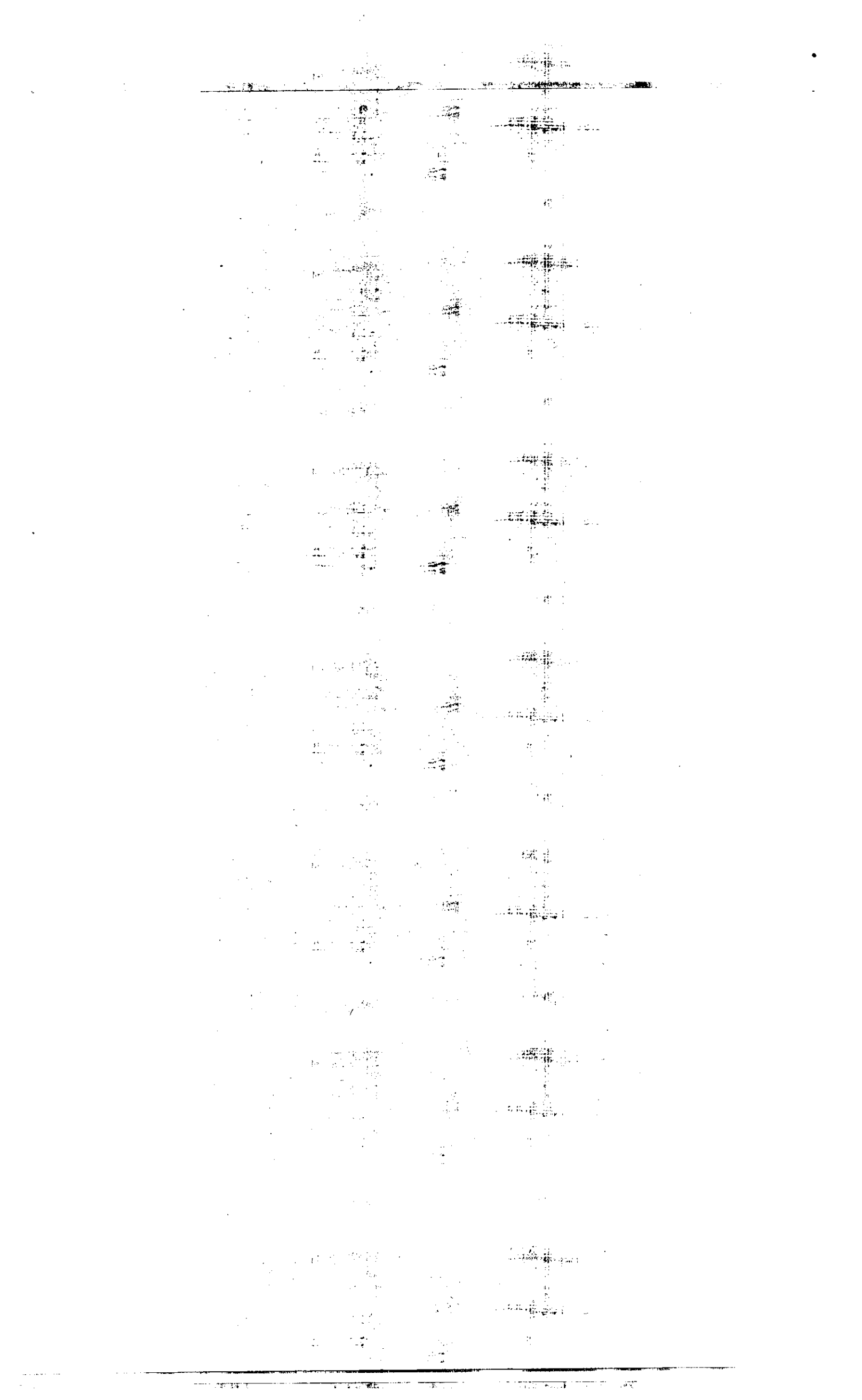


PUNJABI UNIVERSITY, PATIALA



**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
2020-2021 and 2021-2022 Sessions**

J. Gaur



SYLLABUS

M.A. (EDUCATION) PART-II

(Semester III & IV)

2020-2021 and 2021-2022 Sessions

SEMESTER - III

The course will consist of four papers in this semester. Paper I, II and III are compulsory and students will select one optional paper in this semester.

Paper-I EDUCATIONAL TECHNOLOGY

Paper-II FOUNDATIONS OF GUIDANCE

Paper- III EDUCATIONAL MANAGEMENT AND SUPERVISION

Paper- IV ANY ONE OF THE FOLLOWING:

- (a) EDUCATIONAL MEASUREMENT AND EVALUATION
- (b) ADULT EDUCATION
- (c) COMPARATIVE EDUCATION
- (d) SPECIAL EDUCATION
- (e) TEACHER EDUCATION
- (f) LIFE SKILLS EDUCATION

SEMESTER IV

The course will consist of four papers in this semester. Paper I, II and III are compulsory and students will select one optional paper.

PAPER-I ICT IN EDUCATION

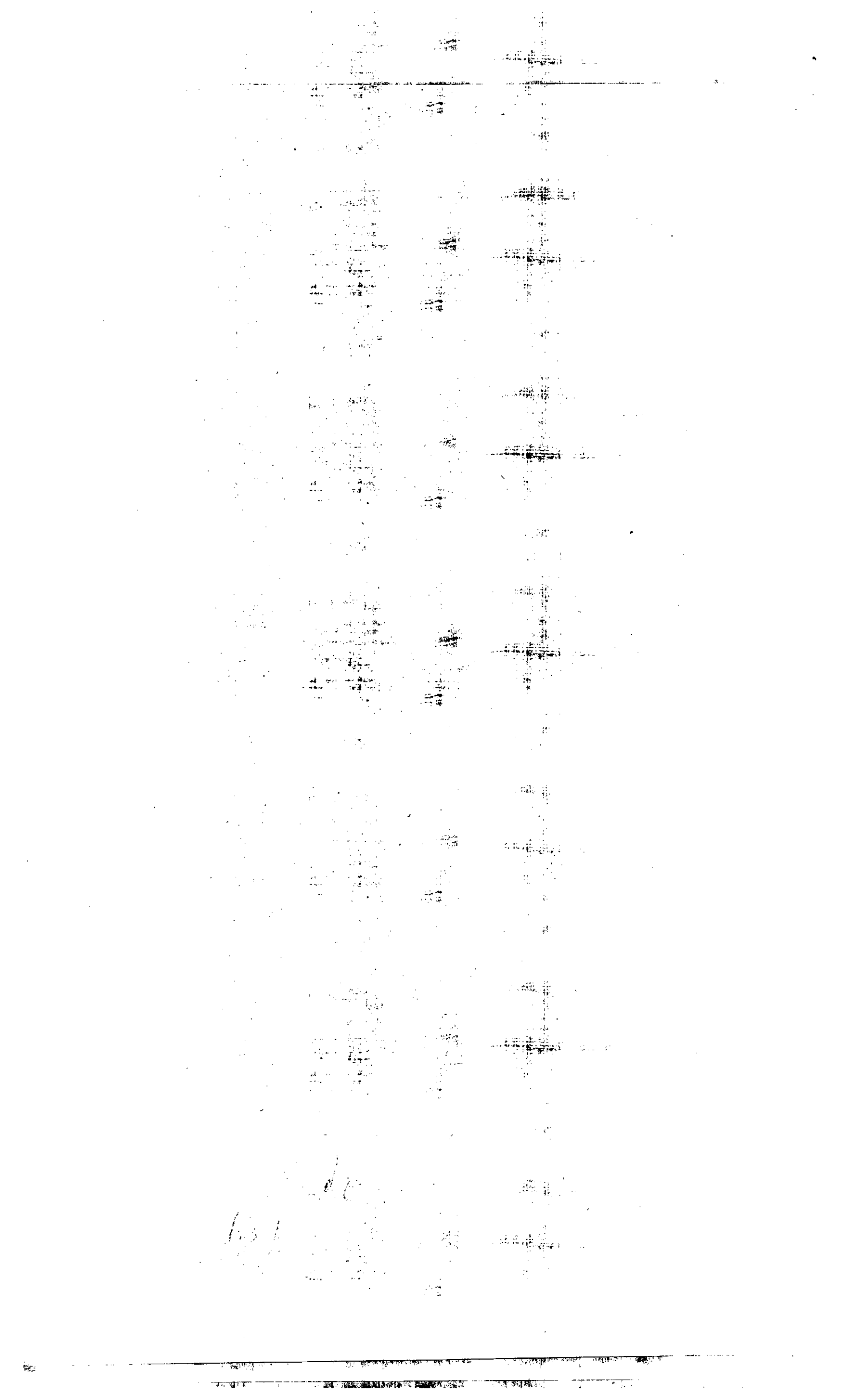
PAPER-II COUNSELLING PROCESS

PAPER - III EDUCATIONAL ADMINISTRATION AND PLANNING

PAPER - IV ANY ONE OPTION OF THE FOLLOWING:

- (a) EDUCATION FOR VALUES AND HUMAN RIGHTS
- (b) INCLUSIVE EDUCATION.
- (c) WOMEN EDUCATION
- (d) CURRENT ISSUES IN INDIAN EDUCATION
- (e) DISSERTATION

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M.A. EDUCATION SEMESTER III

PAPER I: EDUCATIONAL TECHNOLOGY

Max Marks: 100

External: 60 +20 (practical) marks

Internal : 20 marks

(A) Objectives

To enable the students to:

- a) Understand the meaning, concept and scope of educational technology.
- b) Understand the role of technology in various educational practices.
- c) Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- d) Understand various levels, stages and models of teaching.
- e) Develop understanding of Bloom's Taxonomy- cognitive, affective and psychomotor-to assess learning outcomes in different school subjects.
- f) Make use of different classroom Instructional Technologies. □
- g) Make use of various types of technologies for enhancing student centered learning environment.
- h) Understand the teaching behavior modification techniques for betterment of teaching-learning process.

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

Task analysis: designing of instructional strategies; team teaching, dialogue, brain storming, panel discussion, seminars, conference and tutorials; 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.

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3. Observing class room behaviour of the student teacher with Flander's interaction analysis technique.

4. Simulated or team 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

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.

2. Huang, R., and Kinshuk, Jon K. Price (2014). *ICT In Education in Global Context: Emerging*

Trends Report 2013-2014. Heidelberg: Springer.

3. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.

4. 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.

5. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication*

Technologies. Tanzania: Mkukina Nyota Publishers Ltd.

6. angal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.

7. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.

8. Pelgrum, Willem J., and Law, Nancy (2003). *ICT In Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.

9. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.

10. Vrasidas, C., Zembylas, M., and Glass, Gene 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.

(D) EVALUATION

External Examination

Time

Practical

Internal Assessment

Attendance

60 Marks

3 Hrs

20

20 Marks

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

Max Marks: 100 marks

External: 60 + 20 (practical) marks

Internal: 20 marks

(A) Objectives

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

- a) To acquaint him/her with the concept and techniques of guidance and counselling.
- b) Understand the process involved in guidance and counselling.
- c) To familiarize with testing and non-testing techniques.
- d) To evolve the skill of administration and interpretation of psychological tests.
- e) Apply the technique of guidance and counseling in real situations.
- f) To acquaint him/her with recent trends of guidance and counseling 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

- (a) Aptitude test
- (b) Interest Inventory
- (c) Adjustment Inventory
- (d) Personality assessment using subjective techniques
- (e) Detailed study of any one profession
- (f) Preparation of a blue print for organizing a guidance programme.
- (g) Report of a visit to the local employment exchange.
- (h) 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 Counselling. Delhi: Doaba House.

Bruce, Shetzer and Stone (1976). Fundamentals of Guidance. Houghton: Mifflin Co.

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

Gibson, R. L. and M. H. Mitchell (2014). Introduction to Counselling and Guidance. New

Delhi: PHI Pvt. Ltd.

Jones, Arthur J. (1970). Principles of Guidance. New York: McGraw Hill Co.

Kochhar S.K. (1989). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers Pvt. Ltd.

Mathewson, R.H. Myers and George, E. (1976). Principles and Techniques of Guidance. New

York: McGraw Hill Book Co.

Meenakshi (2003). Guidance & Counselling, Kalia Parkashan.

Ohlsen, Merle M. (1977). Group Counseling (2nd Ed). New York: Holt Rinehart and

Winston.

Rao, S. N. and Prem Sahajpal (2013). Counselling and Guidance. New Delhi: McGraw Hill

Education Pvt. Education.

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Siddiqui, Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation

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

Bruce, Shetzer and Stone (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.

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

Gibson, R. L. and M. H. Mitchell (2014). *Introduction to Counseling and Guidance*. New Delhi: PHI Pvt. Ltd.

Jones, Arthur 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.

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

Meenakshi (2003). *Guidance & Counseling*, Kalia Parkashan.

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

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

Siddiqui. Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.

Sidhu, H.S. (2012). *Guidance & Counselling (2ndEd.)*. Patiala: Twenty First Century Publications.

Virk, Jaswant K. (2010). *Educational, Vocational Guidance & Counseling (Hindi)*. Patiala: Twenty First Century Publications.

(D) EVALUATION

External Examination	60 Marks
Time	3 Hrs
Practical	20
Internal Assessment	20 Marks
Attendance	10
Two Mid - term Examinations /House test	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.

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Paper III: EDUCATIONAL MANAGEMENT AND SUPERVISION

Max Marks: 100

External : 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (i) Understand the concept of management in education.
- (ii) Analyze the financing policy and handling problems of financing of Indian education system.
- (iii) Understand and apply new techniques of educational supervision.
- (iv) Work out strengths and weaknesses of an organization.

(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.

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

Mohanty, Jagannath (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.

(D) EVALUATION

External Examination

70 Marks

Time

3 Hrs

Internal Assessment

30 Marks

Attendance

6

Written Assignment/ project work

12

Two Mid - term Examinations / House Test

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 (a) EDUCATIONAL MEASUREMENT AND EVALUATION

Max Marks: 100 marks

External: 70 marks

Internal: 30 marks

(A) Objectives

- Understand the concepts of measurements, evaluation and examination.
- Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- Develop the skill to use evaluating tools.
- Collect scientific data about learners by administering different types of tests.
- Develop the familiarity with the teacher made and standardized achievement tests.

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- f) Understanding the problems of evaluation in the present system of education.
- g) Understand the vitality of continuous and comprehensive evaluation in education.

(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, percentiles.

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 Groth Marzant (2011). *Psychological Testing and Assessment* (12th edition). New Delhi: Pearson.
- Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- 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* (11th 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, Lokesh (2009). *Methodology of Educational Research* (4th 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, Aditham Bhujanga (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, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
- Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.

Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.

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 (b): ADULT EDUCATION

Max Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

1. understand the concept and content of about literacy and adult education.
2. organize and conduct of literacy centre/ continuing education centre in a village.
3. apply various methods of adult education and evaluation of adult learning.
4. understand the principles of adult psychology with special reference to illiterate groups.
5. understand the need and importance of adult education in national development.
6. 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, Curriculum of adult education, Principles of curriculum development for adults.

Section - B

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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, Anil, 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, Arvinda and Shah, Anupama (1987). *Non-Formal Education for All*. New Delhi: Sterling Publishers Pvt. Ltd.

Grewal, Jagit Kaur (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.

Sharma, T.R. (1981). *Balag Vidya te Rashtriya Balag vidya Programme*. Chandigarh: Punjab State University Text Book Borad.

Yadav, Rejender Singh (2002). *Adult Education-Concept Theory and Practice*. Ambala Cantt, The Associated Publishers.

Chopra, rita Adult edu.

Yadav, R.S. Adult edu

(D) EVALUATION

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

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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 (c) COMPARATIVE EDUCATION

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

(A) Objectives:

To enable the students to:

- (i) Understand the system of education from pre-school to higher education system of U.K., U.S.A., China and India.
- (ii) Compare the educational system of different countries.
- (iii) Understand the factor of education contributing towards the system of education of any country.
- (iv) Understand the programme of teacher education, adult and non-formal education.

(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

Althach, Phillip C. et al. (1982). *Comparative Education*. London, MacMillan.

Ben-David, Joseph (1971). *American Higher Education Directions: Old and New*.

London, Mc Graw Hill.

Burn, Barbro B. (1971). *Higher Education Nine Countries: A comparative Study of*

Colleges and Universities Abroad. London, Mc Graw Hill Books.

Holms, Brain (1981). *Comparative Education, Some consideration of Method*. London,

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

Ignas, Edward and Cosini, Raymond J. (1981). *Comparative Educational Systems*.
London, Peacock Pub.

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

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

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

(D) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations / House test	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 (d): SPECIAL EDUCATION

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (i) Develop an awareness and skill in identifying special children.
- (ii) Equip themselves with latest trends of the special education.
- (iii) Impart knowledge about functioning of special schools.

(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

M.Dash (2012) Education of Exceptional children, Atlantic Publishers, New Delhi
Sekhon & Sekhon. *Education of Exceptional Children* New Delhi: Kalyani Publishers.

Sharma, R.A. (2009). *Special Education* Meerut: R. Lall Book Depot.

Singh, Agyajit (2012). *Special Education for Exceptional Children*. Patiala: Twenty First Century Publications

Alur, M. (2002). Introduction in Hegarty, S., & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.

BenDer, W. N. (2002). *Differentiating Instruction for Students With Learning Disabilities: Best Practices for General and Special Educators*. Thousand Oaks, CA: Corwin Press.

Bishop, Virginia (1996). *Preschool children with visual impairments*. Texas School

for the Blind and Visually Impaired. Retrieved from <http://www.tsbvi.edu/curriculum-a-publications/3/1069-preschool-children-with-visual-impairments-by-virginia-bishop> Accessed on 20/02/2014.

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.

Julka, A. (1999). *Low vision children: A guide for primary school teachers*. NCERT, New Delhi.

Mukhopadhyay, S. and 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.

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(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 (e): TEACHER EDUCATION

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (i) Understand the scenario of teacher education.
- (ii) Analyze teacher education programmes
- (iii) Become competent teacher educators.
- (iv) Highlight the role played by different national and state level agencies of teacher education.

(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

Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.

Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.

Balasubramaniam, P.S. and Vimala E.P. Kumar: *Teacher Education*.

D. Souza and Chatterjee: *Training of Teachers in India and England*.

Govt. of India: *Education of Teachers in India. Vol. I and II*

Govt. of India: (i) *Report of the Training, Recruitment and conditions of teachers* (Pamphlet No. J 9)

Report of Secondary Education Commission (1952-53)

Report of the Educational Commission (1964-66)

Govt. of India: *Better Teacher Educational*

Hilgard (ed.): *Teaching the Teachers*.

Jawanda, J.S.: *In-service Teacher Education*.

NCERT: *Second All India Survey of Teacher Education*.

Pire, E.A.: *Better Teacher Education*.

R.A. Shanna: *Teacher Education*.

Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot.

Stones, E. and Morris: *Teaching Practice Problems*.

Surrey, P., *Education and Training of 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.

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(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 (f): LIFE SKILLS EDUCATION

Max. Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

- (i) understand concept, process and practice of core life skills.
- (ii) familiarize them with theories on Life Skills Approach.
- (iii) To identify role of life skills for positive change and well being

(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.Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.

Baumgardner, R. Steye., Crothers.K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.

Carr Alan, (2004). *Positive Psychology*. New York: Routledge.

Ciccarelli Sandra .K., Meyer Glen, (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.

Santrock, W.I., (2006). *Adolescence* (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.

Nair, .V. Rajasenan (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

UNESCO (2005). *Quality Education and Life Skills: Dakar Goals*. Paris: UNESCO.

WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: WHO.

(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.

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M.A EDUCATION SEMESTER IV

PAPER – I ICT IN EDUCATION

Max. Marks: 100

External 70 marks

Internal: 30 marks

(A) Objectives

To enable the student teachers to:

- (i) Understand application of ICT in teaching-learning process.
- (ii) Use computers and internet in education.
- (iii) Develop different pedagogies using ICT in school situation.
- (iv) 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
- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkuki na Nyota Publishers Ltd.
- Mangal, S. K. and Mangal, U. (2010). *Essentials of Educational Technology*, New Delhi: PHI Learning Private Limited.
- Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Nadra, I. D. S. (2015). *Educational Technology*, Patiala: Twenty First Century Publications.
- Nadra, I. D. S., Asija, A. and Singh, R. (2016). *Pedagogy and ICT Across the Curriculum*, Patiala: Twenty First Century Publications.
- Sachdeva, M. S., Sharma, K. K. and Kumar, S. (2007). *Educational Technology*, Patiala: Twenty First Century Publications.

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Sachdeva, M. S., Sharma, K. K., and Kaur, M. (2010). *Information Communication & Educational Technology*, Patiala: Twenty First Century Publications.

Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.

Thakur, A. S. and Berwal, S. (2011). *Essentials of Educational Technology*, Patiala: Twenty First Century Publications.

(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

Max Marks: 100

External : 70 marks

Internal : 30 marks

(A) Objectives

To enable the students to:

1. understand counselling and its techniques.
2. organize counselling programme at school level.
3. understand job analysis and job satisfaction.

(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.

Bruce, Shetzer and 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, Clifford C. (1955). *Basic Text for Guidance Workers*. New Jersey: Prentice Hall.

Gibson, R. L. and M. H. Mitchell (2003). *Introduction to Counseling and Guidance*. New Delhi: PHI Pvt. Ltd.

Jones, Arthur 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.

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

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

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

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

(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**Max Marks: 100****External : 70 marks****Internal : 30 marks****(A) Objectives**

To enable the students to:

- (i) Understand conceptual knowledge about educational administration.
- (ii) Analyze the functioning of administrative bodies.
- (iii) Be able to plan for an educational institution.
- (iv) To develop the qualities of leadership and administration.

(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, DIETS 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

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

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

Sodhi, T.S and Suri, Aruna (2002). *Management of School education*, Bawa Publications, Patiala.

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

(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 (a): EDUCATION FOR VALUES AND HUMAN RIGHTS

Max Marks: 100

External: 70 Marks

Internal: 30 marks

(A) Objectives

To enable the student teachers to:

- understand the concept of values.
- apply different approaches to inculcate values.
- understand the human rights approach to education.
- apply human rights approach to social issues.

(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.

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(C) Books Recommended

Goel, Aruna and Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.

Mohanty Jagannath (2003). *Human Rights Education*.

Swarup Sexana (1998). *Principles of Education*. (2010) *Value Education (Punjabi)*. Patiala: Publication Bureau of Punjabi University

Donders, Y. and Vladimir Volodin (eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.

Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence, Italy

Tomasevski, K (2001). *Governmental Human Rights Obligation in Education*. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.

Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.

Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.

Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.

Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.

(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.

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PAPER IV Option (b) INCLUSIVE EDUCATION

Max Marks: 100

External: 70 marks

Internal: 30 marks

(A) Objectives

To enable the students to:

1. Recognize the importance of inclusiveness in education.
2. Use different teaching strategies for inclusive education.
3. Understand the role of teachers, parents' n community for supporting inclusion.

(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

Aradhana & Masih, N.P. *Inclusive Education*. Agra: Rakhi Prakashan Pvt.Ltd.

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

Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.

Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.

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, M.M (2002). *School Without Walls: Inclusive Education for All*. New Delhi: Madhuban Educational Books.

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.

Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

Mithu Alur and Michael Bach (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 Sudesh (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. and 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.

OECD (2004). **Equity in Education: Scholars with Disabilities, Learning Difficulties and Disadvantages**, Paris.

OECD (2005). **School Factors Related to Quality and Equity: Results from PISA 2000**, Paris.

Gearheart, B.R. & Gearheart, C.J. (1985). **Learning Disability (5th Ed.)**. Melbourne: Merrill

Balsara, Maitraya. (2011). **Inclusive Education for Special Children**. Delhi: Kanishka

(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 (c): WOMEN EDUCATION

Max Marks : 100

External: 70 marks

Internal : 30 marks

(A) Objectives

To enable the students to:

- understand the need of women education.
- analyse various social and psychological problems in women education.

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(c) 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.

(B) Books Recommended

Dua, Radha (2014). *Women Education: Issues and Concerns*. New Delhi: APH Publishing Corporation.

Sharma, Nirmala (2006). *Women and Education: Issues and Approaches*. New Delhi: Alfa Publications.

Singh, U.K. et al. (2005). *Women Education*. Common Wealth Publishers: New Delhi.

Patteti, Adam Paul (2014). *Women Education*. New Delhi: APH Publishing Corporation.

Rao, Bhaskar (2008). *Women Education*. Discovery Publication: New Delhi.

Tripathy, S.N. (2003). *Women in Informal Sector*. Discovery Publishing House: New Delhi.

(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.

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PAPER IV Option (d): CURRENT ISSUES IN INDIAN EDUCATION

Max Marks: 100

External : 70 marks

Internal: 30 marks

(A) Objectives:

To enable the students to:

- analyze 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. E. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publications.

Aggarwal, J.C. (2000). *Educational Reforms in India*. New Delhi: Shipra Publications.

Bhaulagar, Suresh (1996). *Modern Indian Education and its Problems*. Meerut, Surya Publications.

Chakrabarti, Mohit (2000). *Modern Issues in Education*. New Delhi: Kanishka Publisher.

Chaube, S.P. (1992). *History and Problems of Indian Education*. Agra: Vinod Pustak Mandir.

Mohanty, Jagannath (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. Yogendra (2001). *History and Problems of Education*. New Delhi: Kanishka Publishers.

Sharma, T.R. and Meenakshi, *Bharti Sikhy*. Patiala: Centuary Publication.

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(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 (e) DISSERTATION

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

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.

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