

## Timetable M.A. 2<sup>nd</sup> Semester

(05<sup>th</sup> April to 14<sup>th</sup> April, 2023)

**Ten days** PCP at Classroom No. 207 (1<sup>st</sup> Floor, USOL Building, Panjab University, Chandigarh)

	09 am - 10 am	10 am - 11 am	11 am - 12 pm	12 pm - 1 pm		02 pm - 03 pm
<b>Day 1</b> 5-Apr-23 Wednesday	<i>Orientation</i>	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	<b>Paper 7 EDP-II</b> Educational Psychology-II Dr. Kuljeet Kaur	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar	LUNCH	<b>Paper-10 EDT</b> Educational Technology-II Prof. Ram Mehar
<b>Day 2</b> 6-Apr-23 Thursday	<b>Paper-9 GNC</b> Guidance & Counselling II Jeesu Jaskanwar Singh	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar		<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera
<b>Day 3</b> 7-Apr-23 Friday	<b>Paper-9 GNC</b> Guidance & Counselling II Jeesu Jaskanwar Singh	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>Paper 7 EDP-II</b> Educational Psychology-II Dr. Kuljeet Kaur	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar		<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera
<b>Day 4</b> 8-Apr-23 Saturday	<b>Paper-9 GNC</b> Guidance & Counselling II Dr. Kuljeet Kaur	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera	<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera		<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg
<b>Day 5</b> 9-Apr-23 Sunday	<b>Paper-9 GNC</b> Guidance & Counselling II Jeesu Jaskanwar Singh	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar	<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg		<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg

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	09 am - 10 am	10 am - 11 am	11 am - 12 pm	12 pm - 1 pm		02 pm - 03 pm
<b>Day 6</b> 10-Apr-23 Monday	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>LUNCH</b>	<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera
<b>Day 7</b> 11-Apr-23 Tuesday	<b>Paper-9 GNC</b> Guidance & Counselling II Dr. Kuljeet Kaur	<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar	<i>Tutorial</i>		<b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera
<b>Day 8</b> 12-Apr-23 Wednesday	<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>HOUSE TEST</b> <b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	<b>HOUSE TEST</b> <b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg	<b>HOUSE TEST</b> <b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar		<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar
<b>Day 9</b> 13-Apr-23 Thursday	<b>Paper-9 GNC</b> Guidance & Counselling II Jeesu Jaskanwar Singh	<b>Paper-10 EDT</b> Educational Technology-II Prof. Ram Mehar	<b>HOUSE TEST</b> <b>Paper-9 GNC</b> Guidance & Counselling II Dr. Kuljeet Kaur	<b>HOUSE TEST</b> <b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera		<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh
<b>Day 10</b> 14-Apr-23 Friday	<b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg	<b>Paper 8 ERS-II</b> Educational Research & Statistics-II Prof. Ram Mehar	<b>Paper-10 EDT</b> Educational Technology-II Prof. Ram Mehar	<b>Paper-9 GNC</b> Guidance & Counselling II Dr. Kuljeet Kaur		<b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur



**M.A. EDUCATION (SEMESTER II) PROGRAMME CODE: MAEDU-II (PROGRAMME OUTLINE, LIST OF COURSES AND EVALUATION PART I)**

**FOUNDATION PAPERS (Papers 6,7 & 8)**

FOUNDATION PAPERS (Papers 6,7 & 8)				EVALUATION		
PAPERS	COURSE CODE	COURSE TITLE	Credits	External	Internal	Practicals
6	MAEDU 2 - C01- PSF-II	Philosophical and Sociological Foundations of Education-II	5	80	20	-
7	MAEDU 2 - C02-EDP-II	Educational Psychology-II	5	60	20	20 (External)
8	MAEDU 2 - C03- ERS	Educational Research & Statistics-II	5	80	20	-

**PART II OPTIONAL PAPERS (Papers 9 and 10)**

OPTIONAL PAPERS (Papers 9 and 10)				EVALUATION		
PAPERS	COURSE CODE	COURSE TITLE	CREDITS	External	Internal	Practicals
9	MAEDU 2 - E02 - GNC	Guidance & Counselling II	5	80	20	20 (Internal)
10	MAEDU 2 - E03 - EDT	Educational Technology-II	5	80	20	-

**Internal Assessment**

<b>EVALUATION FOR CONTINUOUS ASSESSMENT</b>	
Written Test / House Test	10 marks
Snap Test , Participation in Class Discussion	05 marks
Assignment/ Presentation/ Term Paper	03 marks
Attendance	02 marks (Above 85%) 1 Mark (75% and above up to 85%)
<b>Total Internal Assessment</b>	<b>20 Marks</b>



**Syllabus SEMESTER– II Programme Code. MAEDU-II**

**PAPER- 6 COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II**

FOUNDATION PAPERS <b>PAPER- 6</b>	<b>COURSE CODE:</b> MAEDU- II-C01-PSF	<b>PAPER- 6 COURSE TITLE:</b> PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II Total marks= 100 External = 80 Internal = 20
<b>Credits= 5</b>		

**COURSE OBJECTIVES**

The students will be able to:

- Discuss the impact of Indian Schools of Philosophy on the educational processes.
- Understand and analyze the contributions of Western schools of philosophy.
- Understand and explain the meaning of social change in the context of the Indian order.
- Analyze documents and programmes of National importance facilitating equality of educational opportunities.
- Analyze and describe the impact of LPG on the economics of education.

**COURSE CONTENT**

**Unit I**

- a) Concept and Educational Implications of the following Schools of Philosophy: Sankhya, Vedanta and Marxism.
- b) National Values as enshrined in Indian Constitution.

**Unit II**

- a) Educational visions of Aurobindo, Tagore, Gandhi and Swami Vivekananda.
- b) Philosophical thought and Educational vision of John Dewey, Paulo Freire and Karl Marx.

**Unit III**

- a) Relationship of Education and Politics with special reference to Democracy and Secularism in the Indian context
- b) Multiple School Contexts- rural/urban; minority/denominational/government

**Unit IV**

- a) Culture: meaning and nature, Cultural Lag, Acculturation, and Enculturation. Relationship of Culture & Education
- b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.



**PAPER- 7 COURSE TITLE: EDUCATIONAL PSYCHOLOGY -II**

FOUNDATION PAPERS <b>PAPER- 7</b>	<b>COURSE CODE:</b> MAEDU- II- C02-EDP-II	<b>PAPER- 7 COURSE TITLE:</b> EDUCATIONAL PSYCHOLOGY -II Total marks= 100 External = 60 Internal = 20 Practical (External) = 20
<b>Credits= 5</b>		

**COURSE OBJECTIVES**

The students will be able to:

- Gain knowledge about the concept and theories of personality and its Assessment
- Understand and measure the learner's cognitive abilities with special reference to intelligence
- Differentiate between characteristics of adjusted and maladjusted learners
- Understand learners in Psycho-social context assessment
- Get acquainted with the concept and nature of children with special needs

## **COURSE CONTENT**

### **Unit-I**

Personality, Its Assessment, Adjustment

- a) Concept of Personality, Western theories by Cattell, Eysenck, Allport, Freud; Vedantic concept of Personality (Panchkosh)
- b) Assessment and implications for teacher and learner
- c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts: its types and their management

### **Unit-II**

Understanding Intelligence

- a) Evolution of the concept of Intelligence (from unitary to multiple intelligence)
- b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
- c) Developing Emotional and Spiritual Intelligence

### **Unit-III**

Psychosocial Dimensions of Learners' Contexts

- a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
- b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting a healthy psycho-social environment in class.
- c) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence, etc.) and their effects, Measures to manage aggressive behaviour.

### **Unit-IV**

Understanding Children with Diverse Needs

- a) Children with diverse needs/different abilities: Concept, Classification, Role of Teacher
- b) Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD
- c) Inclusive Education: Concept, Process and Barriers

## **PRACTICALS**

1. Intelligence test (Verbal, Non Verbal and performance tests)
2. Personality test/ Word Association Test
3. Test of adjustment/ analysis of a case of a maladjusted learner
4. DTLTD/Test to identify ADHD



## PAPER- 8 COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II

FOUNDATION PAPERS <b>PAPER- 8</b>	<b>COURSE CODE:</b> <b>MAEDU- II-C03 - ERS</b>	<b>PAPER- 8 COURSE TITLE:</b> EDUCATIONAL RESEARCH AND STATISTICS-II
<b>Credits= 5</b>		Total marks= 100 External = 80 Internal = 20

### COURSE OBJECTIVES

At the end of the course, the students will be able to:

- select the tools for studying different variables.
- understand the historical, descriptive and experimental methods of research.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- understand the meaning and compute ANOVA, Chi-square
- report the research work in accordance with the current trends and procedures of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

### COURSE CONTENT

#### Unit-I

- Population and Sample, Sampling: meaning and steps. Methods of sampling: Nonprobability and Probability, Sampling Error.
- Tools: Characteristics of a good tool, Meaning and methods of reliability and validity. Psychological tests, questionnaires, rating scales, and attitude scale (Thurston and Likert's scale).
- Technique: observation and interview.
- Historical Method: Meaning, Value, Difficulties, Types and Steps.

#### Unit-II

- Descriptive Method: Meaning, Value and Types.
- Experimental Method: Meaning and purpose, Variables. Essential characteristics of the experimental method, Steps.
- Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental,
- Writing Research Proposal and Research Report.

#### Unit-III

- Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated
- ANOVA (one way only): Meaning, assumptions and computation

#### Unit-IV

- Measures of relationship: Meaning, uses, types and computation of Rank Order Correlation and Product Moment method of Correlation and significance of correlation.
- Chi-Square test of independence: Meaning, assumptions and computation



## PAPER- 9 & 10 COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II

OPTIONAL PAPER <b>PAPER- 9 &amp; 10</b>	<b>COURSE CODE:</b> MAEDU- II-E02-GNC	<b>PAPER- 9 &amp; 10 COURSE TITLE:</b> Opt (B): GUIDANCE AND COUNSELLING-II
<b>Credits= 5</b>		Total marks= 100 External = 60 Internal = 20 Practical (Internal) =20

### **COURSE OBJECTIVES:**

The students will be able to:

- Understand the relevance of the helping relationship.
- Become acquainted with the concept and relevance of counselling in Indian situations.
- Understand the skills of counselling.
- Elaborate upon theories of counselling.
- Understand evaluation in counselling.

### **UNIT I: Introduction**

- a) Counselling: Meaning, Nature, Aims, Principles, its Need and Scope.
- b) Types of Counselling: Individual and Group counselling.
- c) The Counselor-Qualities of Effective counsellor
- d) Approaches of counselling: Directive, Non-directive, Eclectic counselling.

### **UNIT II: Counselling Processes**

- a) Counselling Process and ethics of counselling.
- b) Skills of Counselling: building trust, listening, observation & empathy, communication, and decision-making.
- c) Counselling interviews: Its concept and steps involved.

### **UNIT III: Theory of counselling**

- a) Self-concept/actualization theory (Maslow).
- b) Rational emotive theory (Albert Ellis)
- c) Behavioristic (Skinner. Pavlov)
- d) Reality Therapy (Glasser)

### **UNIT IV: Evaluation in Counselling**

- a) Evaluation of counselling programme: Meaning, Need and limitations
- b) Criterion of evaluation; Approaches to evaluation of counselling programme
- c) Problems of evaluation in counselling
- d) Modern trends and issues in Counselling.

### **PRACTICAL MARKS: 20 (Internal)**

- Plan, Play, Observe and Report the role of the counsellor in hypothetical problematic cases



## OPTIONAL PAPER- 9 &10 COURSE TITLE: Opt (B): EDUCATIONAL TECHNOLOGY-II

OPTIONAL PAPER <b>PAPER- 9 &amp;10</b>	<b>COURSE CODE:</b> MAEDU- II-E03 - EDT	<b>PAPER- 9 &amp;10 COURSE TITLE:</b> Opt (B): EDUCATIONAL TECHNOLOGY-II
<b>Credits= 5</b>		Total marks= 100 External = 80 Internal = 20

### COURSE OBJECTIVES

At the end of the course, the students will be able to:

- Explain the meaning and process of communication.
- Explain the concept and need for Information and Communication Technology (ICT).
- Discuss the concept of audio-visual media in education.
- Enumerate characteristics of audio-visual media.
- Discuss criteria for the selection of media.
- Explain the concept of distance education.
- Explain the meaning and concept of virtual classroom and EDUSAT.

### COURSE CONTENT

#### Unit I

- a) Communication: concept and process of communication, principles, modes and barriers of communication.
- b) Communication (verbal and non-verbal) in the classroom.

#### Unit II

- a) Information and Communication Technology: Concept, need, advantages and barriers to the expansion of ICT.
- b) Major institutions of educational technology in India: CIET, CEC, IGNOU

#### Unit III





- a) Audio-Visual media in Education: Concept, characteristics of Audio-Visual media, criteria for selection of media.
- b) Audio recordings, video, Educational Television and CCTV.



#### Unit IV

- a) Distance Education: Concept, different contemporary systems, viz. correspondence, distance and open systems.
- b) Student support services and counselling methods in distance education. Evaluation Strategies in distance education.
- c) Virtual Classroom, EDUSAT.



# Faculty

	FACULTY	THEORY CLASSES/ LECTURES/ Tutorial/ Orientation		House Test	
Prof. Manju Gera		<p><b>Paper-10 EDT</b> Educational Technology-II Prof. Manju Gera</p> <p><b>Tutorial</b></p> <p><b>06 lectures + 1 lecture</b></p>	Seven lectures	<p><b>HOUSE TEST</b> <b>Paper-10</b> EDT Educational Technology-II Prof. Manju Gera</p>	
Prof. Mamta Garg		<p><b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg</p> <p><b>Tutorial</b></p> <p><b>7 lectures + 1 lecture</b></p>	Eight lectures	<p><b>HOUSE TEST</b> <b>Paper 7 EDP-II</b> Educational Psychology-II Prof. Mamta Garg</p>	
Prof. Ram Mehar		<p><b>Paper 8 ERS-II</b> Educational Research &amp; Statistics-II Prof. Ram Mehar</p> <p><b>Paper-10 EDT</b> Educational Technology-II Prof. Ram Mehar</p> <p><b>Tutorial</b></p> <p><b>08 lectures + 2 lecture +1 lecture</b></p>	Eleven lectures	<p><b>HOUSE TEST</b> <b>Paper 8 ERS-II</b> Educational Research &amp; Statistics-II Prof. Ram Mehar</p>	
Prof. Supreet		<p><b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur</p> <p><b>Tutorial</b></p> <p><b>06 lectures + 1 lecture</b></p>	Seven lectures	<p><b>HOUSE TEST</b> <b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Prof. Supreet Kaur</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dr. Kuljeet Kaur</p>		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 25%; text-align: center;"> <p><b>Paper 7</b> EDP-II Educational Psychology-II Dr. Kuljeet Kaur</p> </div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 25%; text-align: center;"> <p><b>Paper-9 GNC</b> Guidance &amp; Counselling II Dr. Kuljeet Kaur</p> </div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 15%; text-align: center;"> <p><b>Tutorial</b></p> </div> </div> <p style="text-align: center; margin-top: 10px;"><b>2 lectures + 3 lectures + 1 lecture</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Six lectures</p>	<div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 80%; margin: auto; text-align: center;"> <p><b>HOUSE TEST</b> <b>Paper-9</b> GNC Guidance &amp; Counselling II Dr. Kuljeet Kaur</p> </div>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Jeesu Jaskanwar Singh</p>		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 25%; text-align: center;"> <p><b>Paper-6 PSF-II</b> Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh</p> </div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 25%; text-align: center;"> <p><b>Paper-9</b> GNC Guidance &amp; Counselling II Jeesu Jaskanwar Singh</p> </div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 15%; text-align: center;"> <p><b>Tutorial</b></p> </div> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; width: 15%; text-align: center;"> <p><b>Orientation</b></p> </div> </div> <p style="text-align: center; margin-top: 10px;"><b>4 lectures + 4 lectures + 02 lectures</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ten lectures</p>		

## Students

S.No.	Enrollment No.	Name
1	492230100001	TALWINDER KAUR
2	492230100002	GAGANDEEP KAUR
3	492230100003	MICHAELANGELO FRANCIS
4	492230100004	ABHIJIT SINGH
5	492230100006	ANKITA
6	492230100007	PRIYANKA SHARMA
7	492230100008	SHIVANI SAINI
8	492230100009	HITAKSHI GHOSH
9	492230100011	POONAM
10	492230100013	ARNISH MONGA
11	492230100014	HARWINDER KAUR
12	492230100017	SARBJIT KAUR
13	492230100018	JIGMAT GYATSO
14	492230100020	VIKAS KUMAR
15	492230100022	PARIKA KAUL
16	492230100023	ADITI JAWA
17	492230100024	AMARJEET KAUR
18	492230100025	ASIF ALI
19	492230100026	VIJAY KUMAR
20	492230100027	RAVINDER KAUR
21	492230100028	ANKIT