

Timetable M.A. 2nd Semester

01-04-2024(Mon) to 10-04-2024(Wed)

10 days PCP at Classroom No. 207 (1st Floor, CDOE Building, Panjab University, Chandigarh)

	10 am - 11 am	11 am – 12 noon	12 pm - 1 pm	1 pm - 2 pm		02 pm - 03 pm
Day 1 1-Apr-24 Monday	Orientation	Paper-6 PSF-II <small>Philosophical and Sociological Foundations of Education</small> Jeesu Jaskanwar Singh	Paper 7 EDP-II Edu. Psychology-II Prof. Kuljeet Kaur	Paper 8 ERS-II Educational Research & Statistics-II Prof. Ram Mehar		Paper 10 EDT Educational Technology-II Prof. Maniu Gera
Day 2 2-Apr-24 Tuesday	Paper-9 GNC Guidance & Counselling II Jeesu Jaskanwar Singh	Paper-6 PSF-II <small>Philosophical and Sociological Foundations of Education</small> Prof. Supreet Kaur	Paper 10 EDT Educational Technology-II Prof. Maniu Gera	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg		Paper 8 ERS-II Educational Research & Statistics-II
Day 3 3-Apr-24 Wednesday	Paper-6 PSF-II <small>Philosophical and Sociological Foundations of Education</small> Jeesu Jaskanwar Singh	Paper-9 GNC Guidance & Counselling II Prof. Supreet Kaur	Paper 10 EDT Educational Technology-II Prof. Maniu Gera	Paper 8 ERS-II Educational Research & Statistics-II Prof. Ram Mehar		Paper 7 EDP-II Edu. Psychology-II Prof. Kuljeet Kaur
Day 4 4-Apr-24 Thursday	Paper-9 GNC Guidance & Counselling II Prof. Kuljeet Kaur	Paper-6 PSF-II <small>Philosophical and Sociological Foundations of Education</small> Prof. Supreet Kaur	Paper 10 EDT Educational Technology-II Prof. Manju Gera	Paper 10 EDT Educational Technology-II Prof. Manju Gera		Paper 8 ERS-II Educational Research & Statistics-II Prof. Ram Mehar
Day 5 5-Apr-24 Friday	Paper-6 PSF-II <small>Philosophical and Sociological Foundations of Education</small> Jeesu Jaskanwar Singh	Paper-9 GNC Guidance & Counselling II Prof. Supreet Kaur	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg		Paper 8 ERS-II Educational Research & Statistics-II Prof. Ram Mehar

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	10 am - 11 am	11 am - 12 noon	12pm - 1 pm	1 pm - 2 pm		02 pm - 03 pm
Day 6 6-Apr-24 Saturday	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg	Paper-6 PSF-II Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	Paper 10 EDT Educational Technology-II Prof. Manju Gera		Paper 10 EDT Educational Technology-II Prof. Manju Gera
Day 7 7-Apr-24 Sunday	HOUSE TEST Paper-6 PSF-II Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	HOUSE TEST Paper 10 EDT Edu. Technology-II Prof. Manju Gera	HOUSE TEST Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg	HOUSE TEST Paper 8 ERS-II Educational Research & Statistics-II		HOUSE TEST Paper-9 GNC Guidance & Counselling II Prof. Kuljeet Kaur
Day 8 8-Apr-24 Monday	Paper-6 PSF-II Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	Paper 10 EDT Educational Technology-II Prof. Manju Gera	Paper-9 GNC Guidance & Counselling II Prof. Supreet Kaur	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg		Paper-9 GNC Guidance & Counselling II Prof. Kuljeet Kaur
Day 9 9-Apr-24 Tuesday	Paper-9 GNC Guidance & Counselling II Prof. Kuljeet Kaur	Paper-9 GNC Guidance & Counselling II Prof. Kuljeet Kaur	Paper 7 EDP-II Edu. Psychology-II Prof. Mamta Garg	Paper-6 PSF-II Philosophical and Sociological Foundations of Education Prof. Supreet Kaur		Paper 10 EDT Educational Technology-II Prof. Ram Mehar
Day 10 10-Apr-24 Wednesday	Paper-6 PSF-II Philosophical and Sociological Foundations of Education Jeesu Jaskanwar Singh	Paper-6 PSF-II Philosophical and Sociological Foundations of Education Prof. Supreet Kaur	Paper 10 EDT Educational Technology-II Prof. Mamta Garg	Paper 8 ERS-II Educational Research & Statistics-II Prof. Ram Mehar		Submission of Assignments

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

EVALUATION FOR CONTINUOUS ASSESSMENT	
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%)
Total Internal Assessment	20 Marks



Syllabus SEMESTER– II Programme Code. MAEDU-II

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

(FOUNDATION PAPER) PAPER- 6

COURSE TITLE: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION-II

COURSE CODE: MAEDU- II-C01-PSF

Total marks= 100 External = 80 Internal = 20

Credits= 5

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 the Indian Constitution.

Unit II

- a) Educational visions of Aurobindo, Tagore, Gandhi, and Swami Vivekananda.
- b) Philosophical thought and Educational vision of John Dewey, Paulo Frierie, 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 PAPER) PAPER- 7

COURSE TITLE: EDUCATIONAL PSYCHOLOGY -II

COURSE CODE: MAEDU-II- C02-EDP-II

Total marks= 100 External = 60 Internal = 20 Practical (External) = 20

Credits= 5

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 behavior.

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 & 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. DTLT/ Test to identify ADHD

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

(FOUNDATION PAPER) PAPER- 8

COURSE TITLE: EDUCATIONAL RESEARCH AND STATISTICS-II

COURSE CODE: MAEDU- II-C03 - ERS	Total marks= 100 External = 80 Internal = 20	Credits= 5
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COURSE OBJECTIVES

The students will be able to:

- select the tools for studying different variables.
- understand 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 following 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

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

Unit II

- (a) Descriptive Method: Meaning, Value, and Types.
- (b) Experimental Method: Meaning and purpose, Variables. Essential characteristics of the experimental method, Steps.
- (c) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental,

(d) Writing Research Proposal and Research Report.

Unit III

(a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated

(b) ANOVA (one way only): Meaning, assumptions, and computation

Unit IV

(a) Measures of relationship: Meaning, uses, types, and computation of Rank Order Correlation and Product Moment method of Correlation and significance of correlation.

(b) Chi-Square test of independence: Meaning, assumptions, and computation.

OPTIONAL PAPER- 9 &10 COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING -II

(FOUNDATION PAPER) PAPER- 9 &10		
COURSE TITLE: Opt (B): GUIDANCE AND COUNSELLING-II		
COURSE CODE: MAEDU- II - E02-GNC	Total marks= 100 External = 60 Internal = 20 Practical (Internal) = 20	Credits= 5

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.*

COURSE CONTENT

Unit I Introduction

a) Counselling: Meaning, Nature, Aims, Principles, its Need and Scope.

b) Types of Counselling: Individual and Group counseling.

c) The counselor-Qualities of effective counsellor

d) Approaches of counselling: Directive, Non-directive, Eclectic counseling.

Unit II Counselling Processes

a) Counselling Process and ethics of counselling.

- b) Skills of Counselling: building trust, listening, observation & empathy, communication, 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.

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

(FOUNDATION PAPER) PAPER- 9 &10		
COURSE TITLE: Opt (C): EDUCATIONAL TECHNOLOGY-II		
COURSE CODE: MAEDU- II -E03 - EDT	Total marks= 100 External = 80 Internal = 20	Credits= 5

COURSE OBJECTIVES

The students will be able to:

- Explain the meaning and process of communication.
- Explain the concept and need of Information and Communication Technology (ICT).
- Discuss the concept of audio-visual media in education.
- Enumerate characteristics of audio-visual media.
- Discuss criteria for 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, needs, 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 counseling methods in distance education. Evaluation Strategies in Distance Education.

c) Virtual Classroom, EDUSAT.

PRACTICAL MARKS: 20 (Internal)

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

FACULTY		
 Prof. Manju Gera	 Prof. Mamta Garg	 Prof. Ram Mehar
 Prof. Supreet Kaur	 Prof. Kuljeet Kaur	 Jeesu Jaskanwar Singh

MA Education Semester II

Sr.No.	Enrollno	Name
1	492330100001	SANJAY KUMAR
2	492330100003	MANPREET KAUR
3	492330100004	VIVEK SHARMA
4	492330100005	SHARISTI
5	492330100007	NEHA SAINI
6	492330100008	ANKITA KUMARI
7	492330100009	SMRITI KANCHAN
8	492330100010	AKANKSHA
9	492330100011	VANSHIKA CHAUHAN
10	492330100012	PRIYANKA
11	492330100013	VISHALI
12	492330100014	PARMVEER SINGH
13	492330100015	KARAMJEET
14	492330100016	SONU
15	492330100017	ANCHAL SHARMA
16	492330100018	SIMRAN
17	492330100019	SUKHPREET KAUR
18	492330100020	ANKITA BISHT
19	492330100021	WATAN SINGH
20	492330100022	KIRANDEEP KAUR
21	492330100023	GURSHARAN SINGH
22	492330100024	JASWINDER KAUR

23	492330100025	KARUNITA SINGH
24	492330100026	SURENDER KUMAR
25	492330100027	ANMOL SHARMA
26	492330100028	AJAY SOHAL
27	492330100030	AMRINDER KAUR
28	492330100031	DIVYA MISHRA
29	492330100033	GERMANJIT SINGH
30	492330100034	SHALINI
31	492330100035	RAJNI
32	492330100036	AMANDEEP SINGH
33	492330100037	SUNIL MEHRAL

