Master of Arts (Education)

PROGRAMME GUIDE
INDEX

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- MEDIUM OF INSTRUCTION             4
- SCHEME OF THE PROGRAMME           5
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INTRODUCTION

The teaching profession encompasses both Arts and Sciences. To excel in teaching, the teacher should possess practical knowledge of the language as well the ability to teach students in an understandable way. An M.A in Education is a degree programme designed to inculcate the required knowledge and skills. It is important to note that there is a rapid expansion of knowledge due to IT boom. Professionals in teaching are expected to take up active role in upgrading their skills and knowledge. It helps them in efficient and effective transaction of the content. The importance for teachers and other professionals to develop their careers to the highest level cannot be underestimated. Education is one of the upcoming industries in many countries of the world and there is a need of skilled manpower. This programme will play a very important role in bridging the gap between demand and supply of skilled personnel.

ACADEMIC OBJECTIVES

Master of Arts (Education) is aimed at developing professionals for effective participation in educational actions in different areas of education. The programme is innovative. It emphasis both disciplinary and professional dimensions of education as an area of study. The target group is a graduate with or without a degree in education. M.A Education programme is designed for students who aspire to be educational administrators, trainers and researchers. The programme aims to impart the necessary knowledge and skills, which is a prerequisite to manage dynamic education system and knowledge based society in contemporary situation. Upon completion of this course, students will acquire sound knowledge and in depth understanding of the educational system and its pivotal role in social transformation.

The thrust areas on which the programme attempts to focus could be listed as:

- **Philosophical Foundations of Education**: The coursework will enable the learner to understand and analyse the philosophical framework and its implications for educational practices.
- **Sociological foundations of Education**: The coursework will develop an understanding in the learner about the impact of social cohesion, national and international understanding on educational institution and society.
- **Psychological Foundation of Education**: The coursework will acquaint the learner with aspects of growth and development, relevance of learning theories in education and measurement of various mental abilities and traits.
- **Research and Development**: The coursework will acquaint the learners with an in depth understanding of educational research as a process with its implications for further research and strengthening of educational practices.
• **Educational Technology and ICT:** The coursework will develop the skills in learner to use different modes of communication and instructional material with effectiveness.

• **Leadership and Educational Entrepreneurship:** The coursework will inculcate the need of entrepreneurship in the learner & to promote the students to become future entrepreneurs.

• **Management of Education:** The coursework will acquaint the learners with the broad framework of the organisational structure of educational institutions and conflict management.

• **Guidance and counselling:** The coursework will develop understanding and skills among the learners to respond and manage the aspects of career pattern and career maturity through educational, vocational, personal and social guidance.

**PROGRAMME CODE:** 6421

**DURATION OF THE PROGRAMME:**

**Minimum Duration** 2 Years

**Maximum Duration** 5 Years

**MEDIUM OF INSTRUCTION/ EXAMINATION:**

1. The SLM/Text Books will be available in English, Hindi & Punjabi language.

2. Student can attempt the examination in English/Hindi/Punjabi language.
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>Cr.</th>
<th>CA</th>
<th>ETE(Th.)</th>
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<tr>
<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>DEDU401</td>
<td>PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION</td>
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<tr>
<td>DEDU402</td>
<td>DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS</td>
<td>8</td>
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<td>DEDU403</td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>8</td>
<td>20</td>
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<tr>
<td>DEDU404</td>
<td>METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS</td>
<td>8</td>
<td>20</td>
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<tr>
<td>DEDU501</td>
<td>DEVELOPMENT OF EDUCATION SYSTEM</td>
<td>8</td>
<td>20</td>
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<tr>
<td>DEDU502</td>
<td>GUIDANCE AND COUNSELING</td>
<td>8</td>
<td>20</td>
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<tr>
<td>DEDU503</td>
<td>EDUCATIONAL MANAGEMENT</td>
<td>8</td>
<td>20</td>
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<tr>
<td>DEDU</td>
<td>SPECIALIZATION: ELECTIVE-I</td>
<td>8</td>
<td>20</td>
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<td><strong>TOTAL CREDITS</strong></td>
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<td><strong>ELECTIVES</strong></td>
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<tr>
<td>DEDU504</td>
<td>EDUCATIONAL MEASUREMENT AND EVALUATION</td>
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<td>DEDU505</td>
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<td>DEDU506</td>
<td>SPECIAL EDUCATION</td>
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### Course Content:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
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<tbody>
<tr>
<td>2</td>
<td>School of Philosophical Thoughts: Idealism. School of Philosophical Thoughts: Naturalism. School of philosophical thoughts: Pragmatism. School of philosophical thoughts: Humanism.</td>
</tr>
<tr>
<td>4</td>
<td>Contribution of Indian thinkers to Educational Thoughts: Mahatma Gandhi and Vivekananda. Contribution of Indian thinkers to Educational Thoughts – Aurobindo and Radhakrishnan</td>
</tr>
<tr>
<td>5</td>
<td>Sociology and Education: Concept of Educational Sociology and Sociology of Education. Socio-economic factors and their impact on education. Socialisation Process, Implications in Education</td>
</tr>
<tr>
<td>7</td>
<td>Education for social stratification and social mobility. Democracy and Education</td>
</tr>
<tr>
<td>8</td>
<td>Social theories: Marxism and Integral Humanism. Theories of functionalist: Emile Durkheim and Talcott Parsons</td>
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<td>9</td>
<td>Women Education and Gender Equity. Globalization: Concept and its Relevance in</td>
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<td>10</td>
<td>Contemporary Situation. Human Rights and Education with Special reference to Rights of Children. Consumer Rights and Right to Education</td>
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<tr>
<td></td>
<td>Education for Peace. Values: concept, need, sources. National Integration and International understanding: Meaning, need, role of teacher and Educational Institutions in developing national integrity</td>
</tr>
</tbody>
</table>

**READINGS:** SELF LEARNING MATERIAL.

**ADDITIONAL READINGS:**

Course Code: DEDU 402
Course Title: Development of Learner and Teaching Learning Process

Weightages in percentage

<table>
<thead>
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<table>
<thead>
<tr>
<th>Sr. No.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychology: Meaning, nature, branches and schools of Psychology; Educational Psychology: Meaning, nature and scope; Methods of Educational Psychology: Observation, Experimental, Case Study.</td>
</tr>
<tr>
<td>3</td>
<td>Theories of learning: Thorndike’s theory of learning and its educational implications, Pavlov’s classical conditioning and its educational implications, Skinner’s operant conditioning theory and its educational implications, Insightful learning theory and its educational implications.</td>
</tr>
<tr>
<td>4</td>
<td>Transfer of learning: meaning, types and strategies to achieve maximum positive transfer of Learning; Motivation: Meaning, types and techniques of motivating learner.</td>
</tr>
<tr>
<td>5</td>
<td>Intelligence: Meaning, nature and types, Measurement of Intelligence, Theories of Intelligence: Unifactor, Two factor, multifactor theory, SOI and their educational implications</td>
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<tr>
<td>6</td>
<td>Memory: meaning, types, factors influencing memory;Forgetting: Meaning, types and theories of forgetting; the trace decay theory, interface theory and repression theory</td>
</tr>
<tr>
<td>7</td>
<td>Individual differences: Meaning, types and their educational implications, Factors influencing individual differences, Personality: Meaning, nature types of Personality, Assessment of personality; Creativity: Meaning, concept and measurement;</td>
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<tr>
<td>8</td>
<td>Mental health: Meaning, definition, factors influencing mental health. Stress: Meaning,</td>
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<tr>
<td>10</td>
<td>Attitude: Concept, factors influencing formation of attitude and measurement of attitude; Aptitude: Meaning, nature, classification and measurement of Aptitude; Psychology of thinking, reasoning and problem solving: meaning, nature and factors affecting thinking, reasoning and problem solving.</td>
</tr>
</tbody>
</table>

**READINGS:** SELF LEARNING MATERIAL.

**ADDITIONAL READINGS:**

1. ESSENTIALS OF EDUCATIONAL PSYCHOLOGY BY MANGAL S.K., PHI LEARNING PVT LTD, NEW DELHI, 4TH EDITION, (2009)
2. ADVANCED EDUCATIONAL PSYCHOLGY BY S.S CHAUHAN, VIKAS PUBLICATION, 14TH EDITION, (2010)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Meaning and Nature of Educational Technology, Approaches to Educational Technology</td>
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<tr>
<td>2</td>
<td>Communication Technology, Instructional designs, Formulating Instructional Objectives</td>
</tr>
<tr>
<td>3</td>
<td>Teaching Strategies, Methods and techniques of Educational Technology, Learner-Centred Strategies, Group-Centered strategies</td>
</tr>
<tr>
<td>4</td>
<td>Phases of teaching- Preactive, Interactive and Postactive, Levels of teaching</td>
</tr>
<tr>
<td>5</td>
<td>Micro Teaching, Simulated Teaching(Simulation), Flander’s Interaction Analysis System, Reciprocal Category System= RCS</td>
</tr>
<tr>
<td>6</td>
<td>Models of Teaching, Glasser’s Basic Teaching Model, Taba Inductive Thinking Model,</td>
</tr>
<tr>
<td>7</td>
<td>Advance Organizer Model, Bruner Concept Attainment Model, Richard uchman’s Inquiry Training Model</td>
</tr>
<tr>
<td>8</td>
<td>Information Technology, C.C.T.V. in Learning, Web Based Instruction and E-Learning, E-Pedagogy, Web2.0Technology and Virtual laboratories</td>
</tr>
<tr>
<td>9</td>
<td>Programmed Learning/Instruction, Linear Programming, Branching Programming, Mathetics Programming, Development of Programmed Study</td>
</tr>
<tr>
<td>10</td>
<td>Open and Distance Education, Interactive Technology, Technology in Professional Development</td>
</tr>
</tbody>
</table>

**READINGS:** SELF LEARNING MATERIAL

**ADDITIONAL READINGS:**

Course Code: DEDU 404
Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH AND STATISTICS

Weightages in percentage

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<thead>
<tr>
<th>Sr. No.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Research – concept, need and scope, Approaches to research- Qualitative vs. Quantitative, Types of research – basic, applied research and action research.</td>
</tr>
<tr>
<td>2</td>
<td>Selection and identification of research problem, sources of research problem, Review of related literature, need and sources.</td>
</tr>
<tr>
<td>3</td>
<td>Methods of research: descriptive method, Survey method, Correlation Studies, Developmental Studies, Experimental research, Ex post-facto research, Experimental Designs, Historical research.</td>
</tr>
<tr>
<td>4</td>
<td>Tools and techniques of data collection; Observation and observation schedule, Questionnaire, Rating scale, Case study, Interview and Interview Schedule.</td>
</tr>
<tr>
<td>5</td>
<td>Population, sample and sampling design, Probability and non-probability sampling techniques,</td>
</tr>
<tr>
<td>6</td>
<td>Hypothesis – concept, characteristics, sources, Formulation of hypotheses, testing of hypotheses, Quantitative data – collection, scoring, analysis and interpretation, Qualitative data – collection, scoring, analysis and interpretation, Preparation of research report and dissemination of findings.</td>
</tr>
<tr>
<td>7</td>
<td>Statistical methods: frequency distribution and graphical representation, Measurement of central tendency- Mean, Median, Mode, Measures of variability- SD, MD, QD.</td>
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<tr>
<td>8</td>
<td>Probability: Normal Probability Curve and its Uses.</td>
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<tr>
<td>9</td>
<td>Correlation- rank difference, product moment method</td>
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<tr>
<td>10</td>
<td>Chi-square test, T-test, F-test.</td>
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</tbody>
</table>
Readings: SELF LEARNING MATERIAL.

Additional Readings:

Course Content:

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<tr>
<th>Sr. No.</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Education in India during ancient period: Vedic and Buddhist Education, Education in India during medieval period: Islamic Education, Education in India during British period: Macaulay’s minutes, Wood’s dispatch and Hunter commission</td>
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<tr>
<td>4</td>
<td>Functions of apex bodies of Education: NCERT, SCERT, Functions of CBSE and State Boards of Education, Functions of UGC, NAAC, NCTE, Constitutional provisions with special reference to Education in India</td>
</tr>
<tr>
<td>5</td>
<td>Universalization of elementary Education: concept and problems, Programs of UEE, District Primary Education Programme, Sarav Shiksha Abhiyan, Right to Education (2009)</td>
</tr>
<tr>
<td>6</td>
<td>Secondary Education: concept and need, Problems of Secondary Education: Aims, Curriculum, Methods, Examination, Vocationalisation of secondary education</td>
</tr>
<tr>
<td>7</td>
<td>Teacher Education: concept and importance, Types of Teacher education (pre-service and in-service), Teacher education at various levels, emerging trends in teacher Education</td>
</tr>
<tr>
<td>8</td>
<td>Distance Education: concept, need and modes of distance education, Privatization of higher education, Globalization of education</td>
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<tr>
<td>10</td>
<td>Environmental Education: Concept and need, Role of Education in generating environmental awareness</td>
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<tr>
<th>Sr. No.</th>
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<tbody>
<tr>
<td>1</td>
<td>Guidance: Meaning, Nature and Scope, Guidance: Goals and Principles, Need for Guidance with Reference to India</td>
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<tr>
<td>2</td>
<td>Guidance Services: Concept and Importance; Services: Placement Service, Follow-up Service</td>
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<tr>
<td>3</td>
<td>Educational and Vocational Guidance ; Organizing Guidance Services at School and College Level</td>
</tr>
<tr>
<td>4</td>
<td>Personal and Group Guidance: Concept, Aims and Methods, Personal Guidance at School Level and Personal Guidance at College Level</td>
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<tr>
<td>5</td>
<td>Counseling: Concept, Need and Goals with Reference to India, Counseling: Principles and Counseling Process</td>
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<tr>
<td>6</td>
<td>Types of Counseling: Directive Counseling, Non-Directive Counseling, Eclectic Counseling, Interview Process in Counseling</td>
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<tr>
<td>7</td>
<td>Counseling Services: Individual Counseling, Group Counseling</td>
</tr>
<tr>
<td>8</td>
<td>Organizing Counseling Services at School Level, Organizing Counseling Services at College Level</td>
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<tr>
<td>9</td>
<td>Psychotherapy: Meaning and Process, Dealing with Psychological Disturbance, Psychotherapy: Cognitive Approach, Environmental Approach ; Counselor: Role and Qualities</td>
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<tr>
<td>10</td>
<td>Testing and Non-Testing Techniques: Psychological Tests, Case Study, Rating Scale, Observation, Interview, Inventories, Problems of Guidance and Counseling in India and their Solutions</td>
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Readings: Self Learning Material
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<thead>
<tr>
<th>Sr. No.</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Educational management: concept, nature and scope, difference between administration and management, Characteristics of good management, Process of Educational management, Management at different levels-elementary, secondary, higher education.</td>
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<tr>
<td>2</td>
<td>SWOT analysis: concept and process, Application of SWOT analysis at various levels of education.</td>
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<tr>
<td>4</td>
<td>Implementing and decision making: process and means, Leadership style and theories of leadership, Job accountability, management training: needs and means.</td>
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<tr>
<td>5</td>
<td>Concept of PERT and CPM, Cost-benefit and cost-efficiency analysis in education, Participation of stakeholders in educational management, Promoting need based educational programmes.</td>
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<tr>
<td>6</td>
<td>Educational supervision: meaning, nature and types, Qualities of an effective supervisor, Planning and organizing supervisory activity.</td>
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<tr>
<td>7</td>
<td>School inspection, Application of educational management in academic areas, Application of educational management in administrative areas.</td>
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<tr>
<td>8</td>
<td>Quality management in education: Challenges, Total quality management, Time management, Quality improvement issues in higher education.</td>
</tr>
<tr>
<td>9</td>
<td>IQAC in higher education institutions, Professional Learning Community (PLC) in Education, IIEP as an Apex body in Educational planning and management.</td>
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</table>
10 NUEPA as an Apex body in Educational planning and management, SIEMAT as an Apex body in Educational planning and Management, UGC-NAAC as an Apex body in Educational planning and management.

READINGS: SELF LEARNING MATERIAL
## COURSE CONTENTS:

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<tbody>
<tr>
<td>4.</td>
<td>Conversion of raw scores into standard scores, T-scores, C-scores, Z-scores, Stanine scores, percentiles. Interpretation of test scores: qualitative and quantitative.</td>
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<tr>
<td>7.</td>
<td>Semester system vs annual system, Continuous assessment, Portfolio assessment Question bank, Use of computer in evaluation.</td>
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<tr>
<td>10.</td>
<td>Formative and Summative Evaluation. Measurement of Attitude, Aptitude, personality and intelligence</td>
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**READINGS:** SELF LEARNING MATERIAL.
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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Teacher education—meaning, historical perspectives. Affective teacher education and competency based teacher education. Types of teacher education—in-service, pre-service, distance.</td>
</tr>
<tr>
<td>8</td>
<td>Teacher education and teacher freezingness. Evaluation mechanisms in teacher education. Recent trends in research on teacher education.</td>
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### Weightages

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<td>10</td>
<td>Comparative analysis of curriculum implemented by Government, aided and private teacher education institutions. Teaching as a profession, Professional development of teachers.</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Special Education: Concept, Nature, Objectives, Need, Scope &amp; Types</td>
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<tr>
<td>2</td>
<td>Physically challenged: definition, types, characteristics, Identification, causes, problems of Physically challenged, Preventions and teaching strategies</td>
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<td>3</td>
<td>Visually impaired: definition, types, characteristics, Identification, causes, problems of Visually impaired, Prevention and teaching strategies</td>
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<td>4</td>
<td>Speech and Hearing impaired: definition, types, characteristics, Identification, causes, problems of Speech and Hearing impaired, Preventions and teaching strategies</td>
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<td>5</td>
<td>Mentally retarded: definition, types, characteristics, Identification, causes, problems of Mentally retarded, Preventions and teaching strategies</td>
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<td>6</td>
<td>Learning disabilities: definition, types, characteristics, Identification, causes, problems of Learning disabilities, Preventions and teaching strategies</td>
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<td>Gifted children: definition, types, characteristics, Identification, causes, problems of Gifted children, teaching strategies</td>
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<td>8</td>
<td>Backward and delinquent children: definition, types, characteristics, Identification, causes, problems of Backward and delinquent children, Preventions and teaching strategies</td>
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<td>10</td>
<td>Apex Bodies on Special Education: RCI, NIMH, NIVH, NIOH, Rehabilitation of exceptional children: role of peers, role of family, role of community and role of government.</td>
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</table>

**Readings:** Self Learning Material