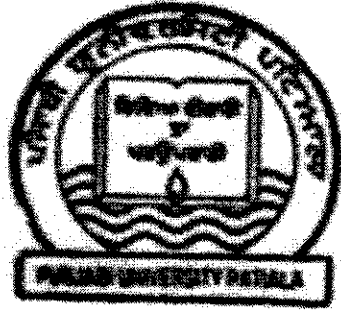


**PUNJABI UNIVERSITY, PATIALA**



**ORDINANCES  
AND  
OUTLINES OF TESTS,  
SYLLABI AND COURSES OF READING  
FOR  
M.A. (EDUCATION) PART-I  
(SEMESTER I AND II)  
(REGULAR & DISTANCE STUDENTS)  
FOR  
2020-21 and 2021-22 SESSIONS**

*J. Kaur*

**PUNJABI UNIVERSITY, PATIALA**

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**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.

I. 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 examination  
as 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:-

Semester	Without late fee	With late fee of	With late fee of	with late fee of	with late fee of
		Rs. 800/-	Rs. 1200/-	Rs. 5000/-	Rs 10,000/-
Dec./Jan	Sept. 30	Oct. 15	Oct. 21	Oct.31	Nov.10*
April/May	Feb. 28	March 15	March 21	March 31	April 15 *

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\*No examination will be excepted after this date.

(b) Candidates shall submit their admission forms and fee for admission to the examination countersigned by the authorities as mentioned in the relevant Ordinances. For improvement of marks/division the fee will be the same as prescribed for Private candidates and will be charged for each semester.

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, Defence 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.

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. 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. faili/1~ 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 Ist 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 off our years as aforesaid he shall be declared fail. Heay, however, 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. A fier 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', Upto 1% of the total marks of Part-I and II examination subject to a maximum and 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 Honours 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-graduate 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 Administration : 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 Strategic Studies : 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 Culture : B.A./ B.Sc examination

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./ Graduation in any stream

11. Indian Dances : Graduate in any faculty

12. Theatre : B.A./ B.Sc./ B.Com. Honours 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 : MunshiFazil/AdibFazil/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/ : B.A. examination with Gyani/ Prabhakar/ Shastri/ Adib  
Sanskrit/Urdu 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 Psychology as one or the  
subject.

20. Urdu : B.A. with Urdu/Persian MunshiFazil/AdibFazil. 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) /n case of students, whose names are struck off/on account of non-payment of 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:

(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

\*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. 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 (STGR CIII)

= 2 Practical Contact Hours (PCII I)

\*\*\* 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 atleast 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 roles 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

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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

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*\*Note :Out o/papers taken up the candidate. will be given benefit o/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.

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**SYLLABUS**

**M.A. (EDUCATION) PART-I**

**SESSION 2020-21, 2021-22**

**(Semester I and II)**

**PART-A: THEORY PAPERS**

**SEMESTER-I**

- Paper-I Philosophical Foundations of Education  
Paper-II Psychological Foundations of Education  
Paper-III Methodology of Educational Research I  
Paper-IV Basis of Pedagogy

**SEMESTER-II**

- Paper-I Sociological Foundations of Education

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Government of Karnataka

Paper-II Psychological Characteristics and Abilities

Paper-III Methodology of Education Research II

Paper-IV Curriculum Development

**OPEN ELECTIVE SUBJECT: ASSESSMENT FOR LEARNING**

### **SEMESTER-I**

**PAPER-I PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

Max. Marks: 100

External: 70 marks

Internal: 30 marks

*(A) Objectives*

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

- a) Understand the philosophical foundations of education.*
- b) Acquaint him/her with different schools of thoughts on education and draw generalizations.*
- c) Understand the theories and ideas of different educational thinkers.*

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d) *Understand the theoretical basis of present day educational system.*

**(B) Syllabus**

**Section-A**

Education: Concept, scope and functions, Aims of Education: need, importance and determinants, Types of aims: Knowledge aim, Vocational aim, Cultural aim, Education for character building and Individual versus Social aim, Relationship between Education and Philosophy: Educational Philosophy and Philosophy of Education,

**Section-B**

Concept of Epistemology, axiology and metaphysics, Philosophies of Education: Idealism, Pragmatism and Naturalism, Educational thought of Tagore and Rousseau, Values: Concept, classification, hierarchy and role of education in inculcating values.

**(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

**C) Books Recommended**

1. *Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.*
2. *Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.*
3. *Broudy, H.S. (1955). Building a Philosophy of Education, New Delhi : Prentice Hall of India.*
4. *Brubacher, J.S. Modern Philosophies in Education.*
5. *Chaube, S.P. (2007). Foundations of Education, New Delhi: Vikas Publishing House.*

6. **Gnanakan, Ken (2011). *Integrated Learning, New Delhi: Oxford University Press.***
7. **Gupta, S., & Singh, A. (Eds.). (2008). *Value based education: Dimensions and directions. Mandi Gobindgarh, Punjab: Desh Bhagat Group of Institutions.***
8. **Kaur, Jasraj and saraswat, R (2015) *Philosophical Foundations of Education, Rakhi Prakashan, Agra***
9. **Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Noida: Rainbow Publishers.***
10. **Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education, New Delhi: Pearson.***
11. **Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research, New York: Continuum.***
12. **Rajput, J.S. (2006). *Human Values and Education. New Delhi: Pragun Publications.***
13. **Sarup, Madan (1978). *Marxism and Education, London: Routledge & Kegan Paul.***
14. **Taneja, V.R. (1998). *Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.***

**(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.

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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-II PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

Max. Marks : 100

External : 60 + 20 (Practical) marks

Internal : 20 marks

**(A) Objectives**

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

- a) *Understand the nature of learners.*
- b) *Apply the principles of Educational Psychology in the classroom situation.*
- c) *Enhance their mental health and personality.*
- d) *Administer Psychological tests.*

**(B) Syllabus**

**Section - A**

Educational Psychology: concept, scope and contribution of psychology to education; Methods: observation, experimental and case study; Human development: Piaget's and Bruner's theories of cognitive development; Learning: concept, factors affecting learning, theories of Skinner, Bandura and Gagne's hierarchy

**Section - B**

Intelligence: concept, theories: Cattell, Thurstone, Gardner and Guilford's model; spiritual, social and emotional intelligence: concept and application; Mental Health: concept, strategies of promoting mental health of students and teachers. Stress concept - organizational Stress- Concept, Organizational and extra organizational Stressors, Effect of Stress on an individual and organizational strategies to cope with stress concept. Individual and organizational stress coping strategies.

**Practicals**

**Administration of the following tests:**

- (a) Measurement of Intelligence using verbal techniques
- (b) Measurement of Spiritual or emotional or social intelligence
- (c) Identification of level of stress of your class
- (d) Assessment of mental health

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. **Aggarwal, J.C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publications.**
2. **Anastasi, A. and Susana U. (2010). *Psychological Testing*. New Delhi: PHI Learning .**
3. **Bigge, M.C. and Row (1971). *Learning Theories for Teachers (2nd Ed.)*. New York: Harper Collins.**
4. **Bower, G.H. and Hilgard, E.R. (1981). *Theories of Learning*. New Jersey: Prentice Hall Inc.  
  
Englewood Cliffs.**
5. **Dandapani, S. (2004). *Advanced Educational Psychology*. New Delhi: Anmol Publications .**
6. **Gray, C., and MacBlain, S. (2012). *Learning theories in childhood*. Sage.**
7. **Hall, C.S., Gardener, L. and John, B.C. (2010). *Theories of Personality*. Delhi: Aggarwal Printing Press.**

8. Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). *Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
9. McLaughlin, C., and Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
10. O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
11. Raina, M.K. (Ed.). (1980). *Creativity research: International perspective*. New Delhi: NCERT.
12. Singh Kanwarjeet Singh & Jasraj Kaur(1995) *Vidyak Manovigyan- Ek Roop Rekha*, Jain Brothers, Patiala
13. Strenberg, Robert J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.
14. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
15. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.
16. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication. (D)

**EVALUATION**

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

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**(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-III METHODOLOGY OF EDUCATIONAL RESEARCH I**

Max. Marks : 100

External : 70

Internal : 30

**(A) Objectives**

To enable the students to:

- (i) Learn and understand the basic concepts and techniques of research.
- (ii) Understand and complete a research project in the field of education.
- (iii) Develop abilities of questioning, probing, discussing, summarizing, formulating the hypotheses and drawing conclusions.
- (iv) Develop among students, attitudes of critical analysis and synthesis for the solution of education problems.

**(B) Syllabus**

**SECTION – A**

Educational Research: meaning, nature, types, purpose, steps and limitations, Related literature: Purpose, sources and organization of related literature, Priority areas of educational research, Research problem: Its selection, definition, statement and sources, Hypothesis: its meaning, types, importance, formulation and testing.

**SECTION - B**

Quantitative measurement and levels of measurement, frequency distribution, graphical representation of data through frequency polygon, histogram, cumulative frequency curve, ogive, Measures of central tendency — mean, median, mode, Measures of variability — range, quartile deviation, standard deviation, Normal probability curve — its properties and uses.

**(C) BOOKS RECOMMENDED**

Aiken, L.R. & Gary GrothMarhant (2011). *Psychological Testing and Assessment* (12<sup>th</sup> edition). New Delhi: Pearson.

Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.

Best, J.W. and Kahn, J.V. (2010), *Research in Education*, New Delhi: Prentice - Hall of India Pvt. Ltd.

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Department of Education & L  
University, Malda

- Cohen, L. and Morrison, K. (2002), *Research Methods in Education*, New York: RoutledgeFalmer.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Garrett, H.E. (2011). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). Chandigarh: Vishal Publishers.
- Koul, Lokesh (2009). *Methodology of Educational Research* (4<sup>th</sup> Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Meenakshi (1992). *A First Course in Methodology of Research*, Patiala :KaliaParkashan.
- Sandhu, P. K. (2012). *Research in Education and its Implications*. Patiala: Publication Bureau of Punjabi University.
- Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
- Singh, Pritam (2005). *Handbook of Measurment and Evaluation*. New Delhi: Doaba House,

**(D) EVALUATION**

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Written Assigment/ 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) BASIS OF PEDAGOGY**

Max. Marks: 100

External: 70

Internal: 30

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Dr. J. K. Sandhu  
 Director, Department of Education  
 Patiala

### (A) Objectives

To enable the students to:

1. understand the concept of pedagogy and teaching and learning.
2. Identify objectives of teaching at different levels.
3. organize teaching at different levels.
4. Utilize different audio-visual aids in teaching-learning process.
5. Apply the concept of continuous and comprehensive evaluation.

### (B) Syllabus

#### Section-A

Pedagogy: Concept, importance, Teaching and learning: concept and relationship, Objective specification: Bloom's taxonomy, writing objectives in behavioural terms, Principles of teaching: psychological and general, Maxims and devices of teaching, Methods of teaching: Lecture method, lecture-cum demonstration method, project method, heuristic method, Micro Teaching: Meaning, phases and skills of: introducing a lesson, questioning, stimulus variation and reinforcement .

#### Section - B

Text Book: Meaning, importance, types and characteristics, Teacher: Qualities and role, Laboratory: Meaning, importance, planning and equipment, management. Audio-Visual Aids in teaching: importance and types, Lesson-planning: Meaning, importance and steps, Evaluation: Meaning, importance and types.

#### Books Recommended

Kaur, B. (2004) Teaching of Social Studeis: Deep & Deep Publication, New Delhi

Panday, V.C.(2004) Digital Technologies and Teaching Strategies ISHA Books, Delhi

Sachdeva, M.S.(2007) Teaching. Learning Process: Published by Bharat Book Center Ludhiana

Siddiqui, M.H. (2005) Tehniques of Teaching: APH Publication Corporation, New Delhi

Sharma, J.R.(2001) Technology (in Punjabi medium), Publication Bureau, Punjabi University, Patiala

### (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

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Punjabi University, Patiala

**(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.

**SEMESTER-II**

**PAPER-I SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Max. Marks: 100

External: 70 marks

Internal: 30 marks

**(A) Objectives**

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

- a) Understand the concept and nature of Sociology of education.*
- b) Comprehend the role of various social factors in Education.*
- c) Analyze the factors responsible for social change.*
- d) Understand the role of Education in cultural change.*
- e) Understanding the new developments in the society and their impact on education.*

**(B) Syllabus**

**Section – A**

Sociology: concept, nature and relationship between education and sociology; nature and scope of sociology of education; socialization: concept, importance and role of education; Role of education in social change, social mobility, social stratification, social organization.

**Section – B**

Culture: meaning and nature, Cultural change and factors affecting cultural change, Role of education; Modernization and globalization and with special reference to Indian society; Education for socially disadvantaged sections of the society.

**(C) RECOMMENDED BOOKS**

1. Arum, R., & Beattie, I.R. (2014). *The structure of schooling: Readings in the sociology of education* (3<sup>rd</sup> edition). Sage.
2. Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
3. Ballantine, J.H., & Spade, Joan Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
4. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
5. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
6. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
7. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
8. Chaudhury, S.K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage.
9. Friere, Paulo (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin.
10. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.

11. Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969). *Education, Economy and Society*, New

York: The Freeman's Press.

12. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.

13. Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.

14. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra

Publication.

**(D) EVALUATION**

<b>Theory Examination</b>	<b>70 Marks</b>
<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-II PSYCHOLOGICAL CHARACTERISTICS AND ABILITIES**

Max. Marks: 100

External: 70 marks

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University, Patna

**(A) Objectives**

To enable the students to:

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

- a) *Understand the philosophical foundations of education.*
  - b) *Acquaint him/her with different schools of thoughts on education and draw generalizations.*
  - c) *Understand the theories and ideas of different educational thinkers.*
  - d) *Understand the theoretical basis of present day educational system.*
- (i) Understand the relevance of educational psychology to the teaching learning process.
  - (ii) Apply the role of heredity and environment in growth and development of the individual.
  - (iii) be able to understand the concept personality and well-being.

**(B) Syllabus**

**SECTION- A**

Educational Psychology: relevance for teaching, Role of heredity and environment in growth and development of the individual, Motivation: concept, types, strategies, approaches to motivation: behavioral, humanistic, cognitive and socio-cultural; Individual differences: Concept and causes of inter and intra individual differences.

**SECTION- B**

Personality: Concept, development and theories: Allport, Erickson, Big-Five Model, Personality assessment: subjective, objective and projective techniques. Well-being: concept, indicators and implications, Defense mechanisms.

**Practical work**

Administration and interpretation of the following:

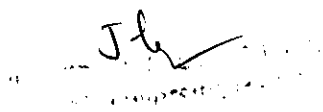
1. Achievement motivation
2. Personality assessment through subjective/ Objective /Projective technique
3. Assessment of Well-being
4. Exploring type of defense mechanism of your class

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PAKISTAN  
ISLAMABAD

The students will maintain the record of the practical duly certified by the teacher in the practical note-book. Performance of practical to be evaluated by the internal examiner out of 12 marks.

**(C) BOOKS RECOMMENDED**

1. *Aggarwal, J.C. (2006). Psychology of Learning and Development. New Delhi: Shipra Publications.*
2. *Anastasi, A. and Susana U. (2010). Psychological Testing. New Delhi: PHI Learning .*
3. *Bigge, M.C. and Row (1971). Learning Theories for Teachers (2nd Ed.). New York: Harper Collins.*
4. *Bower, G.H. and Hilgard, E.R. (1981). Theories of Learning. New Jersey: Prentice Hall Inc.  
Englewood Cliffs.*
5. *Dandapani, S. (2004). Advanced Educational Psychology. New Delhi: Anmol Publications .*
6. *Gray, C., and MacBlain, S. (2012). Learning theories in childhood. Sage.*
7. *Hall, C.S., Gardener, L. and John, B.C. (2010). Theories of Personality. Delhi: Aggarwal Printing Press.*
8. *Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting. New Delhi: Sage.*
9. *McLaughlin, C., and Holliday, C. (2013). Therapy with children and young people: Integrating counseling in schools and other settings. Sage.*

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10. O'Reilly, M., and Parker, N. (2014). *Doing mental health research with children and adolescents: A guide to qualitative methods*. Sage.
11. Raina, M.K. (Ed.). (1980). *Creativity research: International perspective*. New Delhi: NCERT.
12. Singh Kanwarjeet Singh & Jasraj Kaur(1995) *Vidyak Manovigyan- Ek Roop Rekha*, Jain Brothers, Patiala
13. Stenberg, Robert J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.

14. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.

15. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.

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16. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

**EVALUATION**

<b>External Examination</b>	<b>70 Marks</b>
Time	3 Hrs
<b>Internal Assessment</b>	<b>30 Marks</b>
Attendance	6
Practical	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 METHODOLOGY OF EDUCATION RESEARCH II**

Max. Marks: 100

External : 70

Internal: 30

**(A) Objectives**

To enable the students to understand:

- (a) The fundamentals to infer quantitative data.
- (b) . Analysis of quantitative data.
- (c) Basic techniques to be applied for inferences.

**(B) Syllabus**

**SECTION - A**

Sampling: probability and non-probability; Tools of Research: Questionnaire, interview, observation, rating scales, tests and inventories, Reliability and validity of research tools, norms, Methods of research: Historical, Descriptive and Experimental, Research proposal and research report.

### Section – B

Difference between parametric and non-parametric statistics and rationale for using them in the analysis of data, significance of difference between means (independent groups and correlated groups), Analysis of variance (two way) — Assumptions, limitations and uses, Chi square - assumptions and uses, Correlation — Meaning, Assumptions and uses, Spearman's rho, Pearson's.

#### Projects


1. Computation of 4 methods (two from each section) using excel or SPSS.
2. Apply an appropriate statistical technique on the data collected for a research problem.

#### (C) Books Recommended

- Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J.W. & Kahn, J. (1989). *Research in Education*. New Delhi: Prentice Hall.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6<sup>th</sup> Ed.). London: Routledge.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Creswell, J.W. (2012), *Educational Research* (4<sup>th</sup> ED), New Delhi : PHI
- Ferguson, G.A. (1982). *Statistical Analysis in Psychology and Education*, New Delhi : McGraw Hill International Book Co.
- Garret, H.E. (2004). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). New Delhi: Paragon International.
- Guilford, J.P. and Fruchter, Benjamin (1978). *Fundamental Statistics in Psychology and Education*, Tokyo: McGraw Hill Kogakusha Ltd.
- Koul, Lokesh (2009). *Methodology of Educational Research*, New Delhi: Vikas Publishing House.
- Sharma, R.A. (2002). *Advanced Statistics in Education and Psychology*, Meerut : R. Lall Book Depot.
- Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
- Howell, D.C. (2008). *Fundamental Statistics for Behavioural Sciences* (6<sup>th</sup> ED) Balmant, CA : Thomson

#### (D) EVALUATION

<b>Theory Examination</b>	<b>70 Marks</b>
<b>Internal Assessment</b>	<b>30 Marks</b>

  
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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 CURRICULUM DEVELOPMENT**

**(A) Objectives**

To enable the students to:

1. recognize the importance of curriculum development .
2. appreciate the need for change and reforms in curriculum.
3. analyse various theories and models on curriculum development.
4. highlight the importance of pedagogy in teaching learning process.
- 5.

**(B) Syllabus**

**Section – A**

Curriculum: concept, characteristics, types, need and importance, foundations and functions; Curriculum development: concept, stages, principles, approaches, Curriculum design: concept, types, process and strategies. Curriculum change: concept, objectives, factors, barriers and role of different agencies.

**Section - B**

Models of curriculum development: Taba, & Hunkins, Determinants of curriculum: objectives, curriculum concerns as reflected by NCFTE- 2009, Organization of curriculum: subject-centred, unitary, spiral and inter disciplinary curriculum; Evaluation of curriculum: need and importance, process, approaches, problems and opportunities.

**(C) Books Recommended**

- Aggarwal, Deepak (2007). *Curriculum Development: Concept, methods and techniques*. New Delhi: Book Enclave.
- Arulsamy, S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications.
- CIET(2006). *The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- CIET(2007). *Curriculum Syllabus and Textbook: An audio interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF – 2005 Process*. NCERT, New Delhi.
- Dash , B.N.(2007). *Curriculum Planning and Development*. New Delhi: Dominant Publications.

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Ediger, M. & Rao, D.B. (2006). *Issues in School Curriculum*. New Delhi: DPH.

Nandra, Inderdev Singh (2016). *Knowledge and Curriculum*. Patiala: Twenty first century Publications.

Peter, O. (2004). *Developing the Curriculum*. New York: Allyn and Bacon Inc.

Reddy, B. (2007). *Principles of Curriculum Planning and Development*.

Sharma, Promila (2015). *Curriculum Development*. New Delhi: APH Publishing Corporation.

Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

Wiles, J. W. and Joseph, Bondi (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.

**(D) EVALUATION**

<b>Theory Examination</b>	<b>70 Marks</b>
<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**

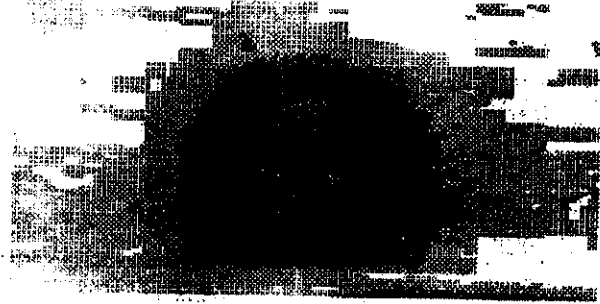
The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks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

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 Patiala

**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*

Page 10

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is essential for ensuring the integrity of the financial system and for providing a clear audit trail.

2. The second part of the document outlines the specific procedures that must be followed when recording transactions. These include verifying the accuracy of the data, obtaining the necessary approvals, and ensuring that the records are stored in a secure and accessible manner.

3. The third part of the document discusses the role of the auditor in verifying the accuracy of the records. It notes that the auditor must exercise professional judgment and skepticism when reviewing the records and must report any discrepancies or irregularities to the appropriate authorities.

4. The fourth part of the document discusses the consequences of failing to maintain accurate records. It notes that this can lead to a loss of trust in the financial system, which can have significant negative impacts on the economy and the well-being of the public.

5. The fifth part of the document discusses the need for ongoing monitoring and evaluation of the record-keeping process. It notes that this is essential for identifying any weaknesses or areas for improvement and for ensuring that the process remains effective and efficient over time.

6. The sixth part of the document discusses the need for transparency and accountability in the record-keeping process. It notes that this is essential for ensuring that the public has confidence in the financial system and that the records are used to promote the public interest.

7. The seventh part of the document discusses the need for training and education of the personnel responsible for maintaining the records. It notes that this is essential for ensuring that they have the necessary skills and knowledge to perform their duties effectively and efficiently.

8. The eighth part of the document discusses the need for a strong legal and regulatory framework to support the record-keeping process. It notes that this is essential for ensuring that there are clear rules and standards that govern the process and that there are adequate penalties for non-compliance.

9. The ninth part of the document discusses the need for a culture of integrity and ethical behavior within the organization responsible for maintaining the records. It notes that this is essential for ensuring that the records are maintained in a fair and unbiased manner and that there are no conflicts of interest or other factors that could compromise the integrity of the process.

10. The tenth part of the document discusses the need for a strong commitment to the public interest from all those involved in the record-keeping process. It notes that this is essential for ensuring that the records are maintained in a way that promotes the overall well-being of the public and that there are no undue influences that could compromise the integrity of the process.

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**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**

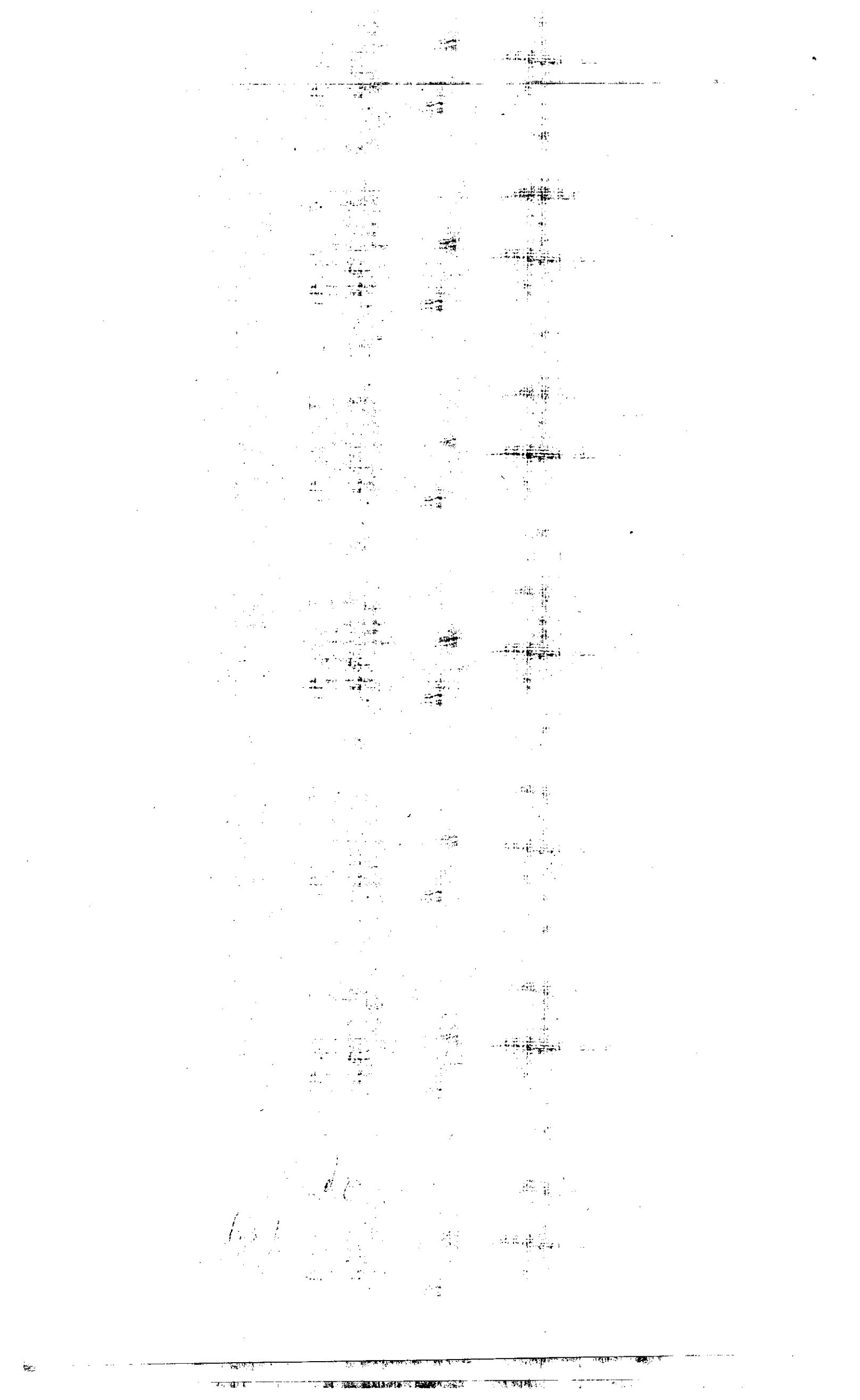
**PAPER - III EDUCATIONAL ADMINISTRATION AND PLANNING**

**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 (2<sup>nd</sup>Ed.)*. Patiala: Twenty First Century Publications.

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

**(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 /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* (12<sup>th</sup> 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* (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, Lokesh (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, 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* (8<sup>th</sup> Ed.). New Delhi: Pearson.

**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 (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**

<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 / 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**

	<b>Max. Marks:</b>
100	
marks	<b>External: 70</b>
	<b>Internal: 30</b>
	<b>marks</b>

**(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.

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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

<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 / 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 Execeptional 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**

	<b>Theory Examination</b>	<b>70 Marks</b>
	<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 (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. land 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. Rajasen (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**

<b>Theory Examination</b>	<b>70 Marks</b>
<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 (a): EDUCATION FOR VALUES AND HUMAN RIGHTS**

**Max Marks: 100**

**External: 70 Marks**

**Internal: 30 marks**

**(A) Objectives**

To enable the student teachers to:

- (a) understand the concept of values.
- (b) apply different approaches to inculcate values.
- (c) understand the human rights approach to education.
- (d) 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**

<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.

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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 (5<sup>th</sup> Ed.)**. Melbourne: Merrill

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

#### (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 (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**

<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.

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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**

<b>Theory Examination</b>	<b>70 Marks</b>
<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 (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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