

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Master of Education (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. 2020-2022)

The M.Ed. programme shall be of two academic years (four semesters) and contains 36 papers in all. A brief description of each paper along with the nomenclature, title, paper code, etc. is given below:

SEMESTER-I

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1.	PAPER-I (MOE-2101)	Philosophical and Sociological Foundation of Education-I	3	1	—	4	30	70	100
2.	PAPER – III(MOE-2103)	Psychological Foundation of Education –I	3	1	—	4	30	70	100
3.	PAPER- V (MOE-2105)	Educational Research and Data Analysis – I	3	1	—	4	30	70	100
4	PAPER-VII(MOE-2107)	Curriculum Development – I	3	1	—	4	30	70	100
5	PAPER-IX (MOE-2109)	Pedagogy, Andragogy and Assessment-I	3	1	—	4	30	70	100
6	PAPER-XI (MOE-2111)Optional (Any one)								
	Opt. (i)	Gender Education	3	1	—	4	30	70	100
	Opt. (ii)	Value Education and Human Rights	3	1	—	4	30	70	100
	Opt. (iii)	Comparative Education	3	1	—	4	30	70	100
	Opt. (iv)	Educational Measurement and Evaluation	3	1	—	4	30	70	100
Practicum									
7	PAPER-XIII(MOE-2113)	Dissertation-I (Topic Approval)	—	—	3	3	15	35	50
8	PAPER-XV(MOE-2115)	Exploring Library Resources	—	—	3	3	15	35	50
9	PAPER-XVII(MOE-2117)	Internship Phase – I(Community Participation Survey)	—	—	3	3	15	35	50
Total			18	6	9	33	225	525	750

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Master of Education (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. 2020-2022)

The M.Ed. programme shall be of two academic years (four semesters) and contains 36 papers in all. A brief description of each paper along with the nomenclature, title, paper code, etc. is given below:

SEMESTER-I

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks			
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks	
Theory Papers : Compulsory										
1.	PAPER-I (MOE-2101)	Philosophical and Sociological Foundation of Education-I	3	1	---	4	30	70	100	
2.	PAPER – III(MOE-2103)	Psychological Foundation of Education –I	3	1	---	4	30	70	100	
3.	PAPER- V (MOE-2105)	Educational Research and Data Analysis – I	3	1	---	4	30	70	100	
4	PAPER-VII(MOE-2107)	Curriculum Development – I	3	1	–	4	30	70	100	
5	PAPER-IX (MOE-2109)	Pedagogy, Andragogy and Assessment-I	3	1	---	4	30	70	100	
6	PAPER-XI (MOE-2111)Optional (Any one)									
	Opt. (i)	Gender Education	3	1	---	4	30	70	100	
	Opt. (ii)	Value Education and Human Rights	3	1	---	4	30	70	100	
	Opt. (iii)	Comparative Education	3	1	---	4	30	70	100	
	Opt. (iv)	Educational Measurement and Evaluation	3	1	---	4	30	70	100	
Practicum										
7	PAPER-XIII(MOE-2113)	Dissertation-I (Topic Approval)	--	--	3	3	15	35	50	
8	PAPER-XV(MOE-2115)	Exploring Library Resources	---	--	3	3	15	35	50	
9	PAPER-XVII(MOE-2117)	Internship Phase – I(Community Participation Survey)	--	--	3	3	15	35	50	
Total			18	6	9	33	225	525	750	

Puro

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. 2020-22)

SEMESTER-II

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1	PAPER-II (MOE-2102)	Philosophical and Sociological Foundation of Education-II	3	1	---	4	30	70	100
2	PAPER-IV (MOE-2104)	Psychological Foundation of Education -II	3	1	---	4	30	70	100
3.	PAPER- VI (MOE-2106)	Educational Research and Data Analysis - II	3	1	---	4	30	70	100
4.	PAPER-VIII (MOE-2108)	Curriculum Development - II	3	1	---	4	30	70	100
5.	PAPER-X (MOE-2110)	Pedagogy, Andragogy and Assessment-II	3	1	---	4	30	70	100
6.	PAPER-XII (MOE-2112)	Optional (Any one)							
	Opt. (i)	Elementary Education	3	1	-	4	30	70	100
	Opt. (ii)	Secondary Education	3	1	-	4	30	70	100
Practicum									
7.	PAPER-XIV (MOE-2114)	Dissertation -II (Preparation of Synopsis)			3	3	15	35	50
8.	PAPER-XVI (MOE-2116)	Psychometric Assessment			3	3	15	35	50
9	PAPER-XVIII (MOE-2118)	Information, Communication and Technology (ICT)			3	3	15	35	50
Total			18	6	9	33	225	525	750

[Handwritten Signature]

[Handwritten Signature]
Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya (Sonapat)
Khanpur Kalan (Sonipat)

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. 2020-22)
SEMESTER-III

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1.	PAPER-XIX (MOE-2201)	History, Politics and Economics of Education –I	3	1	---	4	30	70	100
2.	PAPER –XXI (MOE-2203)	Inclusive Education –I	3	1	---	4	30	70	100
3.	PAPER- XXIII (MOE-2205)	Teacher Education -I	3	1	---	4	30	70	100
4	PAPER- XXV (MOE-2207)	Technology In Education-I	3	1	---	4	30	70	100
5	PAPER-XXVII (MOE-2209)	Educational Administration, Management and Leadership -I	3	1	---	4	30	70	100
6.	PAPER-XXIX (MOE-2211)Optional (Any one)								
	Opt. (i)	Pedagogy of Science Education	3	1	---	4	30	70	100
	Opt. (ii)	Pedagogy of Mathematics Education	3	1	---	4	30	70	100
	Opt. (iii)	Pedagogy of Language Education	3	1	---	4	30	70	100
	Opt. (iv)	Pedagogy of Social Science Education	3	1	---	4	30	70	100
Practicum									
7	PAPER- XXXI (MOE-2213)	Internship (Specialized Area Elementary / Secondary) (28days)			3	3	15	35	50
8	PAPER- XXXIII (MOE-2215)	Academic Writing			3	3	15	35	50
9	PAPER- XXXV (MOE-2217)	Dissertation - III (Preparation of Research Tool &Data Collection)			3	3	15	35	50
Total			18	6	9	33	225	525	750

Puro

Imray
Chairperson, Faculty of Teacher Training & Research
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya Pat
Khanpur Kalan (Sonipat)

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. 2020-22)
SEMESTER-IV

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1.	PAPER-XX (MOE-2202)	History, Politics and Economics of Education –II	3	1	---	4	30	70	100
2.	PAPER – XXII (MOE-2204)	Inclusive Education – II	3	1	---	4	30	70	100
3.	PAPER-XXIV (MOE-2206)	Teacher Education – II	3	1	---	4	30	70	100
4	PAPER-XXVI (MOE-2208)	Technology In Education-II	3	1	---	4	30	70	100
5	PAPER-XXVIII (MOE-2210)	Educational Administration, Management and Leadership –II	3	1	---	4	30	70	100
6		CBCS (Choice Based Credit System)	3	1	---	4	20	80	100
Practicum									
7.	PAPER-XXX (MOE-2212)	Dissertation Part-IV	--	--	3	3	30	70	100
8	PAPER-XXXII (MOE-2214)	Self Development	---	--	3	3	15	35	50
9	PAPER-XXXIV (MOE-2216)	Teaching Taxonomy	---	---	3	3	15	35	50
Total			18	6	9	33	230	570	800
Grand Total			72	24	36	132	905	2145	3050

Puro

Praveen
Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya Sonapat
Khanpur Kalan (Sonipat)

Programme Outcomes(POs),


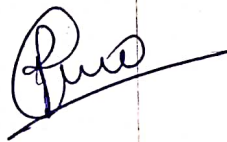
After successful completion of the programme, the learners will be able to

- Understand the nature of education as a discipline/area of study and contribution of Indian Schools of Philosophy to Education.
- Understand educational management as a process at various levels.
- Understand the need of teacher education in the context to changing needs of society.
- Understand the concept, methods and implementation of educational research to make the teaching learning process effective.
- Use the scientific & research capabilities in their academic and professional life learnt during the programme.
- Understand ethical issues relating to teaching learning process as well as society.
- Develop conceptual knowledge about framing the curriculum at different levels.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of education
- Know about the assessment techniques as well as strategies to improve teacher education

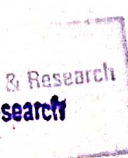
Programme Specific Outcomes (PSOs)

M.Ed programme aims at

- Reflecting on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education with special attention to teacher education.
- Describing the psychological & social context of learner and learning.
- Explaining the different concepts and methods of research & statistics in Education.
- Providing a detail of historical and present perspective of Teacher Education.
- Planning and conducting minor research works/ projects/field works related to the field of Education.
- Developing attitudes & aptitude to write expository, communicate effectively & adjust effectively in the real teaching learning environment.
- Developing guidance and counselling skills
- Reflecting upon various issues related to the field of education which needs to be catered.
- Sensitizing towards the gender issues, inclusion in education and other social issues.
- Producing good researchers in education to solve the problems related to teacher education.



Chairperson,
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya (nepal)
Khanpur Kalan (Sonipat)



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
PAPER-I
Paper Code (MOE-2101)

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION – I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The Paper will enable the students to:

- Know the meaning, definitions and Scope of Educational Philosophy.
- Understand the Contribution of Indian Schools of Philosophy to Education.
- Acknowledge the Contribution of Western Schools of thoughts and their contribution to Education with special reference to information, knowledge and wisdom.
- Appreciate the Contribution of thinkers to the development of educational thought for social change.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the Concept of educational philosophy and relationship between education and philosophy.
- Understand the contribution of philosophy and various Indian and western schools of philosophy in the field of education.
- Understand the contribution of thinkers for social change.

COURSE CONTENT

UNIT- I: Educational Philosophy

- 1.1 Education and Philosophy : Meaning, definition and nature, Relationship between Philosophy and Education
- 1.2 Branches of Educational Philosophy- Metaphysics, Epistemology, Axiology and Logic
- 1.3 Educational Philosophy: Meaning, definition and scope
- 1.4 Modern schools of Philosophy: Logical Positivism and Relativism

UNIT-II: Indian Schools of Philosophy with special reference to knowledge, reality and values

- 2.1 Sankhya Yoga
- 2.2 Buddhism
- 2.3 Jainism
- 2.4 Islamic traditions towards educational aims and methods of acquiring valid knowledge.



UNIT- III: Western Schools of Thoughts

- 3.1 Idealism
- 3.2 Realism
- 3.3 Naturalism
- 3.4 Pragmatism
- 3.5 Marxism
- 3.6 Existentialism

UNIT-IV: Contribution of Thinkers

- 4.1 Contribution of Indian thinkers to the development of educational thought for social change
 - 4.1.1 Swami Vivekananda
 - 4.1.2 Rabindranath Tagore
 - 4.1.3 Mahatma Gandh
 - 4.1.4 Aurobindo Ghosh
 - 4.1.5 J. Krishna Murthy
 - 4.1.6 Savitribhai Phule
- 4.2 Contribution of Western thinkers to the development of educational thought for social change
 - 4.2.1 Paulo Freire
 - 4.2.2 Wollstone Craft
 - 4.2.3 Nel Noddings
 - 4.2.4 John Dewey

Suggested Readings:

- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi : Vikas Publishing House.
- Aggarwal, J.C. and Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Ambedkar ,B.R., (1956). *Goutam Buddha and His Dhamma*. Delhi : Government Press.
- Bhatia, B.D., (1970). *Theory and Principles of Education (11th Ed)*. New Delhi : Doaba House
- Brobacher, J.S. (2007). *Modern Philosophies of Education*, New Delhi : Surjeet Publications.
- Bron., F. J., (1970). *Educational Sociology*. New Delhi : Prentice Hall, Inc.
- Brubacher, J.S., (1969). *Modern Philosophies of Education*. New York : Mc Graw Hill Co. Inc
- Chaube, S.P. and Chaube, A. (2002). *Ideals of the Great Western Educators*, New Delhi : Neelkamal Publications.
- Dhiman, O.P. (2014). *Philosophical Foundations of Education*, New Delhi: Kalpaz Publication.
- Pal, S.K. (2016). *Philosophical and Sociological Foundations of Education*, New Delhi: K.S.K Publishers & Distributors
- Pandey, Sanjay (2004). *Peace Education*. New Delhi: NCERT.
- Pathak, R.P. (2009). *Philosophical and Sociological Foundations of Education*, New Delhi: Kanishka Publishers.
- Perters, R. S., (1973). *Authority, Responsibility & Education (3rd Ed)*. London : George, Allen & Unwin
- Prattle, R. (1997). *Ideology & Education*. New Delhi : David Macky Co
- Ravi, S. (2011). *A Comprehensive Study of Education*, New Delhi : PHI Learning Private Limited.
- Rusk, R. P., (1929). *Philosophical Basis of Education*. London : Warnick University Press Ltd.
- Saxena, S. (1975). *Sociological perspectives in Indian Education*. New Dehli : Ashajanak Publication.
- Sharma, N. (1968). *The selected works of Mahatma Gandhi*, Ahmedabad : Navajivan Trust (Vol I to V).
- Sharma, R.R. (2012). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.
- Sharma, Y. (2003). *Foundation in Sociology of Education*, New Delhi : Kaniska Publishers, Distributers.
- Sharma, Y.K. (2004). *Doctrines of the Great Indian Educators*. New Delhi : Kanishka Publishers.
- Taneja, V.R. (2004). *Educational thought and Practice*. New Delhi : Sterling Publishers.



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)

Semester-I

PAPER-III

Paper Code (MOE-2103)

PSYCHOLOGICAL FOUNDATION OF EDUCATION-I

Max. Marks: 100

External Marks: 70

Internal Marks: 30

Inst. Hours Per Week: 03+01

Exam Hours: 3Hrs.

Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The Paper will enable the students to:

- Outline the scope of educational psychology.
- Understand concepts and principles of educational Psychology as an applied science.
- Describe the process of growth and development.
- Understand the concept of learning and different theories of learning
- Understand the concept of transfer of learning and different theories of transfer of learning
- Develop the understanding of the theories of intelligence.
- Understand the process of measurement of intelligence.
- Understand the concept of Social and Emotional Intelligence.
- Understand the concept and process of creativity, and techniques of enhancing creativity among the students.
- Understand the concept like thinking and problem solving..

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the concept, meaning, scope and method of educational psychology.
- Understand the process of growth and development
- Understand the process of measurement of intelligence
- Know the concept of learning and different theories of learning..
- Understand meaning and characteristics of gifted and mental retarded children.
- Know the concept of creativity and its importance in education.

COURSE CONTENT

UNIT-I: Educational Psychology

- 1.1 Meaning, Nature and Scope of Educational Psychology.
- 1.2 Major Schools of psychology:
 - a) Structuralism




Chairperson
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- b) Behaviourism
- c) Gestalt
- d) Psychoanalysis

1.3 Methods of Psychology- Experimental, Clinical and Survey

1.4 Relationship between Education and Psychology.

UNIT-II: Growth and Development

2.1 Concept and principles of Growth and Development

2.2 Stages of Growth and Development with special reference to Adolescence and adulthood.

2.3 Factors influencing Growth and Development

2.4 Cognitive processes and Stages of cognitive development with special reference to Piaget.

UNIT-III: Concept of Intelligence

3.1 Meaning, definition and theories of Intelligence; their educational implications with special reference to: Sternberg theory of intelligence, Guilford's SOI Model, Gardner's Theory of Multiple Intelligences

3.2 Concept of IQ, Measurement of Intelligence: verbal and non verbal.

3.3 Concept of social intelligence and Emotional intelligence: their role in human's success.

UNIT-IV: Thinking, Problem Solving and Creativity

4.1 Thinking: Meaning and process of thinking, concept of critical thinking and meta - cognition.

4.2 Problem solving: Meaning, concept and techniques of problem solving.

4.3 Reasoning: Meaning, concept, types of Reasoning, Logical thinking and its relationship with decision Making

4.4 Creativity: Definition and concept, characteristics of a creative child, techniques to enhancing Creativity

Suggested Readings:

- Aggarwal, J.C. (2006). Psychology of Learning and Development. New Delhi: Shipra Publications.
- Anastasi, A. and Susana U. (2010). Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.
- Baron, R.A. (2007). Psychology, India : Porling Kindersley & Pearson Education
- Baur, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook of Psychology , health & Medicine, Cambridge: Cambridge University Press
- Chauhan, S.S. (2010). *Advanced Educational Psychology*. Noida: Vikas Publishing House.
- Gray, C., and MacBlain, S. (2012). Learning theories in childhood. Sage Publications.
- Hall, C.S., Gardener, L. and John, B.C. (2010). Theories of Personality. Delhi: Aggarwal Printing Press.
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Hurlock, EB (2004). Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N.(1988). Educational Psychology, new Delhi Sterling publishers Private Ltd.
- Kundu, C.L.(1984). Educational Psychology, Delhi Sterling Publishers.
- 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.
- Mangal, S.K. (2006). *Advanced Education Psychology*, New Delhi:: Prentice Hall of India
- Mangal, S.K. (2009). *Siksha Manovigyan* (Hindi). New Delhi:: Prentice Hall of India
- McLaughlin, C., and Holliday, C. (2013). Therapy with children and young people: Integrating counselling in schools and other settings. Sage.
- O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage.
- Singh, Dalip (2000). *Emotional Intelligence at Work*, New Delhi: Sage.
- Strenberg, Robert J. (Ed.). (2008). *Handbook of creativity*. New York: Cambridge University Press.



- Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
- Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon
- Tomar, Monika and Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
- Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.
- Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.
- Zohar Danah & Marshal Ian (2001). Spiritual Intelligence: the ultimate intelligence, New York; Bloomsbury Publishing.

Puro

Shweta
Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER-V
Paper Code (MOE-2105)
EDUCATIONAL RESEARCH AND DATA ANALYSIS-I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.14 marks.

Objectives: The Paper will enable the students to:

- Develop scientific and research attitude among students.
- Develop skills in preparing a good and significant research plan.
- Describe the nature of different types of research.
- Select /formulate the design of the study.
- Develop competency to plan, execute and report a research.
- Compute different types of Statistical Measures.
- Practical orientation involving selection of appropriate data analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency, dispersion and relative positions.
- Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test
- Illustrate the preparation of synopsis.

Course Outcomes: After completing the course content of this paper, the students will be able to:

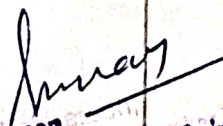
- Develop scientific and research attitude.
- Know different types of Statistical Measures and know process of selection of appropriate data analysis techniques.
- Develop skill to prepare a significant research plan.
- Know process of preparation of synopsis.

COURSE CONTENT

UNIT- I: Educational Research

1.1 Methods of acquiring knowledge:




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.1.1 Tradition, experience, authority, reasoning
- 1.1.2 Deductive and Inductive Method
- 1.1.3 Scientific Method: Meaning, steps, Characteristics (Reliability, Precision, Falsifiability and Parsimony) and types (Exploratory, Explanatory and Descriptive)
- 1.2 Meaning and scope of Educational Research
- 1.3 Types of Educational Research: fundamental, applied, and action
- 1.4 Aims of Research as a scientific activity: Problem solving, Theory building and Prediction
- 1.5 Formulation of Research Problem and Hypothesis
 - 1.5.1 Criteria and Sources of Identifying the problem
 - 1.5.2 Hypothesis: concept, sources, characteristics and types
 - 1.5.3 Formulation and testing of Hypothesis
 - 1.5.4 Preparation of research proposal

UNIT- II: Sampling & Research Tools and Techniques

- 2.1 Concept of Universe and Sample
- 2.2 Techniques of Sampling: Probability and Non-probability
- 2.3 Tools of Research
 - 2.3.1 Characteristics of a good tool
 - 2.3.2 Validity, Reliability and Standardisation of a Tool
 - 2.3.3 Types of Tools for data collection
 - (a) Questionnaire and Schedule
 - (b) Inventory
 - (c) Rating Scale
 - (d) Psychological Tests: Attitude Scale, Aptitude Test and Achievement Test
 - 2.3.4 Techniques of Research: Interview, Observation, Projective Techniques


UNIT-III: Data Analysis and Presentation

- 3.1 Nature of Educational data : Quantitative and Qualitative data
- 3.2 Variables: Meaning of Concepts, Constructs and Variables
- 3.3 Types of Variables: Independent, Dependent, Extraneous, Intervening and moderator
- 3.4 Qualitative Data Analysis: Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation
- 3.5 Quantitative Data: Organization and Representation : Frequency distribution, Frequency polygon, Histogram, Ogive, Frequency curve, Pie chart
- 3.6 Scales of measurement: nominal, ordinal, interval, Ratio
- 3.7 Descriptive Statistics: Concept, calculation and uses of: Measures of central tendencies, Measures of variability, Fiduciary Limit, Percentiles and Percentile Ranks

UNIT- IV: Correlation and Parametric Tests

- 4.1 Meaning, characteristics, assumptions, computation and uses of Coefficient of Correlation by-




 Chairperson
 B.P.S. Inst. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

- 4.1.1 Rank Difference Method
- 4.1.2 Pearson's Product Moment Correlation
- 4.1.3 Partial Correlation
- 4.1.4 Multiple Correlations
- 4.2 Parametric Tests and Non-Parametric Tests
 - 4.2.1 Conditions to be satisfied for using parametric techniques
 - 4.2.2 Non-parametric Tests: Meaning, assumptions, computation and uses of Chi-square tests of equality and independence, setting up cross breaks for contingency table.

Suggested Readings:

- Barbour, R. (2013). *Introducing Qualitative Research: A Student's Guide* (2nd edition). New Delhi: Sage Publications.
- Best, J.W. & Kahn, James V. (2006). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Koul, Lokesh (2012). *Methodology of Educational Research*. New Delhi : Vikas Publishing House.
- Miller, D.C. & Salkind, N.J. (2002). *Handbook of Research Design and Social Measurement*. U.K.: Sage Publications.
- Miller, Irwin & Miller, Marylees (2006). *John E. Freund's Mathematical Statistics with Applications*, (7th Edition.). Asia: Pearson Education.
- Mood, A.M. Graybill, F.A. & Boes, D.C. (2007). *Introduction to the Theory of Statistics*, 3rd Edn., (Reprint), Hyderabad: Tata McGraw-Hill Pub. Co. Ltd.
- Naseema, C. and Jibin, V. K. (2011). *Research Methodology in Education and Application of Statistics*. New Delhi : Shipra Publications.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Poonia, S. and Poonia, Meenakshi (2009). *Research Methodology and Statistical Methods*. New Delhi: Vishvabharti Publications.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education* (2nd edition). Sage.
- Rao, Aditham Bhujanga. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics*. 2nd ed. (Reprint). John Wiley and Sons.
- Ruane, Janet M. (2004). *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers..
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
- Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
- Singh, Y.K. & Bajpai, R.B. (2018). *Research Methodology and Data Presentation*. New Delhi: APH Publishing House.
- Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khaupur Kalan (Sonapat)
Faculty of Education
Master of Education (M. Ed.)
Semester-I
PAPER-VII
Paper Code (MOE-2107)
CURRICULUM DEVELOPMENT - I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The Paper will enable the students to:

- Understand the concept, principles, strategies and stages in the process of Curriculum development.
- Know the Philosophical, Sociological and Psychological basis of Curriculum Planning.
- Acquire Knowledge about the Role of National Level Statutory Bodies such as UGC, NCTE and University in Curriculum Development.
- Understand the various Models of Curriculum Construction.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about concept, principles, strategies and stages in the process of Curriculum development.
- Know the Philosophical, Sociological and Psychological basis of Curriculum Planning.
- Know about the Role of National Level Statutory Bodies such as UGC, NCTE and University in Curriculum Development.
- Understand concept of curriculum development, factors affecting curriculum development, different models of curriculum development and curriculum evaluation.

COURSE CONTENT

UNIT- I: Curriculum Development

- 1.1 Curriculum: concept, need and importance
- 1.2 Principles of preparing or designing Curriculum
- 1.3 Strategies of Curriculum Development
- 1.4 Stages in the Process of Curriculum Development
- 1.5 Factors effecting Curriculum Development
- 1.6 Aspects and Approaches to Curriculum



UNIT-II: Basis of Curriculum Development

2.1 Foundations of Curriculum Planning

2.1.1 Philosophical Basis

2.1.2 Sociological Basis

2.1.3 Psychological Basis

2.2 Role of National Level Statutory Bodies

2.2.1 UGC: importance and Functions

2.2.2 NCTE: Role and Functions

2.2.3 Role of University in Curriculum Development

UNIT- III: Models of Curriculum Design

3.1 Traditional and Contemporary Models (Academic, Discipline Based Model)

3.2 Competency Based Model: Structure and Principles

3.3 Social Functions/Activities Model (Social reconstruction)

3.4 Grass Root Model:

UNIT- IV: Curriculum Constructions Models/Models of Curriculum Construction

4.1 Individual Needs and Interests Model

4.2 Outcome Based Integrative Model

4.3 Intervention Model

4.4 CIPP Model (Context, Input, Process, Product Model)

Suggested Readings:

- Aggarwal, D. (2007). *Curriculum Development Concepts, Methods and Techniques*. New Delhi : Book Enclave.
- Fogarty, R. (2009). *How to Integrate the Curriculum*. New Delhi : Sage India Pvt. Ltd.
- Graves, K. (2010). *Teachers as Course Developers*. New Delhi : Cambridge University Press.
- Joseph, P.B. (2000). *Cultures of Curriculum (Studies in Curriculum Theory)*. New York : Teacher College Press.
- NCTE (2009). *National Curriculum Framework of Teacher Education*, New Delhi
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Xavier, E. (2013). *Encyclopedia of Curriculum and Teaching Methods*. New Delhi: Anmol Publications Pvt. Ltd.



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER-IX
Paper Code (MOE-2109)
PEDAGOGY, ANDRAGOGY AND ASSESSMENT - I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The Paper will enable the students to:

- Develop in the student understanding of the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Enable the student to know about methods, teaching styles and practices of teaching and assessment.
- Shape the actions, judgments, and other teaching strategies of pupil teachers
- Study the changing modes of assessment in education.
- Enable the student to understand advanced evaluation techniques.
- Enable the students to understand the difference in children's and adult's learning process.
- Enable the student to explore area in the field of pedagogy, andragogy and teaching in education.
- Acquaint the student with the innovative practices in teacher education both in context of India and other countries.

Course Outcomes: After completing the course content of this paper, the students will be able to:

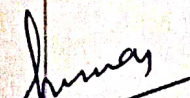
- Understand the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Understand the methods, teaching styles and practices of teaching and assessment.
- Know the changing modes of assessment in education and enable the student to understand advanced evaluation techniques.
- Explore area in the field of pedagogy, andragogy and teaching in education.

COURSE CONTENT

UNIT-I: Pedagogy and Teaching

- 1.1 Pedagogy: Meaning, concept and stages of pedagogy.
- 1.2 Approaches of pedagogy: Student Centred, Constructivist, Integrative and Reflective.
- 1.3 Teaching: concept and process.
- 1.4 Levels of teaching: Memory (Herbartian model), Understanding (Morrison Teaching Model) and Reflective (Bigge and Hunt teaching model).




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

UNIT-II: Andragogy and Teaching

- 2.1 Andragogy: Meaning, concept and need of Andragogy in education.
- 2.2 Historical perspectives of Andragogy
- 2.3 Principles of Andragogy
- 2.4 Similarities and differences in pedagogy and Andragogy

UNIT-III: Assessment in teaching and learning

- 3.1 Meaning, purpose, objectives and principles of assessment.
- 3.2 Nature and different perspectives: assessment for learning and assessment of learning.
- 3.3 Interrelationship of Assessment, Measurement and Evaluation.
- 3.4 Uses of Assessment for teachers as self evaluation

UNIT-IV: Trends in Assessment

- 4.1 Techniques of Assessment: Projects and seminars.
- 4.2 Construction of an Assessment tool
- 4.3 Teacher made v/s standardized tests
- 4.4 Problems in current assessment system

Suggested Readings:

- Arora, G.L. (2005) *Teachers and their Teaching : Need for New Perspectives*. Delhi: Ravi Book depot.
- Asthana, Bipin (2011) *Measurement and Evaluation in Psychology and Education*. Agra: Agarwal Publications.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). *A Guide to Teaching Practice- Fifth Edition*; Routledge Falmer-Taylor and Francis Group; London.
- Danielewicz, J. (2001) *Teaching Selves: Identity, Pedagogy and Teacher Education*. USA: State University of New York Press Albany.
- Ebel Robert L. (1991). *Essentials of Educational Measurement*, Prentice Hall of India.
- http://www.codlearningtech.org/PDF/pedagogy_andragogy_course设计.pdf
- <https://www.merriam-webster.com/dictionary/pedagogy>
- <https://www.tes.com/news/what-is-pedagogy-definition>
- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice*. London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Kubiszyn Tom. (2003). *Educational Testing and Measurement*. John Wiley.
- Leach, J., Moon, B. (2006) *Learners and Pedagogy*. New Delhi: Sage Publications India Pvt. Ltd.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Loughran, J. & Russell, T. (1997) *Teaching About Teaching: Purpose, Passion And Pedagogy In Teacher Education*. London, Washington D.C. The Farmer Press.
- Murphy, Colette. (2016). *Coteaching In Teacher Education: Innovative Pedagogy For Excellence*. St. Albans: Critical Publishing Ltd.
- *Communication Technologies*. USA: Informative Science Reference (Imprint of IGI Global).
- Osman, R., Hornsby, D. J. (2017). *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context*. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.
- Victor C. X. Wang, et. al. (2011) *Pedagogical and Andragogical Teaching and Learning with Information*

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M. Ed.)
Semester-I
PAPER –XI (Option- I)
Paper Code (MOE-2111)
GENDER EDUCATION

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Create awareness among students regarding gender issues.
- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality.
- Develop the understanding of women position in historical and contemporary period
- Stimulate thinking in students towards gender related problems.
- Inculcate in students the importance of justice and laws related to gender.
- Understand the importance of understanding issues related to gender.
- Create an intersectional understanding of various social factors which shape the identity of gender and its responsibility.
- Understand about the various gender issues and their impact on the society.
- Sensitize students on various social inequalities and to raise awareness on equal participation of both genders on other social issues.

Course Outcomes: After completing the course content of this paper, the students will be able to:

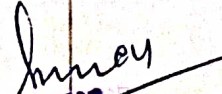
- Become aware regarding gender issues and become familiar with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality.
- Understand women status in historical and contemporary period.
- Be sensitized on various social inequalities and aware about equal participation of both genders on social issues.
- Understand the importance of justice and laws related to gender.

COURSE CONTENT

UNIT- I: Introduction to Gender Education

- 1.1 Concept of Sex and Gender; Types of Gender and their roles
- 1.2 Biological perspectives of Gender with special reference to Sigmund Freud
- 1.3 Gender Stereotyping and Gender Discrimination




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.4 Women's Studies vs. Gender Studies
- 1.5 Gender and gender based harassment
- 1.6 Role of gender education in 21st century

UNIT- II: Development of Gender Identity and Gender Roles

- 2.1 Gender identity and gender role
- 2.2 Media and Masculine Identities
- 2.3 Media and Feminine Identities
- 2.4 Images of Women in Sports, Arts, Entertainment and Fashion Industry
- 2.5 Gender Dynamics
- 2.6 Types of gender roles
- 2.7 Role of School and Family in determining gender identity
- 2.8 Issues related to gender in school

UNIT- III: Gender and Society

- 3.1 Brief history and current scenario of Indian women
- 3.2 Issues related to Indian women and girl child
- 3.3 Concept of Gender equality and role of school and teachers in reinforcing gender equality
- 3.4 Impact of religion and culture on gender roles and identification
- 3.5 Gender sensitisation: concept and meaning
- 3.6 Areas of gender sensitisation

UNIT- IV: Women Development and Empowerment

- 4.1 Women development programs in India with special reference to SHGs movement
- 4.2 Women entrepreneurship and its role in economic development
- 4.3 Public private partnership for the economic empowerment of women
- 4.4 Role of NGOs –Development initiatives
- 4.5 Introduction of Laws related to women's right protection
- 4.6 Indian constitution and provisions according to women

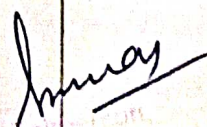
Suggested Readings

- Abishek. (2008) ..*Destiny of Women* . Rummy Nand Lal Chandigarh.
- Anju Desai ,(2008) .*Women Teacher Training* New Delhi.
- Arthur Asa Berger,(2003). *Media and Society; A critical Perspective*, USA:Rowman & Little field Publishers.(RGNIYD –2557)
- Bordia, A. (2007). *Education for Gender equity*. The Lok Jumbish experience, 313-329
- Chanrda Pradan K (2008) .*Rural Women, Issues and Options*. New Delhi: Sonali publications.
- Chowdary P (ed) *Gender Discrimination in Land Ownership* (2009) New Delhi: Sage.
- *Gender sensitivity: a training manual*.2004. UNESCO.
- Gills, D.S. & Piper, N. (2002) .*Women and Work in Globalising Asia*.London: Routledge.
- Glover D., Kaplan C (2007). *Genders*.Oxon: Routledge.
- Holmes, M. (2007) .*What is gender? Sociological approaches*.New Delhi: Sage Publications.
- Howson, A. (2005). *Embodying Gender*. London: Sage.
- Jackson S and Scott S (2002) .*Gender: A Sociological Reader*.New York: Routledge.
- Jitendera Singh,(2005). *Media and Society* New Delhi; Sumit Enterprises. (RGNIYD-3081)
- Kandaswamy, Deepa (2005). *Gender Insensitivity in School Education, in Education Journal-Gender and Education, Internet Version*.
- Kiran Prasad (ed.) (2005).*Women and Media: Challenging Feminist Discourse*, NewDelhi,The Women Press.(RGNIYD-6091)



- Momsen ,J. H. (2010) .*Gender and development, 2nd edition*, New York: Routledge
- Nalini Mishra.(2008) .*Woman Laws against Violence and abuse- Pearl Books New Delhi .*
- Nath, P. R. (2006). *Gender inequality and Women Empowerment*. Abhijeet Publications, Delhi
- NCTE (2003). *Discrimination based on Sex, Cast, Religion and disability*. New Delhi
- Pubantz, J. & Allphin Moore Jr., J. (2008). *Encyclopedia of United Nations*. New York: Infobase Publishing.
- Ram Shankar Singh .*Encyclopedia on women and children trafficking –Volume 1 to 3- Anmol Publications -2009.*
- Ramesh Bandari.(2009)..*Role of Status of Women in New Panchayat Raj System . New Delhi-Alfa Publication .*
- Sarkar, S. & Sarkar, T. (eds) (2008). *Women and social reform in modern India: A reader*. Ranikhet: Permanent black.
- Schechter, M .G. (2005). *United Nations Global Conferences*, New York: Routledge.
- Sen G. & Caren G. (1985) *Development crisis and alternative visions: Third world women's perspectives*. New Delhi: Institute of social studies trust.
- Sen M. and Sivakumar A. K (2002) *women in India How free, How equal*. New Delhi: UNDP India
- Sen M. and Sivakumar A. K (2002) *women in India How free, How equal*. New Delhi: UNDP India
- Shammughasundaram, Y. (1993) *Women Employment in India*. New Delhi: Allied Publishers.
- Tanuja Vohra –*Trafficking in Women and Children –Pacific publications –New Delhi -2009.*
- Veena Gandotra and Sarjoo Patel (Edited)(2009).*Women Working Condition and Efficiency –New Century Publication .*
- Vishwanthan N. Ed (2006) *The women gender and development reader*. New Delhi: Zubaan
- Yadav K. P. (ed.)(2010) *Gender Equity and Economic Development*. New Delhi: Sarup and Sons.




 Chairperson
 B.P.S. Instt. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER- XI
Paper Code (MOE-2111) Option-(ii)
VALUE EDUCATION AND HUMAN RIGHTS

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instructions for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal marks (14 marks).

Objectives

The paper will enable the students to

- Understand nature of values and role of values in human life.
- Understand the importance of Value-Education.
- Understand and use various approaches to Value development in classroom situation.
- Understand and use transactional strategies for teaching value in classroom situation.
- Understand the Constitutional or national values and National Integration and international understanding with emphasis on patriotism and nation-building.
- Elucidate the role of educational institutions in promoting value education.
- Understand the international dimensions of Human Rights Education.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.
- Explain the role of different national, international agencies for promoting human rights education.
- Elucidate the role of educational institutions and NGOs in promoting human rights education.
- Recognise the role of media in dissemination of human rights.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand nature, importance and approaches to value development and role of values in human life.
- Know the Constitutional or national values helping National Integration and international understanding.
- Understand the role of different national, international agencies for promoting human rights education.
- Use transactional strategies for teaching value in classroom situation

COURSE CONTENT

UNIT-I: Conceptual Framework: Value Education

- 1.1 Concept and Nature of values
- 1.2 Need and importance of Values Education
- 1.3 Objectives of value education:
- 1.4 Different types of values-Personal, Social, Moral, Professional, Spiritual and Behavioural values, extrinsic and intrinsic values.



1.5 Deterioration of values

UNIT-II: Transactional Strategies for Value Education and Value Education towards National and Global Development

- 2.1 Models for Value Education: a) Rationale building model b) Consideration model c) Value classification model d) Social action model e) Just community intervention model
- 2.2 Approaches to value development- a) Psycho-analytic approach b) Cognitive development approach c) Learning theories approach
- 2.3 Constitutional or national values
- 2.4 National Integration and international understanding with emphasis on patriotism and nation-building.
- 2.5 Role of educational institutions (at school, college and higher education level) in dissemination of values.

UNIT-III: Conceptual Framework: Human Rights


- 3.1 Meaning and concept of Human Rights.
- 3.2 International dimensions of Human Rights.
- 3.3 Universal declaration of Human Rights.
- 3.4 Indian Constitution and Human Rights.
- 3.5 Millennium Development Goals and Human Rights.

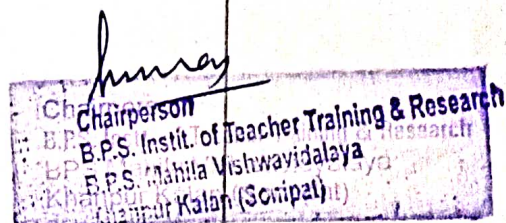
UNIT-IV: Role of Different Agencies in Dissemination of Human Rights:

- 4.1 Need and importance of human rights Education - in the existing social scenario
- 4.2 Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
- 4.3 Role of media in dissemination of human rights.
- 4.4 Role of non-governmental organization in promotion of human rights (International, National and State Level).

Suggested Readings:

- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. Kanishka Publishers, New Delhi
- Chand, J. (2007). *Value Education*. Anshah Publishing House.
- Carey, S.M. *Attitudes and Values*, Education Forum, Vol. VII, No. 3, 1962.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Bhatt, S.R. (1986). *Knowledge, Value and Education: An axiomatic analysis*. Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching*. USA: Houghton Mifflin Company.
- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R'*:
 - *Revival of Commitments. Vol II*. Jaipur: University Book House.
- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi)*. Chandigarh: Haryana Sahitya Academy.
- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology*. Delhi: Atlantic Publishers and Distributors.
- Dhand, H. (2000): *Teaching Human Rights: A Handbook*, Asian Institute of Human Rights, Bhopal
- Fraenkel, J.R. (1977): *How to Teach about Values: An Analytic Approach*. New Jersey & E. Cliffs: Prentice Hall, Inc.





- Guber, F.C. *Aspects of Value*. University of Pennsylvania Press, Philadelphia, 1963.
- Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Khera, Shiv (2014). *You Can Win*. Bloomsbury India .Ltd.
- Khan, Wahiduddin. *Moral Vision*, Goodword Books, 1999.
- Kothari D.S. "Education and Values", Report of the orientation course cum-workshop on education in Human Values. New Delhi.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- Malhotra P.L. *Education, Social Values and Social Work – the Task for the New Generation*, N.C.E.R.T., New Delhi.
- Morris, Charles, *Varieties of Human Values* Chicago University of Chicago press, 1956.
- Mujeeb, M. *Education and Traditional Values*. MeenakshiPrakashan, Meerut, 1965.
- Mukerjee, R.K., *Social Structure of Values*. S. Chand and Co., New Delhi, 1969.
- Mangal, S.K. (2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Mohanty, J. (2005); *Teaching of Human Rights: New Trends and Innovations*. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): *Human Rights*. New Delhi: Deep and Deep Publications.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Pandey, V.C. (2005): *Value Education and Education for Human Rights*. Delhi: Isha Books
- Palai, A.K. (1999): *National Human Rights Commission of India, Formation, Functioning and Future Prospects*. New Delhi: Atlantic Pub.
- Pandey, V.C (2005). *Value Education and Education for Human Rights*. Delhi: IshaBooks.Publications.
- Rokeach, M. (1973): *The Nature of Human Values*. New York: The Free Press.
- Rokeach, M. (1988): *Beliefs, Attitudes and Values*. San Francisco: Jossey Bass.
- Rokeach, M. *The Nature of Human Values*, Jessy Brass, New York 1978
- Sharma, S.R. (1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Symonides, J. (2002): *Human Rights Concept and Standards*. Rawat Publications.
- Sheshadri, C., Khader M.A and Dhya G.L (1992): *Education in Values: A source book*, NCERT, New Delhi.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers
- Tarrow, N.B. (1987): *Human Rights and Education Vol-3*. Programon Press.
- Venkataiah, N. (1998). *Value Education*. APH Publishing House.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.
- **Latest editions of all the suggested books are recommended.**

Pro

J. J. J.
 Chairperson
 B.P.S. Instit. of Teacher Training & Research,
 P.O. Shikha Vishwavidyalaya,
 Jhansi (U.P.)

2.3 Sarva Shiksha Abhiyan(SSA)

2.4 Right to education (RTE Act 2009)

UNIT- III: Secondary education system in different countries

3.1 Secondary education system in India

3.2 Secondary education system in UK

3.3 Secondary Education in USA

3.4 Secondary education system in Japan

3.5 Secondary education system in China

UNIT-IV: Education structure like Administration, Teacher and innovative education

4.1 Distance education: its need and various concepts with reference to India, UK and USA

4.2 Education administration in India, UK and USA

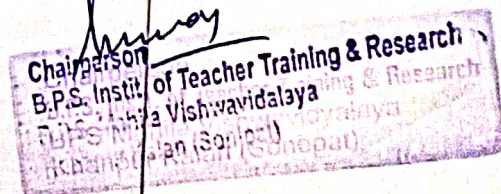
4.3 Teacher education programme in UK India and USA

4.4 Recent trends and innovation in education of India UK and USA

Suggested Readings

- Arnove, Robert F. & Alberto, Torres Carlos.(2007). Comparative Education: The Dialectic of Global and Local. USA: Rowman and Little field Publisher.
- Chaube, S.P. & Chaube, A. (2007). Comparative Education Noida: Vikas Publishing
- Chaube, S.P.(1969). Comparative Education, Agra: Ram Prasad and Sons Publisher
- House.
- Kalaivani. M, S. Krithika(2018) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.
- Kalaivani. M, S. Krithika(2019) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.
- MHRD.(1995). DPEP Guidline, New Delhi: Govt. of India
- MHRD.(2011). Sarva Shiksha Abhiyan –Frame Work for Implementation based on
- Problems of National System, New Delhi: Vikas Publishing House Pvt. Ltd.
- Rights of children to free and compulsory Education Act,2009. New Delhi : Govt. of India
- Sodhi, T.S. (2005). A Text Book of Comparative Education Philosophy, Patterns and
- Sodhi, T.S. (2007). A Text Book of Comparative Education, Noida: Vikas Publishing House Pvt. Ltd.





B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M. Ed.)
Semester-I
PAPER- XI Option (iv)
Paper Code MOE-2111
EDUCATIONAL MEASUREMENT AND EVALUATION

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The Paper will enable the students to:

- Acquaint the student with the basic concepts, new trends and practices adopted in educational measurement and evaluation.
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing a test.
- Make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

Course Outcomes: After completing the course content of this paper, the students will be able to:

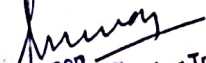
- Know the basic concepts, new trends and practices adopted in educational measurement and evaluation.
- Learn to construct and standardize a test.
- Develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENT

UNIT-I: Educational Measurement and Evaluation

- 1.1 Concept, Scope and Need
- 1.2 Levels of Measurement




Chairperson
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.3 Evaluation: Functions and basic principles of evaluation
- 1.4 Inter relationship between Measurement and evaluation: Use of taxonomic categories of educational objectives
- 1.5 New Trends in Measurement and Evaluation
 - 1.5.1 Grading system: Relative merits and demerits of marking and grading
 - 1.5.2 Semester system
 - 1.5.3 Continuous and Comprehensive evaluation
 - 1.5.4 Question banks
 - 1.5.5 Formative and Summative evaluation
 - 1.5.6 Use of computer in evaluation

UNIT-II: Tools of Measurement and Evaluation

- 2.1 Types of tools of Measurement and Evaluation
 - 2.1.1 Essay type tests and Objective type tests
 - 2.1.2 Questionnaire and Schedule
 - 2.1.3 Inventories
- 2.2 Characteristics of a Good Measuring Instrument
 - 2.2.1 Validity: Types and factors affecting validity
 - 2.2.2 Reliability: Types and factors affecting reliability
 - 2.2.3 Norms
 - 2.2.4 Usability

UNIT- III: Standardization of a Test

- 3.1 Norm Referenced and Criterion Referenced Test
- 3.2 Construction and Standardisation of an Achievement test
- 3.3 Standard Scores: T-Scores, Z-scores and C-Scores
- 3.4 Item Analysis: Difficulty Index, Discrimination Index
- 3.5 Interpretation of Test Scores
- 3.6 Analysis of Variance: Concept, Meaning, Basic assumptions, Computation and Uses of One-Way ANOVA

UNIT-IV: Concept and Measurement/computation of the following:

- 4.1 Intelligence
- 4.2 Interest
- 4.3 Personality
- 4.4 Statistical Terms: Data, Class Interval, Frequency, Frequency distribution
- 4.5 Measures of Central Tendency: Arithmetic Mean, Median and Mode
- 4.6 Measures of Variability: Range, Quartile Deviation, Standard Deviation

Suggested Readings:

- Aggarwal, Y.P. (1998). Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aiken, L.R. & Gary Groth Marhant (2011). Psychological Testing and Assessment (12th edition). New Delhi: Pearson.
- Anastasi, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: Sage Publications.
- Ebel, R.L. and Frisbel, D.A. (1990). Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International.
- Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (8th Edition). New Delhi: Pearson Publications.
- Kienowski, V., & Wyatt-Smith, C. (2013). Assessment for education: Standards, judgement and moderation. Sage.

Puro

- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers.
- Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T. & Borich, G. (2003). Educational Testing and Measurement: Classroom Application and Practice (7th edition). New York: John Wiley and Sons.
- Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching (8th Edition). Delhi: Pearson Publishers.
- Rao, AdithamBhujanga (2008). Research Methodology for Management and Social Sciences. New Delhi: Excel Books.
- Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Pvt. Ltd.
- Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). Measurement and Evaluation in Psychology and Education (8th Ed.). New Delhi: Pearson

Puro

Imay
 Chairperson
 B.P.S. Instit. of Teacher Training & Research arch
 B.P.S. Mahila Vishwavidalaya
 Khanpur Kalan (Sonipat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER -XIII
Paper Code (MOE-2113)
DISSERTATION-I (TOPIC APPROVAL)

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Inst. Hours Per Week: 03
Credit Per Week: 03

Objectives:

The Paper will enable the students to:

- Develop scientific and research attitude among students.
- Develop skills in preparing a good research topic.
- Describe the nature of different types of research.
- Select the appropriate research topic for the study.
- Develop competency to plan a good research area.
- Develop the technique of reviewing the literature.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Develop scientific and research attitude among students.
- Acquire skills in preparing a good research topic.
- Understand the nature of different types of research and select the appropriate research topic for the study.
- Know the technique of reviewing the literature.

COURSE CONTENT

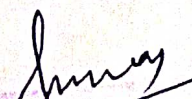
- 1.1 Review the literature to discover possible research areas related to Education, Educational Psychology, and Teaching –Learning Process.
- 1.2 Visit to two academic national level institutions to explore research areas.
- 1.3 Finalise the topic under the guidance of the research supervisor.
- 1.4 Formulation of the statement of the problem.

Suggested Readings:

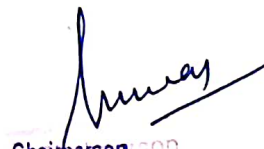
- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre

30




Chairperson
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library



Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidalaya
Khanpur Kalan (Sonapat)



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER –XV
Paper Code (MOE-2115)
EXPLORING LIBRARY RESOURCES

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Inst. Hours Per Week: 03
Credit Per Week: 03

Objectives:

The students will be able to:

- Proficient in methods and techniques of research and their application to the various problems in Library and Information Science;
- Gain specialised knowledge in respect of selected areas in Library and Information Science;
- Prepare themselves for specialized information professionals for managing changes in information organisation and access to information;
- Explore feasibility of application of ICT in general and Web technologies in particular for information organisation and access.

Course Outcomes: After completing the course content of this paper, the students will be able to:

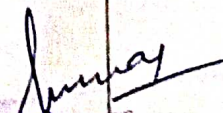
- Apply knowledge of ICT in general and Web technologies in particular for information, organisation and access.
- Know methods and techniques of research and their application to the various problems in Library and Information Science.

COURSE CONTENT

UNIT- I: Library as Discipline & Digital Information Resources on LIS

- 1.1 Library as a system the type of system to which library belongs and its components as well as hierarchy of its sub-systems.
- 1.2 Library & information sciences: study as a discipline at the university level.
- 1.3 Institute-oriented Digital Information Resources: Including Library Associations, Library Schools, Subject Gateways and Digital Libraries on LIS, Subject Directories in Web, Journal Portals, Publisher's Portals, Book Reviews, Book Selection




Chairperson
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.4 Virtual Reference Tools: Commercial Tools (e.g. Xrefer.com), Cross-Publishers Platforms for Reference Sources, Open Access Reference Tools, Yellow pages, White Pages, Library Directories (e.g. LibDex), Dictionaries, Acronyms, Glossary etc.
- 1.5 Copy Right, Intellectual Property Right (IPR) and Digital Right Management (DRM)
- 1.6 National Knowledge Commission: Recommendations and Implication in LIS
- 1.7 Steps involved in the planning process, characteristics of different types of plan for the development of a library and information system, Total Quality Management: Definition, scope and purpose and application to Libraries and information centres

UNIT- II: Digital Information Resources on LIS Education, Training And Research

- 2.1 LIS Education and Training: Tutorials, Guided Training Programmes,
- 2.2 Virtual Classrooms (WebCT, Blackboard etc.), Bibliographies, Reading lists, LIS Courseware, Multimedia Training Kits
- 2.3 LIS Research: Electronic Theses and Dissertations on LIS (NDLTD, LDL, VidyaNidhi, Theses.com etc.), Citation Tools (e.g. CiteSeer), Virtual Union Catalogue (Macro and Micro levels), Research Guides (Proposal, Planning, Design, Budget etc.)
- 2.4 Digital Channels of Research Publications
- 2.5 Virtual Learning Environment (VLE) on LIS

Suggested Readings:

- Busha, Charles A. & Harter, Stephen P.: Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press, 1980.
- Carnaby, P: Next generation e-learning and digital information resources. Buenos Aires: IFLA, 2004.
- Carnaby, P: Next generation e-learning and digital information resources. Buenos Aires: IFLA, 2004.
- Casey, M. E. & Savastinuk, L. C.: Library 2.0: Service for the next-generation library. Library Journal
- Casey, M. E. & Savastinuk, L. C.: Library 2.0: Service for the next-generation library. Library Journal,
- Directory of Open Access Journals (DOAJ): <http://www.doaj.org>
- Directory of Open Access Journals (DOAJ): <http://www.doaj.org> M. Phil in Library and Information Science, DLISc, University of Burdwan
- Egghe, L. & Rousseau, R.: Introduction to Informetrics: Quantitative Methods in Library, Documentation and Information Science. Amsterdam: Elsevier, 1990.
- FAO & UNESCO: Digitization and digital libraries module (in CDROM). Rome: FAO, 2005.
- FAO & UNESCO: Digitization and digital libraries module (in CDROM). Rome: FAO, 2005.
- FAO & UNESCO: Management of electronic documents module (in CDROM). Rome: FAO, 2005
- FAO & UNESCO: Management of electronic documents module (in CDROM). Rome: FAO, 2005
- Glazier, Jack D. & Hall, Peter M., eds.: Qualitative Research in Information Management. Englewood, CO: Libraries Unlimited, 1992.
- Gorman, G.E. & Clayton, Peter: Qualitative research for the information professional: a practical handbook. 2nd ed. London: Facet Publishing, 1997.
- Hafner, Arthur W. Descriptive Statistical Techniques for Librarians. 2nd ed. Chicago: American Library Association, 1997.

Pus

- 1.4 Virtual Reference Tools: Commercial Tools (e.g. Xrefer.com), Cross-Publishers Platforms for Reference Sources, Open Access Reference Tools, Yellow pages, White Pages, Library Directories (e.g. LibDex), Dictionaries, Acronyms, Glossary etc.
- 1.5 Copy Right, Intellectual Property Right (IPR) and Digital Right Management (DRM)
- 1.6 National Knowledge Commission: Recommendations and Implication in LIS
- 1.7 Steps involved in the planning process, characteristics of different types of plan for the development of a library and information system, Total Quality Management: Definition, scope and purpose and application to Libraries and information centres

UNIT- II: Digital Information Resources on LIS Education, Training And Research

- 2.1 LIS Education and Training: Tutorials, Guided Training Programmes,
- 2.2 Virtual Classrooms (WebCT, Blackboard etc.), Bibliographies, Reading lists, LIS Courseware, Multimedia Training Kits
- 2.3 LIS Research: Electronic Theses and Dissertations on LIS (NDLTD, LDL, VidyaNidhi, Theses.com etc.), Citation Tools (e.g. CiteSeer), Virtual Union Catalogue (Macro and Micro levels), Research Guides (Proposal, Planning, Design, Budget etc.)
- 2.4 Digital Channels of Research Publications
- 2.5 Virtual Learning Environment (VLE) on LIS

Suggested Readings:

- Busha, Charles A. & Harter, Stephen P.: Research Methods in Librarianship: Techniques and Interpretations. New York: Academic Press, 1980.
- Carnaby, P: Next generation e-learning and digital information resources. Buenos Aires: IFLA, 2004.
- Carnaby, P: Next generation e-learning and digital information resources. Buenos Aires: IFLA, 2004.
- Casey, M. E. & Savastinuk, L. C.: Library 2.0: Service for the next-generation library. Library Journal
- Casey, M. E. & Savastinuk, L. C.: Library 2.0: Service for the next-generation library. Library Journal,
- Directory of Open Access Journals (DOAJ): <http://www.doaj.org>
- Directory of Open Access Journals (DOAJ): <http://www.doaj.org> M. Phil in Library and Information Science, DLISc, University of Burdwan
- Egghe, L. & Rousseau, R.: Introduction to Informetrics: Quantitative Methods in Library, Documentation and Information Science. Amsterdam: Elsevier, 1990.
- FAO & UNESCO: Digitization and digital libraries module (in CDROM). Rome: FAO, 2005.
- FAO & UNESCO: Digitization and digital libraries module (in CDROM). Rome: FAO, 2005.
- FAO & UNESCO: Management of electronic documents module (in CDROM). Rome: FAO, 2005
- FAO & UNESCO: Management of electronic documents module (in CDROM). Rome: FAO, 2005
- Glazier, Jack D. & Hall, Peter M., eds.: Qualitative Research in Information Management. Englewood, CO: Libraries Unlimited, 1992.
- Gorman, G.E. & Clayton, Peter: Qualitative research for the information professional: a practical handbook. 2nd ed. London: Facet Publishing, 1997.
- Hafner, Arthur W. Descriptive Statistical Techniques for Librarians. 2nd ed. Chicago: American Library Association, 1997.

Puro

- Hernon, Peter & Richardson, John V., eds.: Microcomputer Software for Performing Statistical Analysis: A Handbook Supporting Library Decision Making. Norwood, NJ: Ablex Publishing Corporation, 1988.
- Kraft, Donald H. & Boyce, Bert R.: Operations Research for Libraries and Information Agencies: Techniques for the Evaluation of Management Decision Alternatives. San Diego: Academic Press, 1991.
- Lenhart, A., Fallows, D., & Horigan, J.: Content Creation Online: 44% of U.S. Internet users have contributed their thoughts and their files to the online world.
- LIS Core Cluster: <http://www.db.dk/>
- LISWiki. Web site: <http://liswiki.org/wiki/>
- Losee, Robert M., Jr. & Worley, Karen A.: Research and Evaluation for Information Professionals. San Diego: Academic Press, 1993.
- Lynam, Peter, Slater, Margaret & Walker, Rennie: Research and the Practitioner: Dissemination of Research Results within the Library-Information Profession. London: Aslib, 1982.
- Maness, J. M.: Library 2.0 Theory: Web 2.0 and Its Implications for Libraries. Webology, 3(2), 2006.
- Martyn, John & Lancaster, F. Wilfrid: Investigative Methods in Library and Information Science: An Introduction. Arlington, VA: Information Resources Press, 1981.
- McClure, Charles R. & Hernon, Peter, eds.: Library and Information Science Research: Perspectives and Strategies for Improvement. Norwood, NJ: Ablex Publishing Corporation, 1991.
- Mellon, Constance A.: Naturalistic Inquiry for Library Science: Methods and Applications for Research, Evaluation, and Teaching. New York: Greenwood, 1990.
- Montague, R.: Web-based information science education (WISE). Oslo: IFLA, 2005.
- Moore, Nick: How to Do Research. 2nd ed. London: Library Association,
- Powell, Ronald R.: Basic Research Methods for Librarians. 3rd ed. Greenwich, CT: Ablex Publishing Corporation, 1997.
- Prytherch, Ray: Information Management and Library Science: A Guide to the Literature. Brookfield, VT: Gower, 1994.
- Slater, Margaret, ed.: Research Methods in Library and Information Studies. London: Library Association, 1990.
- Stephen, Peter & Hornby, Susan: Simple Statistics for Library and Information Professionals. London: Library Association, 1995. Group B: Digital Information Resources on Library and Information Science
- Stephens, M.: ALA TechSource - Do Libraries Matter: On Library & Librarian 2.0.
- TICER courses on digitization: <http://www.ticer.nl/> 30. Wellman, B., & Haythornthwaite, C. eds.: The Internet in everyday life. Malden, MA: Blackwell, 2002.
- Wiki: <http://en.wikipedia.com/wiki/>
- World list of LIS schools: <http://informationr.net/wl/>

Chairperson
 B.P.S. Institut. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-I
PAPER- XVII
Paper Code (MOE-2117)
INTERNSHIP PHASE-I (Community Participation Survey)

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Inst. Hours Per Week: 03
Credit Per Week: 03

Objectives:

Internship program is aimed at providing practice of the concepts and skills learned in the theoretical papers in the real field of education such as schools, teacher education institutes apart from where the scholar is studying.

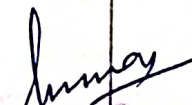
Course Outcome: After completing the course content of this paper, the students will be able to:

- Use the learned concepts and skills in the real field of education such as schools, teacher education institutes.

Note: The student will maintain a file of the record related to all the activities performed.

- 1.1 Observe at least 15 lesson plans of B.Ed. or D.Ed. Under the supervision of faculty/mentor teacher.
- 1.2 Observe/analyse the classroom teaching learning behaviour of four teachers through Flander's Interaction Analysis system.
- 1.3 Administration, scoring and interpretation of any two of the following psychological tests:
 - Teaching Competency Scale
 - Job Satisfaction Scale
 - Teacher Effectiveness Scale
 - Teaching Aptitude Test
 - Teacher Efficiency Inventory
- 1.4 Involvement in various activities of Teacher Education Institute i.e. Seminar, workshop, PTM, cultural events, sports meet etc.
- 1.5 Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. 2020-22)

SEMESTER-II

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1	PAPER-II (MOE-2102)	Philosophical and Sociological Foundation of Education-II	3	1	—	4	30	70	100
2	PAPER-IV (MOE-2104)	Psychological Foundation of Education –II	3	1	—	4	30	70	100
3.	PAPER- VI (MOE-2106)	Educational Research and Data Analysis – II	3	1	—	4	30	70	100
4.	PAPER-VIII (MOE-2108)	Curriculum Development – II	3	1	—	4	30	70	100
5.	PAPER-X (MOE-2110)	Pedagogy, Andragogy and Assessment-II	3	1	—	4	30	70	100
6.	PAPER-XII (MOE-2112)	Optional (Any one)							
	Opt. (i)	Elementary Education	3	1	—	4	30	70	100
	Opt. (ii)	Secondary Education	3	1	—	4	30	70	100
Practicum									
7.	PAPER-XIV (MOE-2114)	Dissertation -II (Preparation of Synopsis)			3	3	15	35	50
8.	PAPER-XVI (MOE-2116)	Psychometric Assessment			3	3	15	35	50
9	PAPER-XVIII (MOE-2118)	Information, Communication and Technology (ICT)			3	3	15	35	50
Total			18	6	9	33	225	525	750

[Handwritten Signature]

[Handwritten Signature]
 Chairperson
 B.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
PAPER- II
Paper Code (MOE-2102)

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION- II

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Know about the Approaches to Sociology of Education.
- Understand the concept of Social Institutions, Types of Social Institutions and Functions of Social Institutions.
- Acquire knowledge about the various Theories of Social Movements.
- Know the National Values as enshrined in the Indian Constitution.
- Familiarize with Education and Culture.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about the approaches to Sociology of education and the concept of Social Institutions, Types of Social Institutions and Functions of Social Institutions
- Use National Values as enshrined in the Indian Constitution in daily life.
- Use of Education for Cultural development.

COURSE CONTENT

UNIT-I: Sociology of Education

- 1.1 Concept of Educational Sociology and Sociology of Education
- 1.2 Definitions and Nature of Educational Sociology
- 1.3 Approaches to Sociology of Education
 - 1.3.1 Symbolic Interaction
 - 1.3.2 Structural Functionalism
 - 1.3.3 Conflict Theory
- 1.4 Social Institutions: Concept and types
- 1.5 Functions of Social Institutions – Family, School and Society

UNIT-II: Social Movements

- 2.1 Social Movements: concept, characteristics and types
- 2.2 Theories of Social Movements
 - 2.2.1 Relative Deprivation Theory

Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 2.2.2 Resource Mobilization Theory
- 2.2.3 Political Process Theory and
- 2.2.4 New Social Movement Theory

UNIT- III: National Values

- 3.1 Education and its role in developing National Values.
- 3.2 National Values as enshrined in the Indian Constitution
 - 3.2.1 Socialism
 - 3.2.2 Secularism
 - 3.2.3 Justice
 - 3.2.4 Liberty
 - 3.2.5 Democracy
 - 3.2.6 Equality
 - 3.2.7 Freedom with special reference to education

UNIT-IV: Education and Culture

- 4.1 Meaning and definition of Culture, Cultural Lag, Cultural Ambivalence and Cultural Pluralism
- 4.2 Relationship between Education and Culture: Impact of Education on Culture, Impact of Culture on Education
- 4.3 Role of Education in Cultural Development, Preservation and Transmission of Culture
- 4.4 Cultural Heritage of India and Education
- 4.5 Socialization and Education: Socialization in the family and school

Suggested Readings:

- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi: Vikas Publishing House.
- Altekar, (1975). *Education in Ancient India (7th Ed.)*. Varanasi: MonoharPrakashan
- Bhatia, B.D., (1970). *Theory and Principles of Education (11th Ed)*. New Delhi: Doaba House
- Bhattacharya, S. (2006). *Sociological Foundations of Education*, New Delhi: ATLANTIC Publishers and Distributors.
- Bron., F. J., (1970). *Educational Sociology*. New Delhi: Prentice Hall, Inc.
- Brubacher, J.S., (1969). *Modern Philosophies of Education*. New York: Mc Graw Hill Co. Inc
- Dash, B.N. (2004). *Education and Society*. New Delhi: Dominant Publishers.
- Dash, B.N. (2006). *Principles of Education*. New Delhi: Neekkamal Publications.
- Murthy, S.K. (2003). *Philosophical and Sociological Foundations of Education*. Ludhiana: Tandon Publications
- Pandey, Sanjay (2004). *Peace Education*. New Delhi: NCERT.
- Pandit, K.L. (2003). *Educational Sociology*. Jaipur: A.B.D. Publishers
- Perters, R. S., (1973). *Authority, Responsibility & Education (3rd Ed)*. London: George, Allen & Unwin
- Prasad, J. (2006). *Education and Society*. New Delhi: Kanishka Publishers.
- Prattle, R. (1997). *Ideology & Education*. New Delhi: David Macky Co
- Ravi,S. (2011). *A Comprehensive study of Education*, New Delhi: PHI Learning Private Limited.
- Rusk, R. P., (1929). *Philosophical Basis of Education*. London: Warnick University Press Ltd.
- Saxena, S. (1975). *Sociological perspectives in Indian Education*. New Delhi: Ashajanak Publication.
- Sharma, N. (1968). *The selected works of Mahatma Gandhi* Ahmedabad: Navajivan Trust (Vol I to V).
- Sharma, R.R. (2012). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.
- Sharma, Y. (2003). *Foundation in Sociology of Education*. New Delhi: Kaniska Publishers, Distributers.
- Siddiqui, M.H. (2018). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
PAPER- IV
Paper Code (MOE-2104)
PSYCHOLOGICAL FOUNDATION OF EDUCATION-II

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.14 marks.

Objectives:

The paper will enable the students to:

- Describe the process of Learning and Motivation.
- Understand the different aspects of development of learner's personality.
- Understand the techniques of assessment of personality.
- Develop understanding of the concept of mental hygiene and mental health and its importance in their lives.
- Understand the measures to promote mental health among students.
- Understand the concept of defence mechanism and different types of defence mechanisms.
- Understand the meaning, importance and types of guidance.
- Understand the concept of counselling and techniques of counselling.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the process of learning and motivation and different aspects of development of learner's personality.
- Apply the techniques of assessment of personality.
- Know the concept of mental hygiene and mental health and its importance in their lives.
- Use gained knowledge of guidance and counselling in real life situations.

COURSE CONTENT

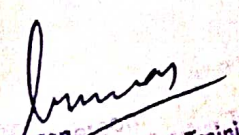
UNIT-I: Learning and Cognition

- 1.1 Learning: Meaning and Principles and factors affecting learning.
- 1.2 Behaviouristic theories of Learning: Thorndike's Trial and Error, Pavlov's Conditioning, skinner's Reinforcement
- 1.3 Social theories of learning (Bandura, & Vygotsky).
- 1.4 Transfer of Learning: meaning, theories; transfer of learning from classroom to actual life situations.

UNIT-II: Personality and its theories

- 2.1 Personality: Meaning, definition and Factors responsible for personality development.




Checked by
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 2.2 Theories of personality with special reference to Freud, Carl Rodgers, & Gordon Allport.
- 2.3 Contribution of Max Wrethimer and Kurt Koffka in the study of personality.
- 2.4 Personality Assessment Techniques: Objective, Subjective and Projective

UNIT-III: Social Cognition and Mental health

- 3.1 Social Cognition: Meaning, Concept, types and goals of social cognition
- 3.2 Social Competence, Understanding of Social Relationships Socialization Goals
- 3.3 Mental Health: Meaning, factors affecting mental health, concept of mental Hygiene
- 3.4 Defence mechanism: concept and types

UNIT-IV: Guidance and Counseling

- 4.1 Guidance and Counselling: Nature, Need and Principles of Guidance, Types of Guidance: Educational, Vocational, Personal, Health and Social.
- 4.2 Counselling: Concept and techniques: Directive, Non directive, and Eclectic.
- 4.3 Approaches to Counselling: Cognitive-Behavioural (Albert Ellis- REBT), Humanistic and Person centered counselling.
- 4.4 Theories of Counselling: Behaviouristic, Rational, Emotive and Reality.

Suggested Readings:

- Abramson, Paul, R (1980). *Personality*, New York: Holt Rinehart and Winston.
- Aggarwal, J.C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House.
- Baron, R.A. (2007). *Psychology*, India: Porling Kindersley & Pearson Education
- Baum, A., Newman, S.M West R., & Mc Manus C., (1997) *Cambridge Handbook of Psychology, health & Medicine*, Cambridge: Cambridge University Press
- Gibson, R. L. and M. H. Mitchell (2014). *Introduction to Counselling and Guidance*, New Delhi: PIII Pvt. Ltd.
- Hilgard, E.R.: *Theories of learning*, New York: Appleton Century Crafts
- Hurlock, EB (2004). *Developmental Psychology: A Life span Approach* (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N. *Educational Psychology*, new Delhi Sterling publishers Private Ltd., 1988
- Kundu, C.L. (1984). *Educational Psychology*, Delhi: Sterling Publishers.
- Mangal, S.K. (2006). *Advanced Education Psychology*, New Delhi: Prentice Hall of Indi
- Rao, S. N. and Prem Sahajpal (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.
- Siddiqui, Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation
- Singh, Dalip (2000). *Emotional Intelligence at Work*, New Delhi: Sage.
- Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) *Textbook of Psychiatry*, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
- Thorpe, G.L. & Olson, S.L. (1999) *Behaviour Therapy, Concepts, procedures and Applications*, London: Allyn Bacon
- Zohar Danah & Marshal Ian (2001). *Spiritual Intelligence: the ultimate intelligence*, New York; Bloomsbury Publishing.

Puro

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper-VI
Paper Code (MOE-2106)
EDUCATIONAL RESEARCH AND DATA ANALYSIS -II

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.14 marks.

Objectives:

The paper will enable the students to:

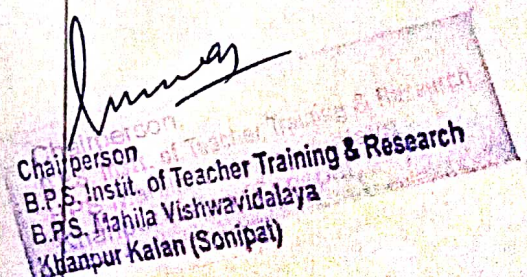
- Develop scientific and research attitude among students.
- Explain the research design
- Describe the nature of different approaches and methods of research
- Understand and explain the concept of NPC
- Describe the writing of research report
- Explain the meaning, characteristics, assumptions, computation & uses of Product moment & Rank difference correlation
- Differentiate between Various Methods of correlation.
- Illustrate the concept, assumptions & computation of regression.
- Explain & illustrate the concept & application of tests of significance.
- Differentiate between the t-Test and ANOVA

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Develop scientific and research attitude among students.
- Understand meaning, characteristics, assumptions, computation & uses of Product moment & Rank difference correlation
- Understand Errors while conducting research & research designs.
- Learn writing of research report.

COURSE CONTENT

UNIT- I. Methods and Approaches of Research & Research Report



Chairperson,
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

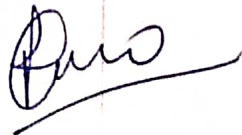
- 1.1 Major Methods and Approaches of Research
 - 1.1.1 Descriptive Research
 - 1.1.2 Ex-Post Facto Research
 - 1.1.3 Historical Research
 - 1.1.4 Experimental Research
 - 1.1.5 Philosophical Research
 - 1.1.6 Content Analysis or Documentation Analysis
 - 1.1.7 Correlation Method
 - 1.1.8 Evaluation Research
- 1.2 Approaches to Educational Research: Quantitative and Qualitative
- 1.3 Preparation of Research Report
 - 1.3.1 Concept, Meaning and Need of Research Report
 - 1.3.2 Format of Research Report
 - 1.3.3 Evaluation and Technical Suggestions in writing a Research Report
- 1.4 Probability Distribution
 - 1.4.1 Concept of Probability
 - 1.4.2 Normal Probability Curve: Characteristics, Skewness and Kurtosis
 - 1.4.3 Application of NPC

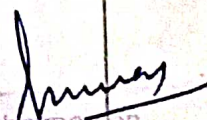
UNIT-II Errors while Conducting Research & Research Designs

- 2.1 Methodological Errors
- 2.2 Sampling Errors
- 2.3 Measurement Errors
- 2.4 Statistical Errors
- 2.5 Interpretive Errors
- 2.6 Qualitative Research Designs:
 - 2.6.1 Grounded Theory designs
 - 2.6.2 Narrative Research Design
 - 2.6.3 Case Study
 - 2.6.4 Ethnography
 - 2.6.5 Mixed Method Designs

UNIT-III Inferential Statistics

- 3.1 Concept of Parameter and Statistics
- 3.2 Sampling Distribution of Mean
- 3.3 Null Hypothesis
- 3.4 Standard Error
- 3.5 Type I and Type II errors
- 3.6 One Tailed and Two Tailed Tests




Chairperson,
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

3.7 Significance of Mean

3.7.1 Confidence Intervals and Levels of Confidence for the true mean for

- (a) Large Sample
- (b) Small Sample

3.7.2 Significance of the difference between means (t-test and z-test)

- (a) Means of two independent large samples
- (b) Means of two small independent samples

UNIT-IV: Statistical Foundation

4.1 Advanced Methods of Correlation: Meaning, assumptions, Computation and Uses of:

4.1.1 Tetrachoric and Phi-coefficient of Correlation

4.1.2 Biserial and Point – Biserial Correlation

4.1.3 Regression and Prediction from Simple Regression Equation

4.2 Concept of Variance and Analysis of Variance

4.3 Assumptions underlying ANOVA

4.4 One Way Analysis of Variance (ANOVA)

4.5 Two Way analysis of Variance

Suggested Readings:

- Bagchi, Kanak Kanti (2007). *Research Methodology in Social Sciences: A Practical Guide*. Delhi: Abijeet Publications.
- Barbour, R. (2013). *Introducing Qualitative Research: A student's Guide* (2nd edition). UK: Barbour Workshops Ltd.
- Buch, (2006). *Surveys of Education Nos. 1,2,3, & 4*, New Delhi: NCERT.
- Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., (2002). *An introduction to Research Methodology*, Jaipur: RBSA Publishers.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Bombay: Vakil, Fiffer & Simons.
- Huck, S.W. (2007). *Reading Statistics and Research*. Boston: Allyn & Bacon.
- Kevin, S. (2019). *Research Methodology for Social Sciences*. Delhi: ANE Books Private Limited.
- Kothari, C.R. (1990). *Research Methodology: Methods and Techniques*. Delhi: New Age International.
- Kothari, C.R. (2004). *Research Methodology: An Introduction*. Delhi: New Age.
- Poonia, S. and Poonia, M. (2009). *Research Methodology and Statistical Methods*. New Delhi: Vishvabharti Publications.
- Punch, K. F., & Oancea, A. (2014). *Introduction to research methods in education (2nd edition)*. Sage.
- Rao, Aditham Bhujanga. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics*. 2nd ed. (Reprint). John Wiley and Sons.
- Sinha, S.C. and Dhiman, A.K. (2002). *Research Methodology*. New Delhi: EssEss Publications.
- Sharma, B.A.V., et al. (2000). *Research Methods in Social Sciences*. New Delhi: Sterling Publishers.
- Trochim, W.M.K. (2005). *Research Methods: The Concise Knowledge Base*. New Delhi: Atomic Dog Publishing



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
PAPER- VIII
Paper Code (MOE-2108)
CURRICULUM DEVELOPMENT – II

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.14 marks.

Objectives:

The paper will enable the students to:

- Understand the Instructional System, Instructional Media
- Know the Instructional Techniques
- Acquire Knowledge about Instructional Material in enhancing curriculum Transaction.
- Know the Approaches to Evaluation of Curriculum.
- Acquire Knowledge about the Models of Curriculum Evaluation.
- Familiarize with Curriculum change.
- Have latest knowledge about the types of Research in Curriculum Studies.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about the Instructional System, Instructional Media and Instructional Techniques.
- Know approaches of evaluation of Curriculum.
- Know about use of Models of Curriculum Evaluation.
- Understand the scope of research in curriculum development.

COURSE CONTENT

UNIT- I: Instructional System

- 1.1 Instructional System: Concept, characteristics, need and uses in education
- 1.2 Instructional Media: Types (Textbook, Multimedia, computer)
- 1.3 Instructional Techniques: Learner-Centred Techniques, Teacher Centred Techniques
- 1.4 Institutional Material in enhancing curriculum transaction.

UNIT-II: Approaches to Evaluation of Curriculum

- 2.1 Curriculum Evaluation in term of learning outcomes: concept, need and importance
- 2.2 Strategies of Curriculum Evaluation: Formative and Summative evaluation
- 2.3 Approaches to Curriculum and Instruction :(Academic and Competency Based Approaches)
- 2.4 Models of Curriculum Evaluation :(Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model)



UNIT-III: Curriculum Change

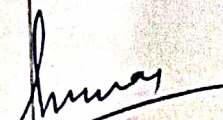
- 3.1 Curriculum Change: Meaning, need, scope and importance
- 3.2 Types of Curriculum Change
- 3.3 Factors affecting Curriculum Change
- 3.4 Approaches to Curriculum Change

UNIT-IV: Curriculum Research

- 4.1 Role of Students, Teachers and Educational Administrators in Curriculum Change and Improvement
- 4.2 Scope of Curriculum Research in education
- 4.3 Steps of Curriculum Research
- 4.4 Types of Research in Curriculum Studies

Suggested Readings:

- Aggarwal, D. (2007). *Curriculum Development Concepts, Methods and Techniques*. New Delhi: Book Enclave.
- Boyle, B. & Charles, M. (2016). *Curriculum Development . Types of Research in Curriculum Studies*
- Fogarty, R. (2009). *How to Integrate the Curriculum*. New Delhi: Sage India Pvt. Ltd.
- Graves, K. (2010). *Teachers as Course Developers*. New Delhi: Cambridge University Press.
- Joseph, P.B. (2000). *Cultures of Curriculum (Studies in Curriculum Theory)*. New York: Teacher College Press.
- Kalaivani, M, S. Krithika.(2019) *Curriculum, Pedagogy And Assessment At Elementary Level*, Samyukdha Publications.
- NCERT (2005). *National Curriculum Framework-2005*. New Delhi
- NCTE (2009). *National Curriculum Framework of Teacher Education*, New Delhi
- Rajput, J. S. (2002). *Dimensions of curriculum change*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Talla, M. (2012). *Curriculum Development Perspectives Principles and Issues*. India: Pearson
- Xavier, E. (2013). *Encyclopaedia of Curriculum and Teaching Methods*. New Delhi: Anmol Publications Pvt. Ltd.



Chairperson
B.P.S. Instit. of Teacher Training & Research
U.P. Siddhanta Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper-X
Paper Code (MOE-2110)
PEDAGOGY, ANDROGOGY AND ASSESSMENT-II

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Develop in the student understanding of the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Enable the student to know about methods, teaching styles and practices of teaching and assessment.
- Shape the actions, judgments, and other teaching strategies of pupil teachers.
- Study the changing modes of assessment in education.
- Enable the student to understand advanced evaluation techniques.
- Enable the students to understand the difference in children's and adult's learning process.
- Enable the student to explore area in the field of pedagogy, Andragogy in teacher education.
- Acquaint the student with the innovative practices in assessment, pedagogy and andragogy.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Understand changing modes of assessment in education.
- Understand advance evaluation techniques.
- Explore area in the field of pedagogy, Andragogy in education.
- Innovate practices in assessment, pedagogy and andragogy.
- Know about methods, teaching styles and practices of teaching and assessment



COURSE CONTENT

UNIT - I: Domains and Types of Assessment:

- 1.1 Different domains of Assessment: Cognitive (Anderson and Krathwohl), Affective (Krathwohl), and Psychomotor (R.H. Dave)
- 1.2 Types of Assessment: Placement, Diagnostic, Formative, and Summative.
- 1.3 Norm referenced and criterion referenced assessment.

UNIT - II: Theories in Pedagogy and Andragogy

- 2.1 Critical Pedagogy: Meaning, need and its implications in teacher education.
- 2.2 Competencies of Self-directed learning
- 2.3 Theories of Andragogy (Malcolm Knowles)
- 2.4 The Dynamic Model of Learner Autonomy.

UNIT - III: Assessment in Pedagogy of Education

- 3.1 Feedback Devices: Meaning, Types, Criteria; Guidance as a feedback device
- 3.2 Assessment of Portfolios, Reflective Journals, Field engagement using Rubrics
- 3.3 Competency Based Evaluation
- 3.4 Assessment of Teacher Prepared ICT Resources

UNIT - IV: Assessment in Andragogy of Education

- 4.1 Flanders' Interaction Analysis
- 4.2 Galloways' system of interaction Analysis (Recording of classroom events, construction and interpretation of interaction matrix)
- 4.3 Criteria for teacher evaluation (Product, Process and presage criteria)
- 4.4 Rubrics for self and Peer evaluation: Meaning and steps of construction.

Suggested Readings:

- Arora, G.L.(2005). *Teachers and their Teaching: Need for New Perspectives*. Delhi: Ravi Book depot.
- Asthana, Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agra: Agarwal Publications.
- Cohen, Louis; Manion, Lawrence and Morrison, K. (2004). *A Guide to Teaching Practice- Fifth Edition*; Routledge Falmer-Taylor and Francis Group; London.
- Danielewicz, J. (2001) *Teaching Selves: Identity, Pedagogy and Teacher Education*. USA: State University of New York Press Albany.
- Ebel Robert L. (1991). *Essentials of Educational Measurement*, Prentice Hall of India.
- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice*. London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Kubiszyn Tom. (2003). *Educational Testing and Measurement*. John Wiley.
- Leach, J., Moon, B. (2006). *Learners and Pedagogy*. New Delhi: Sage Publications India Pvt. Ltd.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Loughran, J. & Russell, T. (1997) *Teaching about Teaching: Purpose, Passion and Pedagogy In Teacher Education*. London. Washington D.C. The Farmer Press.
- Murphy, Colette. (2016). *Coteaching In Teacher Education: Innovative Pedagogy for Excellence*. St. Albans: Critical Publishing Ltd.



- Osman, R., Hornsby, D. J. (2017). *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context*. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.
- Victor C. X. Wang, et. al. (2011) *Pedagogical and Andragogical Teaching and Learning with Information Communication Technologies*. USA: Informative Science Reference (Imprint of IGI Global)
- http://www.codlearningtech.org/PDF/pedagogy_andragogy_coursesdesign.pdf
- <https://www.tes.com/news/what-is-pedagogy-definition>
- <https://www.merriam-webster.com/dictionary/pedagogy>

Puro

Sumay
Chairperson
E.P.S. Instit. of Teacher Training & Research
E.P.S. Mahila Vishwavidalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper-XII
Paper Code (MOE-2112 Option-i)
ELEMENTARY EDUCATION

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e.14 marks.

Objectives:

The paper will enable the students to:

- Understand the context of elementary education
- Understand issues and concerns of elementary education
- Discuss the development of elementary education in India since independence
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Understand about different policies and provisions made for UEE
- Understand about the challenges faced by government in providing elementary education
- Reflect on the relevance of strategies and programmes of UEE.
- Understand the role of DISE in monitoring UEE

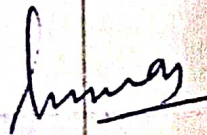
Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand issues and concerns of elementary education.
- Challenges faced by government in providing elementary education.
- Concept, objectives, rationale, challenges and extent of success of Universal Elementary Education.
- Know about different policies and provisions made for Universal Elementary Education.
- Know strategies for quality improvement in elementary education.

COURSE CONTENT

UNIT- I: Elementary Education: Concept and Constitutional Provisions

- 1.1 Concept, Objectives, Need of Elementary education.
- 1.2 Concept, objectives, meaning and justification of UEE.
- 1.3 Strategies for universalisation of elementary education and challenges for achieving universal elementary education.
- 1.4 Millennium Development Goals in context to UEE in India.



Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

1.5 Constitutional interventions for universalization of education and RTE Act 2009.

UNIT-II: Policies, Programmes and Initiatives for UEE

- 2.1 District Primary Education Programme: Aims, Strategies and Achievement.
- 2.2 Recommendations of NPE-1986, POA-1992, Kothari Commission, Yaspal Committee and NCF 2005 regarding elementary education.
- 2.3 SSA: Goals, Interventions, Structure of Implementation, Mid-day Meal: Objectives, Components and Structure implementation.
- 2.4 District Information System for Education: Role and Functions in UEE.
- 2.5 New Education Policy with special reference to elementary education.

UNIT-III: Issues and Concerns of Elementary Education

- 3.1 Elementary education in India: Challenges
- 3.2 Admission process in Private schools: Issues & remedies
- 3.3 Functions and roles of different organizations and agencies (NCERT, NCTE and SCERT)
- 3.4 Role of parents, teachers, administrators, schools for improving the status of elementary education in India.
- 3.5 Elementary Education and Inclusive Education: Issues and Challenges.

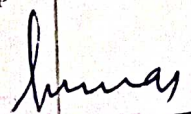
UNIT-IV- STRATEGIES, EVALUATION AND RECENT TRENDS IN ELEMENTARY EDUCATION

- 4.1 Curriculum development and Teaching approaches for elementary education.
- 4.2 Strategies for quality improvement in elementary education: (Textbooks, Infrastructure, Teacher Education institutes, Professional development of practioners: teacher educators, managers and others, Systematic learner evaluation, strategies for drop outs etc.)
- 4.3 Community Participation in Elementary Education: Panchayats, NGO's, Private Sector
- 4.4 Early Childhood Care and Education (ECCE): Objectives, Principles of Early Learning and Development, Value ECCE and Recognition as a part of EFA
- 4.5 Recent development and research in Elementary Education

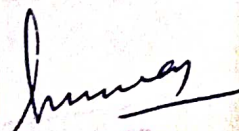
Suggested Readings:

- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Government of India (1992) Programme of Action, New Delhi: MHRD.
- Hayes, Denis (2008): *Primary Teaching Today: An Introduction*. Routledge Publications, U.K.
- Hurlock, E. (1995). *Child Development*. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) *Planning Process in a District*, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.
- Lewis, Ramón (2008): *Understanding Pupil Behaviour*. Routledge Publications, U.K.
- Mohanty, J. N. (2002): *Primary and Elementary Education*. Deep & Deep




Chairperson
B.P.S. Instit. of Teacher Training & Research
E.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- *National Curriculum Framework (NCF)-2005* NCERT, New Delhi.
- Publications, New Delhi
- Rao, J. (2012): *Elementary Education in India; Issues and Concerns*. Viva Books Private Limited.
- Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, New Delhi.
- Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
- Sharma, Ram Nath (2002): *Indian Education at the cross road*. Shubhi Publications.
- Singhal, R.P. (1983) *Revitalizing School complex in India*, New Delhi.
- UNESCO (2005): *EFA Global Monitoring Report on Quality of Education Finance*.



Chairperson,
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Manpur Katan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper- XII
Paper Code (MOE-2112) Option-ii
SECONDARY EDUCATION

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

Inst. Hours per week: 03+01
Exam Hours: 3Hrs.
Credit per week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

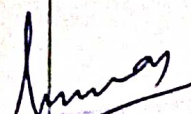
The students will be able to

- Understand the status of secondary and higher secondary education in India.
- Analyse the issues of secondary and higher secondary education in different aspects
- Interpret the outcome of different programmes in different levels.
- Examine condition of teacher education programmes in secondary and higher secondary level.
- Develop critical understanding about current status of Secondary education in India
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
- Analyse the role of various organizations, institutions and agencies in Secondary Education
- Understand the functioning of various student support services at Secondary Level develop critical understanding about significance of vocational education
- Develop critical understanding about issues and challenges in secondary education
- Develop, critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the status of secondary and higher secondary education in India.
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels.
- Understand the role of various organizations, institutions and agencies in Secondary Education.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- Develop critical understanding about issues and challenges in secondary education.

UNIT-I: Development of Secondary Education in pre-Independence and post-Independent India

- 1.1 Wardha Scheme of Education-1937
- 1.2 University Education Commission- 1948-49
- 1.3 Secondary Education Commission-1952-53
- 1.4 Indian Education Commission-1964-66
- 1.5 National Policy of Education (NPE-1986) and programme of action (1992) in relation to Secondary education
- 1.6 National Education Commission (2005)

UNIT -II Secondary Educations in India

- 2.1 Concept, Need, Aims and Objectives of Secondary Education
- 2.2 Status of Secondary Education in India
- 2.3 Structure, Approaches and Strategies for Secondary Education
- 2.4 Programmes and Strategies of Government of India to Improving the quality of Secondary Education
- 2.5 National level Organizations and Institutions in administration and management of secondary education (CABE, CBSE, NCERT, NIOS)


UNIT- III: Issues and Concerns

- 3.1 Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout
- 3.2 Status of Infrastructural facilities- classrooms, library
- 3.3 Issues relating to drop out of students at Secondary and Higher Secondary Level
- 3.4 Equity, Equality and Social Justice in Secondary and Higher Secondary Education
- 3.5 National Vocational Education Qualification Framework (NVEQF)

UNIT-IV Organizations, Institutions and Agencies administration and management of Secondary Education


- 4.1 Programme objectives, Strategies and Present Status with respect to Implementation of Programmes-
 - 4.1.1 RMSA(RashtriyaMadhyamik Shiksha Abhiyan)
 - 4.1.2 RUSA(RashtriyaUcchatar Shiksha Abhiyan)
- 4.2 State level Organizations and Institutions in administration and management of secondary education - State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET)
- 4.3 District and sub district levels Organizations and Institutions in administration and management of secondary education -
 - 4.3.1 District Education Office
 - 4.3.2 Block Education Office
 - 4.3.3 Department of Public Instruction,
 - 4.3.4 SMC (School Management Committee)
 - 4.3.5 PTA (Parent Teacher Association)
 - 4.4 .6 International Agencies –UNICEF, UNESCO
 - 4.5.7 NGOs–focus areas, importance and functions




Chairperson
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

Suggested Readings:

- Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
- Aggarwal, J.C. (2005). Recent developments and trends in education. New Delhi: Shipra
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT
- Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Chopra, R.K. (1993) Status of Teachers in India
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.
- Govt. of India, MHRD (2005). Universalization of Secondary Education: Report of the CABE Committee, New Delhi
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Gupta, V.K and Gupta, Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Jayapalan, N. (2005) Problems of Indian Education. New Delhi: Atlantic.
- Jha, P. (2005) Quality and Access in Primary Education. New Delhi: VPH.
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
- Khanna, P.K. (2005) Education in the New Millennium. Jaipur: ABD Pondicherry University
- Kalaivani. M, S. Krithika(2019) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.
- Kalaivani. M, S. Krithika(2018) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.



Chairperson,
Chamber of Teacher Training & Research
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper-XIV
Paper Code (MOE-2114)

DISSERTATION - II (PREPARATION OF SYNOPSIS)

Max Marks : 50
External Marks : 35
Internal Marks : 15

Inst. Hours per week: 03
Credit per week: 03

Objectives:

The paper will enable the students to:

- Select a researchable problem
- Understand the concept of review
- Frame accurate objectives of the study
- Formulation Hypothesis of the study


Course Outcomes: After completing the course content of this paper, the students will be able to:

- Select a research problem and understand the concept of review in research.
- Formulate objectives and hypothesis of the study.

COURSE CONTENT

- 1.1 Introduction /Background of the study
- 1.2 Review of related literature
- 1.3 Justification of the study
- 1.4 Statement of the problem
- 1.5 Operational definition of key terms
- 1.6 Variables of the study
- 1.7 Objectives of the study
- 1.8 Hypothesis of the study
- 1.9 Research Methodology
- 1.10 Population and sample
- 1.11 Tools to be used
- 1.12 Statistical Techniques to be used
- 1.13 Delimitation of the study




Chairperson,
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

Suggested Readings:

- Aggarwal, Y.P. (2008). *The science of Educational Research* (First Edition). Kurukshetra university, Nirmal Book Agency.
- Aggarwal, Y.P. (2002). *Statistical Methods Concepts, Application and Computation* (Third Edition). New Delhi, Sterling Publishers.
- Best, W.J. & Kahn, V.J. (2006). *Research in Education* (Tenth Edition). New Jersey, U.S.A., PHI learning Private limited.
- Kothari, C. R. (1997). *Research Methodology: Methods and techniques* (Second Edition). New Delhi, Wishwarkashan.
- Singh, J. (2008). *Methodology and Techniques of Social Research* (First Edition). New Delhi, Kanishka Publisher.
- Tripathi, Prof. J. (1995). *Psychological Research Methods* (First Edition). Agara, Vinod Pustak Mandi
- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper -XVI
Paper Code (MOE-2116)
PSYCHOMETRIC ASSESSMENT

Max. Marks: 50

External Marks: 35

Internal Marks: 15

Ins. Hours per week: 03

Credit Per week: 03

Objectives:

This paper will enable the students to know about:

- Gain the knowledge related to psychological measurement and scaling
- Gain the knowledge related to Ethics and issues of psychological testing.
- Acquaint the knowledge related to psychology apparatus.
- Understand the various aspect of psychological measurement.
- Use of effectively the different psychological Apparatus.
- Acquaint the knowledge for standardization of a psychological test.
- Understand the Administration, scoring and interpretation psychological test.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about psychological measurement and scaling.
- Get knowledge about ethics and issues of psychological testing.
- Understand psychological measurement and use of different psychological Apparatus.
- Understand the Administration, scoring and interpretation psychological test.

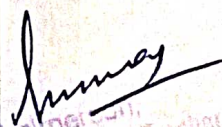
COURSE CONTENT

UNIT-I: Psychological measurement and scaling

- 1.1 Psychological measurement meaning, theories, level and problem in measurement.
- 1.2 Psychological scaling: Method and Application, Paired comparison, rank order and equal appearing.
- 1.3 Quality of good psychological test.
- 1.4 Steps for standardization of a psychological test.

UNIT-II: Ethics and issues & Use of psychological Apparatus.

- 2.1 Ethics and issues related in psychological testing.
- 2.2 Bio-Sketch of any two psychologist
- 2.3 Use any three Apparatus and prepare a detailed report of work
 - 2.3.1. Finger Maze



Chairperson,
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

2.3.2. Koh's Block test

2.3.3. Bhatia Battery of Intelligence

2.3.4. Kon's Block

2.3.5. Mirror Drawing apparatus electrical with error counter.

2.4. Administration, scoring and interpretation in MS Excel by any two of following:

Note* At least one paper should be published in a reputed journal among the given topic.

2.4.1. Self-concept questionnaire.

2.4.2. Self-perception test.

2.4.3. Social skill test.

2.4.4. Life skill test.

2.4.5. Educational Adjustment test.

Suggested Readings:

- Aggarwal, Y.P. (2002). *Statistical Methods Concepts, Application and Computation (Third Edition)*. New Delhi, Sterling Publishers.
- Aggarwal, Y.P. (2008). *The science of Educational Research (First Edition)*. Kurukshetra university, Nirmal Book Agency.
- Asthana, Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agra: Agarwal Publications.
- Bagchi, Kanak Kanti (2007). *Research Methodology in Social Sciences: A Practical Guide*. Delhi: Abijeet Publications.
- Barbour, R. (2013). *Introducing Qualitative Research: A student's Guide (2nd edition)*. UK: Barbour Workshops Ltd.
- Best, W.J. & Kahn, V.J. (2006). *Research in Education (Tenth Edition)*. New Jersey, U.S.A., PHI learning Private limited.
- Brookhart, S. & James, H. Macmillan. (2019). *Classroom Assessment and Educational Measurement*. Routledge Publishers. Taylor and Francis.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Cripps, M. (2017). *Psychometric Testing Critical Perspectives*. New Delhi: Sage Publications India Pvt. Ltd.
- Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications (6th Edition)*. New Delhi: Pearson Publications.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Singh, J. (2008). *Methodology and Techniques of Social Research (First Edition)*. New Delhi, Kanishka Publisher.



B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-II
Paper -XVIII
Paper Code (MOE-2118)
INFORMATION COMMUNICATION AND TECHNOLOGY (ICT)

Max. Marks: 50

External Marks: 35

Internal Marks: 15

Ins. Hours per week: 03

Credit per week: 03

Objectives:

The paper will enable the students to:

- Know the concept of computer networking,
- The students will have clarity uses and different types of networking in computer
- The students will be able to understand how to use the internet in education,
- Gain the knowledge about using of different internet tools,
- Effectively use of different computer applications in education,
- The students will be able to effectively use of power point presentation.
- Explain the concept of multimedia and its significance in education,
- The students will be able to understand the scope of multimedia and its uses in education.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the concept of computer networking and types of networking in computer.
- Gain the knowledge about using of different internet tools.
- Use computer applications in education.
- Understand concept and scope of multimedia and its uses in education.

COURSE CONTENT

- 1.1 ICT: Introduction, General Abbreviation and terminology, ICT and Governance,
- 1.2 ICT tools and its applications in education
- 1.3 Data Bases and its uses- M.S. Access, M.S Word, Excel, Web pages, Websites, search engines, Modem, Browser
- 1.4 Basics of Internet, Internet Tools Audio and Video, using power point and its creation (Prepare ppts by adding Picture, animation and graphics)
- 1.5 Emerging Technologies in Education: Blended learning, flipped classroom learning and Mobile learning.
- 1.6 E-Mail: (Students will create their personal Email id, students will also learn about uses of various Google apps i.e Google forms, Google drive, Google sheets etc.
- 1.7 ICT tools

Suggested Readings:

- Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book.



- 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.
- Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies.* Tanza
- Mangal, S.K.(2004). *Development of Learner and Teaching Learning Process,* Ludhiana, Tandon Publication.
- Mangal, S.K., & Mangal, U. (2010). *Essentials of Educational Technology.* New Delhi: PHI Learning Pvt. Ltd.
- Sachdeva, M.S., Sharma K.K., Kumar, S. (2007). *Educational Technology and Management,* Patiyala, Twenty First Century Publication.
- Sethi, D. (2010) *Essential of Educational Technology and Management,* New Delhi,, Jagdamba Publishing Company.
- Sharma, A.(2011). *Information, Communication and Educational Technology,* Jalandhar, Amit Parkashan..
- Dyole, S.(2015). *Complete ICT for Cambridge IGSCE(2nd Edition),* London: Oxford university press.

Puro

Imras

Chief Officer
 B.P.S. Institute of Teacher Training & Research
 B.P.S. Mahila Vidyapeeth
 Khatkhat Kalan (Sonapat)

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.c.f. 2020-22)
SEMESTER-III

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1.	PAPER-XIX (MOE-2201)	History, Politics and Economics of Education -I	3	1	---	4	30	70	100
2.	PAPER -XXI (MOE-2203)	Inclusive Education -I	3	1	---	4	30	70	100
3.	PAPER- XXIII (MOE-2205)	Teacher Education -I	3	1	---	4	30	70	100
4	PAPER- XXV (MOE-2207)	Technology In Education-I	3	1	---	4	30	70	100
5	PAPER-XXVII (MOE-2209)	Educational Administration, Management and Leadership -I	3	1	---	4	30	70	100
6.	PAPER-XXIX (MOE-2211)Optional (Any one)								
	Opt. (i)	Pedagogy of Science Education	3	1	---	4	30	70	100
	Opt. (ii)	Pedagogy of Mathematics Education	3	1	---	4	30	70	100
	Opt. (iii)	Pedagogy of Language Education	3	1	---	4	30	70	100
	Opt. (iv)	Pedagogy of Social Science Education	3	1	---	4	30	70	100
Practicum									
7	PAPER- XXXI (MOE-2213)	Internship (Specialized Area Elementary / Secondary) (28days)			3	3	15	35	50
8	PAPER- XXXIII (MOE-2215)	Academic Writing			3	3	15	35	50
9	PAPER- XXXV (MOE-2217)	Dissertation - III (Preparation of Research Tool &Data Collection)			3	3	15	35	50
Total			18	6	9	33	225	525	750

[Signature]

[Signature]
 Chairperson
 B.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XIX
Paper Code (MOE-2201)
HISTORY, POLITICS AND ECONOMICS OF EDUCATION-I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Understand the Pre-independence and post-independence development of education in India.
- Explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - In India
- Understand the genesis of concept of economics of education.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Get knowledge about Pre-independence and post-independence development of education in India.
- Know about important features of various reports, commissions and policies of education during pre and post-independence development of Education in India
- Understand impact of economic reforms (Liberalizations, Privatization and Globalization) on education.
- Know about relationship between politics and education.

COURSE CONTENT

UNIT- I: History of Education

1.1 Education in India during: Vedic, Buddhist, Medieval period

1.2 Committees:

1.2.1 Yashpal Committee Report (2009),

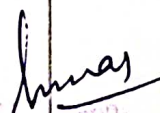
1.2.2 Justice Verma Committee Report (2012)

1.3 Commissions:

1.2.3 Secondary Education Commission (1953)

1.2.4 Kothari Education Commission (1964-66)




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

UNIT - II: Education as Related to Economic Aspects

- 2.1 National development: Concept, aspects and factors affecting, Education and national development
- 2.2 Relationship between Policies and Education: Linkage between Educational Policy and National Development
- 2.3 Education and economic development, Role of education in removing poverty
- 2.4 Impact of economic reforms (Liberalizations, Privatization and Globalization) on education

UNIT - III: Economics of Education

- 3.1 Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education
- 3.2 Economic returns to Higher Education, Signaling Theory Vs Human Capital Theory
- 3.3 Education and employment, Education as an investment
- 3.4 Socially and economically disadvantaged sections of the society with special reference to scheduled caste, Scheduled tribes, women and rural population

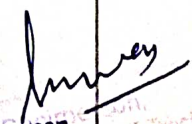
UNIT - IV: Relationship between Politics and Education

- 4.1 Perspectives of Politics of Education:
 - 4.1.1 Liberal
 - 4.1.2 Conservative
 - 4.1.3 Critical
- 4.2 Approaches to understand Politics:
 - 4.2.1 Theory of Behaviouralism
 - 4.2.2 Theory of Systems Analysis
 - 4.2.3 Theory of Rational (Choice)
- 4.3 Education for Political Development and Political Socialization

Suggested Readings:

- Altekar, A. S. (2010). *Education in Ancient India*. Delhi: Isha Books.
- Basu, D. D. (2011). *Introduction to the Constitution of India*. Calcutta: Wadhwa.
- Biswas, A. (2006). *Indian Educational Documents since Independence: Committees, Commissions, Conferences*. India: Academic Publishers
- Bradley, S & Green, C. (2020). *The Economics of Education: A comprehensive Overview (Second edition)*, UK: Academic Press Inc
- Chauhan, C. P. S. (1990). *Higher Education - In India*. New Delhi: Ashish Publishing House.
- Ghosh, D. K. (1983). *University System in India*. Jabalpur: Rahul Publications.
- Govt. of India: Programme of Action – *National Policy on Education, Ministry of Human*
- Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt.
- Mukherjee, R. K. (2011). *Ancient Indian Education*. New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- *Report of National Curriculum Framework (2005)*, Government of India
- *Report of National Knowledge Commission (2009)*, Government of India
- *Report of Right to Education (2010)*, Government of India
- Saltman, K.J. (2018). *The Politics of Education: A critical Introduction (Second Edition)*, UK: Paradigm Publishers




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXI
Paper Code (MOE-2203)
INCLUSIVE EDUCATION-I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.14 marks.

Objectives:

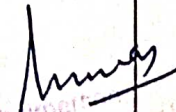
The paper will enable the students to:

- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating inclusion with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum.
- Develop an understanding of philosophy of inclusion and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Sensitized towards disabled and contribute better in making inclusive classrooms.
- Appreciate the significance of Inclusive schools in the education of children with diverse needs.
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Analyze inclusive educational practices.
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom.
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- Modify appropriate learner-friendly evaluation procedures.
- Incorporate innovative practices to respond to education of children with special needs.
- Critique policies and contribute to the formulation of policy.
- Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Understand philosophy of inclusion and of different policies, programmes and legislations related to children with special needs.
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Analyse implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

COURSE CONTENTS

UNIT - I: Introduction to Inclusive Education

- 1.1 Concept, Principles of Inclusive Education
- 1.2 Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),
- 1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- 1.4 Difference between the term Special Education, Integrated Education and Inclusive Education
- 1.5 Advantages of inclusive education.
- 1.6 Models of Inclusion

UNIT - II: Policies, Programmes and Legislative Provisions with Reference to Children with Special Needs (1986-1999)

- 2.1 National Policy of Education (1986)
- 2.2 Persons with Disabilities Act (1995)
- 2.3 Programme of Action (1992)
- 2.4 Rehabilitation Council of India Act (1992)
- 2.5 National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999

UNIT- III: Policies, Programmes and Legislative Provisions with Reference to Children with Special Needs (2005-2016)

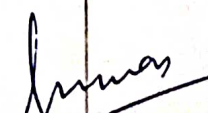
- 3.1 National Curriculum Framework (2005)
- 3.2 National Policy of Disabilities (2006)
- 3.3 Features of UNCRPD 2007 (United Nations Convention on the Rights of Persons with Disabilities) and its Implications
- 3.4 Concession and Facilities to Diverse Learners (Academic and Financial)
- 3.5 Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- 3.6 Rights to Persons with Disabilities Act-2016

UNIT - IV: Understanding Children with Diverse Needs- Multiple Discourses

- 4.1 Concept of Impairment, Disability and Handicap,
- 4.2 Classification of Disabilities based on ICF Model: Physical, Sensory, Intellectual, Multiple disabilities,
- 4.3 Causes and prevention of disabilities (Physical, Sensory, Intellectual, Multiple disabilities)
- 4.4 Identification of Diverse Learners for Inclusion (Physical, Sensory, Intellectual, Multiple disabilities)
- 4.5 Prevalence, Types, Characteristics and Educational Needs of Diverse learners (Physical, Sensory, Intellectual, Multiple disabilities).

Suggested Activities for Assignment/Project

- i. Visit to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visit to be submitted and presented.
- ii. Preparation of individualized learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- iii. Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- iv. Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.



Chairperson
B.P.S. Instt. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- v. Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.
- vi. Preparation of status report on school education of children with diverse needs.
- vii. Evaluation of text books from the perspective of differently abled children.
- viii. Analysis of policy document (national, international) related to diversity.
- ix. Survey the locality for early identification of children with disabilities.
- x. Critical review of policy and practice and panel discussion by a group of students
- xi. Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- xii. Design a poster and slogan on Inclusive Education

Suggested Readings:

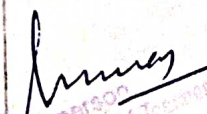
- Ainscow, M., Booth, T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* and *Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029
- Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training: Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth, T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ashman, A & Elkinsa, J. (2002) *Educating children with special needs*. French Forest, NSW: Prentice Hall.
- Barlett, L.D. & Weisentein, G.R. (2003). *Successful inclusion for educational leaders*. New jersey: Prentice Hall.
- Barton, L. and Armstrong, F. (2007) *Policy Experience and Change : Refelctons on Inclusive Education*, Dordrecht: Springer
- Boscardin, M.L. (2005) *The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices*, American Secondary Education, Vol. 33, No. 3, pp. 21-32.
- Brownlee, K. & Cureton, A. (2009). *Disability and Disadvantage*. Oxford: Oxford University Press.
- Byrne, M. & Shervanian, C. (1977). *Introduction to communicative disorder*. New York: Harper & Row.
- Chaote J.S. (1991) *Successful mainstreaming*. London: Allyn and Bacon.
- Chaote J.S. (1991) *Successful mainstreaming*. London: Allyn and Bacon.
- Dash, Neena (2006) *Inclusive Education for Children with Special Needs*. <https://www.google.com/search?kptab=editions&sa=X&ved=2ahUKewjJ6Ovn9sXsAhVizzgGHXU5BQkQmBYwAHoECAEQCA&q=inpublisher:%22Atlantic+Publishers+%26+Distributors%22&tbn=bks&sxsrf=ALeKk03o0kWi6eujm9B2wbASp6jCdyRO-Q:1603291809116>
- Dianna L. Stone and Adrienne Colella. *A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations*. The Academy of Management Review Vol. 21, No. 2 (Apr., 1996), pp. 352-401
- Evans, P & Verma, V (Eds) (1990) *Special education: Past, present and future*. London: The Falmer Press
- Farrell, Michael (2009). *Foundations of Special Education: An Introduction*. UK: John Wiley & Sons, Ltd.
- Fulton D. (2008). *The Special School's Handbook: Keys Issues for All*. Routledge London.
- GOI (1992). *Scheme of Integrated Education for the disabled*. 1992: New Delhi: MIIRD
- Graham, B. & Iannacci, L. (2013). Reconceptualizing "Special Education" Curriculum in a Bachelor of Education Program: Teacher Candidate Discourses and Teacher Educator Practices. *Canadian Journal of Disability Studies*, 2 (2), 10-34.
- Harely, R.K. & Lawrence, G.A. (1977) *Visual impairment in the school*. Springfield. IL Charles C. Thomas.
- <http://socialjustice.nic.in/policiesacts>.
- Hunger, Bran (2005). *Qualitative Studies in Special Education*. Council for Exceptional Children. Vol 71, no.2 pp 195-207.
- *India Moves Towards Equal Rights For Disabled People*. BMJ: British Medical Journal Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556
- Jangira, N.K. & Mani, M.N.G. (1977) *Integrated education of the visually handicapped: Management Perspectives*: Gurgaon: Academic Press.



Chairperson
D.P.S. Instit. of Teacher Training & Research
D.P.S. Mahila Vishwavidalaya
Katan (Sonipal)

- Julie Alan, (2010) *The sociology of disability and the struggle for inclusive education*. British Journal of Sociology of Education, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619
- Julka, Anita (2006). *Including Children and Youth with disabilities in Education: A Guide for practitioners*. New Delhi: NCERT
- Kang, Jong-Gu (2009). *A Teacher's Deconstruction of Disability: A Discourse Analysis*. Disability Studies Quarterly. Vol 29 (1).
- Learnea J.W., Kleire F. (2006). *Learning Disabilities and Related Disorders: characteristics and teaching strategies*. Houghton Mifflin Company. New York.
- Leslie C. Soodak. *Classroom Management in Inclusive Settings. Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333
- Longone, B (1990). *Teaching retarded Learners: curriculum and methods for improving instruction*. Boston: Allyn and Bacon
- Mangal, S.K., (2007). *Educating Exceptional Children*, PHILearnig Pvt. Ltd., Delhi
- Mangal, S.K., MangalShubhra (2019). *Creating An Inclusive School*, PHILearnig Pvt. Ltd., Delhi.
- Mani, M.N. G. (1992). *Technique of teaching blind children* New Delhi: Sterling for effective instruction. New Delhi: Merrill.
- Mitchell D. (2008). *What Really Works in Special and Inclusive Education: using evidence based teaching strategies*. Routledge London.
- Mohapatra, C.S. (Ed) (2004). *Disability management in India: Challenges and commitments Secunderabad: NIMH*
- MSJ & E (1995). *Persons with Disabilities Act- 1995*, New Delhi: Government of India
- Muricken, Jose S.J. & Kareparampil, G (1995). *Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind*.
- NidhiSingal. *An ecosystemic approach for understanding inclusive education: An Indian case study*. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252
- Obiakor, Festus E., Bakken, Jeffrey P., & Rotatori, Anthony F. (Eds). (2010). *Current Issues and Trends in Special Education: Identification, Assessment and Instruction*. UK. Emerald Group Publishing
- Rebecca Bond and Elizabeth Castagnera. *Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
- Rice, S (2002). *The Social Construction of 'disabilities': the role of law*. Educational Studies. American Educational Studies Association. 33(2), 169-180.




 Chairman
 B.P.S. Instt. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXIII
Paper Code (MOE-2205)
TEACHER EDUCATION-I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

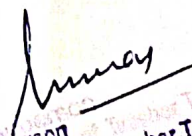
The paper will enable the students to:

- Study the changing context and concerns in teacher education in India.
- Develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
- Study student teaching in the light of recent scientific advancement.
- Enable the student to understand teaching and training techniques including IT enabled training devices.
- Enable the students to organize various types of student teaching programmes including students support services.
- Enable the student to know the concept and practice of evaluation in teacher education in the emerging context.
- Enable the student to explore area of research and experiment in teacher education.
- Acquaint the student with the innovative practices in teacher education both in context of India and other countries.
- Develop among the student's professional ethics and sense of commitments.
- Enable the students to understand about in-service and pre-service teacher education programme for the profession.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the changing context and concerns in teacher education in India.
- Know concept, objectives, new thrusts and structure of teacher education in emerging context.
- Understand teaching and training techniques including IT enabled training devices.
- Organize various types of student teaching programmes including students support services.
- Know the concept and practice of evaluation in teacher education in the emerging context.
- Explore area of research and experiment in teacher education.
- Understand professional ethics and sense of commitments.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

COURSE CONTENT

UNIT- I: Concept and structure of teacher Education

- 1.1 Concept of teacher education: Meaning, Nature and Scope of Teacher Education , Aims and objectives of teacher education at primary and secondary level
- 1.2 Historical development of Teacher Education
- 1.3 Recommendations of Various commissions and committees on Teachers education in India in the post-independence era (Kothari Commission and National Policy of Education and NCF 2009).
- 1.4 Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

UNIT - II: Models of Teaching and Instructional Methods

- 2.1 Models of Teaching: Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
- 2.2 Understanding Collaborative teaching
- 2.3 Reflective Teaching: Meaning and concept, Strategies for Promoting Reflective Teaching,

UNIT - III: Types of Teaching Education programs

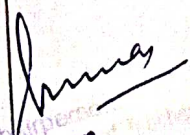
- 3.1 Types of Teacher Education Institutions in India. In-service Teacher Education, Pre-service Teachers Education.
- 3.2 Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education
- 3.3 Need for pre-service professional education of teachers at different levels in the present Indian situation.

UNIT - IV: Organisation of teacher education programme

- 4.1 Planning of In-service Teacher Education Programmes: Context, Purpose, Duration and Budget
- 4.2 Organising an in-service teacher education programme – common problems faced by a teacher Educator
- 4.3 Agencies for organizing in service teacher education programmes, SSA, RMSA, CTEs, SCERT, NCERT and UGC
- 4.4 Qualities and Characteristics of an Effective In-Service Teacher Educator

Suggested Readings:

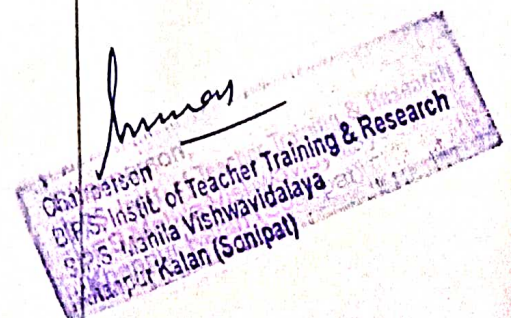
- Arora, G.L.(2005) Teachers and their Teaching : Need for New Perspectives. Delhi: Ravi Book depot.
- Brandenburg, R. McDonough, S., Burke, J., & White, S. (2016) Teacher Education: Innovation, Intervention and Impact. Singapore: Springer Science.
- Chaurasia, Gulab(1967). New Era in Teacher Education. Delhi: Sterling Publication.



Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Anoopkalan (Sonapat)

- Chaurasia, Gulab (1977). *Innovation and Challenges in Teacher Education*. New Delhi: Vikas Publication.
- Govt. of India (1966). *Education and Development; Report of Education Commission (1964 –66)*, GOI, New Delhi
- Govt. of India (1947). *Secondary Education Commission, Ministry of Education, GOI, New Delhi*.
- Herne Steve, Jesserl John & Griffith, Jenny(2000) . *Study to Teach: A guide to Studying teacher education*. London and New York: Rout ledge Falmer.
- Hilgard. C. H. (2001) *Teaching the Teacher : Trends in Teacher Education*, George Allen and Union Ltd., London.
- Louis, C. Lawrence, M. & Keith, M. (2004). *A Guide to Teaching Practice* (5th edition). London and New York: Rout ledge Falmer.
- Mishra, Loknath. (2017). *Teacher Education In India*. U.K.: Cambrifge Scholars Publishing.
- Miyan, M. (2004). *Professionalization of teacher education*, New Delhi: Mittal Publications.
- Murphy, Colette. (2016). *Co teaching In Teacher Education: Innovative Pedagogy For Excellence*. St. Albans: Critical Publishing Ltd.
- NCTE(1998). *Policy Perspective in teacher education-critique and documentation*, NCTE, New Delhi
- NCTE(1998). *Competency based and commitment oriented teacher education-for quality education ; Pre-service education*, NCTE, New Delhi
- NCTE(2006) . *Curriculum frame work for teacher education-for quality education* NCTE, New Delhi
- NCTE(2008). *Competency based and commitment oriented teacher education-for quality education ; Pre-service education*, NCTE, New Delhi
- Osman, R., Hornsby, D. J. (2017). *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context*. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.
- Panda, B. N. & Tewari, A. D. (2007) *Teacher Education*. New Delhi: A. P. H. Publications.
- Rahman, Hifzue (2005). *Key issues in teacher education; Teachers for secondary schools*, Delhi: Sanjay Prakashan,
- Raina, V.K. (2018). *Teacher educators: A Perspective*. New Delhi: Vikas Publishing House.
- Rao, D. B. (2008). *Teacher education in India*. New Delhi: Discovery publishing House.
- ShashiPrabha Sharma (2003) *Teacher Education: Principles, Theories and Practices*. Kanishka Publishers & Distributors. New Delhi
- Srivastava, G.N.P.(2004). *Perspectives in Teacher education*. New Delhi: Concept Publishing House.
- Weinberger, Y., & Libman, Z. (2018). *Contemporary Pedagogies in Teacher Education and Development*. London: IntechOpen.





B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
Paper-XXV
Paper Code (MOE- 2207)
TECHNOLOGY IN EDUCATION-I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Understand the role of Information Communication Technology in present and future.
- To describe the concept, types, need and importance of ICT in education.
- To explain the communication process in ICT.
- To describe the difference between IT and ICT.
- To explain the social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.
- Describe the use of internet in ICT.
- Understand the Online & offline tools in education.

Course Outcomes: After completing the course content of this paper, the students will be able to:


- Understand the concept, types, need and importance of ICT in education.
- Understand the communication process in ICT and social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.

COURSE CONTENT

UNIT - I: Information Communication Technology

- 1.1. ICT: - Meaning, Origin and Growth, Nature and Importance
- 1.2. Different form of ICT:- Traditional and Modern ICT
- 1.3. Advantages and Disadvantages of ICT




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

1.4. Difference between Information Technology, Communication Technology and ICT

UNIT- II: Introduction to Computers

- 2.1 Concept, definitions and types of computer.
- 2.2 Generation and Characteristics of computers.
- 2.3 Essential Components of computer-Input devices, output devices, types of memory.
- 2.4 Computer software- meaning and types of software.
- 2.5 Operating system-meaning and types of operating systems.
- 2.6 Application of Computers in Education: CAI, CAL, CBT, CML.

UNIT - III: Meaning and Scope of Educational Technology

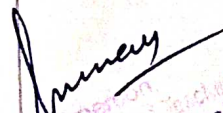
- 3.1 Meaning and Concept of Educational Technology;
- 3.2 Nature, Scope and Significance of Educational Technology;
- 3.3 Components of Educational Technology Hardware and Software;
- 3.4 Educational Technology and Instructional Technology.

UNIT - IV: Emerging Trends in Educational Technology

- 4.1 Educational Technology in Formal Education, Non-Formal Education, Informal Education, Distance Education and Open Learning Systems
- 4.2 ICT for E-Inclusion- ICT for 21st century learning , Dilemmas and Realities about applications in ICT in inclusive education ,Potentials of ICT in inclusive education-Access, equity, participation, Skill development and lifelong learning ,
- 4.3 E-Learning-Concept of E-Learning, , Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits ,Ethical Issues for E- Learner and E- Teacher.

Suggested Readings:

- Aggaral,J.C .(2014 .) *Essentials of Educational Technology*.VikasPublihing House Pvt .Ltd, New Delhi.
- Aptech Limited (1999), MS-Office 97, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media
- Dash ,Manoj Kumar (2010). *ICT in teacher development*, Neel Kamal Publications: New Delhi
Delhi.



Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Lithanpur Kalan (Sonapat)

- Khirweadkar, Anjali, and Pushpanaham, K. (2005), *Information and Communication Technology in Education: Interactive Multimedia Instructional Strategies for Teaching Learning Process*, Sarup Publications, New Delhi.
- Kulkarni, S.S. (1986). *Introduction to Education Technology*, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). *Educational Technology and Communication Media* Cuttack: Nalanda.
- Kumari, Neelam (2017.) *Communication & Educational Technology*. PeeVee(Regd.) Delhi.
- Mahapatra, B.C. (2005), *Information Technology and Education: With Special Preference to importance of computer in Teaching Learning Process*, Sarup Publications, New Delhi.
- Mangal, S. K, Mangal, Uma (2018 .) *Essentials of Educational Technology*. PHI Learning Pvt. Ltd., Delhi.
- Meredith Marilyn and Rustkosky Nita (2000), "Advanced Microsoft Office-2000", BPB Publication, New Delhi.
- MIIRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- NCERT (2013). *Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers)*, Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).
- Ng, Wan (2016). *New Digital Technology in Education: Conceptualizing Professional Learning for*
- Rajaraman, V., (2018 .) *Introduction to Information Technology*. PHI Learning Pvt .Ltd, Delhi.
- Singh, V.P. and Singh, Meenakshi (1999), "Computer-Terms and Definitions", Asian Publishers, New Delhi.
- Spenser, Donald D. (1993), "The Illustrated Computer Dictionary", Universal Book Stall, New Delhi.
- Tenebaum, Andrew S. (1995), "Computer Networks", Prentice-Hall of India Pvt. Ltd., New Delhi.

Puro

Amas
 Co-ordinator
 E.P.S. Instit. of Teacher Training & Research
 E.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXVII

Paper Code (MOE- 2209)

EDUCATIONAL ADMINISTRATION, MANAGEMENT, AND LEADERSHIP -I

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- Acquaint the students with changing concepts of educational management along with their significance.
- Help the students to understand educational management as a process at various levels.
- Develop an understanding in students about education and problems of educational trends.
- Help the students to know about resources of education and problems of educational finance.
- Assist the students to learn about planning and organizing supervisory programmes in educational institutions.

Course Outcomes: After completing the course content of this paper, the students will be able to:


- Know changing concepts of educational management along with their significance.
- Understand process of educational management at various levels.
- Understand about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Plan and organize supervisory programmes in educational institutions.

COURSE CONTENT

UNIT - I: Educational Management and Administration

- 1.1 Educational Administration: Meaning, nature, scope, importance and functions
- 1.2 Theories of educational administration
 - 1.2.1. Human relations approach to Administration.
 - 1.2.2 Classical Organizational approach
 - 1.2.3 System Management approach




Chairperson
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

1.3 Administrative Management techniques:

- 1.3.1. POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting),
1.3.2. CPM (Critical Path Method),
1.3.3. PERT (Program, Evaluation, Review Technique)

UNIT - II: Leadership in Educational Administration

- 2.1 Leadership in Educational Administration: Meaning and nature
2.2 Approaches of Leadership
(a) Trait (b) Transformational (c) Transactional (d) Value based (e) Cultural (f) Psychodynamic and charismatic
2.3 Models of Leadership
(a) Blake and Mouton's Managerial Grid (b) Fiedler's Contingency Model

UNIT - III: Quality in Education


- 3.1 Quality in Education: concept, Indian and International Perspective
3.2 Evolution of quality: Inspection .Quality control. Quality Assurance
3.3 Total Quality Management (TQM), Six Sigma
3.4 Quality Gurus: Walter Shewart, Edward Deming, C.K.Pralhad

UNIT - IV: Change Management

- 4.1 Change Management: Meaning, Need of Planned change
4.2 Three step Model of Change (Unfreezing, Moving, and Refreezing)
4.3 Japanese Models of change: Just-in -time, Poka yoke

Suggested Readings:

- Harbison, I.F. (2007). Educational Planning and Human Resource Development. Paris: UNESCO.
- Harding, H. (2017), Management Appreciation London: Pitman Publishing.
- Hatehy, H.J. (2008). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey : Prentice Hall.
- Kingrough, R.B. and Nunnery, M.Y. (2003). Educational Administration – An Introduction. N.Y. : MacMillan.
- Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development Bombay: Dhruv & Deep.
- Shukla, P.D. (2013). Administration of Education in India, New Delhi :Vikas.
- Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi : Commonwealth Publishers.
- Speras, H. (2015). Improving the Supervision of Instruction, N.Y : Prentice Hall.
- Wiles Kimbal (2005). Supervision for Better Schools. N.Y.: Prentice Hall.



Chief Officer
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Shajapur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXIX
Paper Code (MOE- 2211) (Opt. i)
PEDAGOGY OF SCIENCE EDUCATION

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

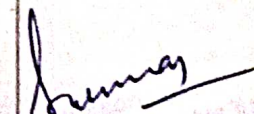
The paper will enable the students to:

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the differences and complementarity between Science and Technology and other related subjects.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- Understand the Constructivist approach to science instruction and its implication.
- Understand the role of assessment in the teaching-learning process in science.
- Understand various modes of assessment and their application.
- Familiarize with new, innovative trends in assessment.
- Analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Know diversity of instructional materials, their role and the need for contextualization in science education.
- Understand the role of co-curricular activities in science education.
- Understand the Constructivist approach to science instruction and its implication.
- Understand the role of assessment in the teaching-learning process in science and their application.
- Know about innovative trends in assessment.




Chairperson
B.P.S. Instit. of Teacher Training & Research,
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

COURSE CONTENT

UNIT - I: Nature of Science

- 1.1 What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge.
- 1.2 Development of scientific knowledge; Scientific method and Structure of Science
- 1.3 Science and Technology, complementarities between Science and Technology.
- 1.4 Science and Mathematics and their complementarities, role of Mathematics in Science.
- 1.5 Common misconceptions of pupils about the nature of science.
- 1.6 Characteristics of different disciplines of science, their interrelationship and integration.

UNIT - II: Curriculum Trends in Science Education

- 2.1 Trends in science education from the beginning of the nineteenth century to the present- at national and international level.
- 2.2 Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical.
- 2.3 Taxonomy for curriculum development in Science Education.
- 2.4 Curriculum at different stages-at primary, upper primary secondary, higher secondary.
- 2.5 Integrating co-curricular activities with science education.

UNIT - III: Approaches to Science Learning

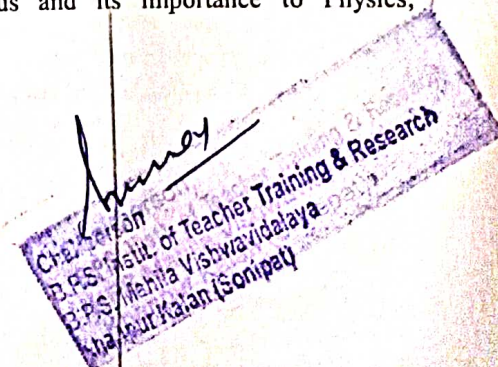
- 3.1 Constructivist paradigm and its implications for Science
- 3.2 Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning, cooperative and collaborative learning, activity based learning
- 3.3 Role of experiments in science, integration of theories and experiments in science
- 3.4 Improvisation in the laboratory and low cost science experiment.
- 3.5 Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.

UNIT - IV: Assessment and Contemporary Issues in Science Education

- 4.1 Role of assessment in Science Teaching and Learning.
- 4.2 Review and Critique of the traditional methods of assessment
- 4.3 Formative and Summative evaluation.
- 4.4 Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models.
- 4.5 Assessment of affective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- 4.6 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- 4.7 Contemporary issues in education: Inclusive education, Woman and Science, Science education in the context of developing countries, Ethical aspects of science.

Practical Work: The students may undertake any of these following activities:

- i. Assignment/term paper on selected themes from the course.
- ii. A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics.



- iii. A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- iv. Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.
- v. Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- vi. Development of a constructivist based lesson plan in a collaborative mode;
- vii. Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.

Suggested Readings

- Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing House
- Ahmad J. (2014). Teaching of Biological Science, PIII.
- Barba R. H. (1995). Science in the Multicultural Classroom, Boston Allyn and Bacon.
- Bloom, B.S. et al. (1956). Taxonomy of Educational Objectives: The Cognitive Domain.
- Collette, T. Alfred. and Chiappetta, L. Eugene. (1994) Science Instruction in the Middle and Secondary Schools, Macmillan Company.
- Davar, M. Teaching of Science. Prentice Hall India Learning Private Limited (2012)
- Driver, R., Guensne, E. and Tiberghien, A. (1985), Children's Ideas in Science, England: Open University Press.
- Ellin, J. T., Glenman S, and Resich, G. (1999). The Nature of Science: A Perspective from the Philosophy of Science, Journal of Research in Science Teaching, 36, 1.
- Gupta, G. Teaching of Science. Twentyfirst Century Publication; Second Edition edition (2010)
- Harlen, W. (1992). The Teaching of Science, London: David Fulton Publishers.
- Kaur R.(2007), Teaching of Science, Twenty First Century Publication
- Kohli, V.K. (2007): How to Teach Science, Shri Krishna Publications Ambala
- Kherwadkal, Anjali (2003). Teaching of Chemistry by Modern Method, New Delhi:
- Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives,
- Mager, R.F. (1962). Preparing Instructional Objectives, California: Fearon.
- Mangal S.K. (2005), Teaching of Life Science, Arya Book Depot, KarolBagh, New Delhi.
- Maitra, K. (2000), Giftedness in Action, New Delhi: Kanishka Publishers.
- Miller, David F. and Blaydes (1962). Methods & Materials for Teaching Biological Science,
- Mohan, R. (1996) Innovative Teaching of Physical Science, McGraw Hill Publishing Company.
- Mohan, Radha (2007): Innovative Science Teaching, Prentice Hall of India, New Delhi.
- NCERT (2000) National Curriculum Framework for School Education. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006) Position Paper National Focus Group on Teaching of Science. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT, Teaching of Science I & II
- NCERT, Teaching of Physical Science I & II
- New CBSE (2009). Teacher Manual on CCE. New Delhi: CBSE.
- Nilkin, D. (1995), Selling Science: How the Press Covers Science and Technology, New York: W.H. Freeman Co.
- Perelman, Y. (1980), Physics for Entertainment, Moscow: Mir Publishers.
- Richard, Sandra Amos (2002) Aspects of Teaching Secondary Science, The Open University Press.
- Sears, John and Sorensen, Peter (2000) Issues in Science Teaching, Routledge Publishers.

Puro

Muray
 Chairperson
 R.P.S. Instit. of Teacher Training & Research
 P.S. Mahila Vishwavidyalaya
 Hanpur Kalah (Sonapat)

- Sharma, R.C. (1995). Modern Science & Teaching, New Delhi: Dhanpat Rai & Sons.
- Siddique and Siddique (1998). Teaching of Science, New Delhi: Doaba House.
- Solomon, J. and Aikenhead, G. (1994) STS Education: Perspectives for Reform; Teachers College Press, New York.
- Vaidya, N. (1999), Science Teaching Science for the 21st Century, Deep and Deep Publishers.
- Venkataih, S. (2001). Science Education in 21st Century, New Delhi: Anmol Publishers.
- Wadhwa, Shalni (2001). Modern Methods of Teaching Physics. New Delhi: Saroop & Sons.
- Wallace, John and Louden, Willaim (2002) Dilemmas of Science Teaching, Routledge Publishers.
http://www.ncert.nic.in/departments/nic/desm/publication/pdf/phy_sci_part1.pdf

Puro

Sharma
Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER -XXIX
Paper Code: (MOE-2211) Option (ii)
PEDAGOGY OF MATHEMATICS EDUCATION

Max. Marks: 100

External Marks: 70

Internal Marks: 30

Inst. Hours Per Week: 03+01

Exam Hours: 3Hrs.

Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

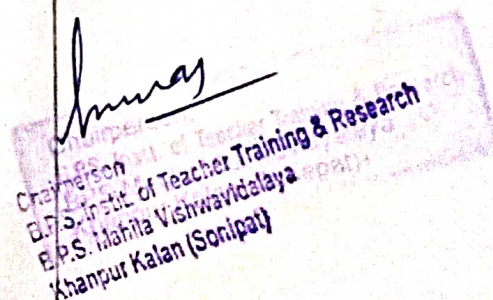
- Appreciate the abstract nature of Mathematics.
- Distinguish between science and Mathematics.
- Appreciate the abstract nature of Mathematics.
- Distinguish between the roles of pure and applied Mathematics.
- Develop the understanding of using constructivist approach in Mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.
- Develop the understanding of using constructive approach in Mathematics.
- Develop the skill of using various methods and techniques of teaching of Mathematics.
- Develop problem solving skills.
- Highlight the significance of Mathematics laboratory.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand nature of Mathematics and difference between science and Mathematics.
- Understand use of constructivist approach in Mathematics.
- Know the skill of solving real life problems through mathematics. Develop the understanding of using constructive approach in Mathematics.
- Apply various methods and techniques of teaching of Mathematics.
- Understand use of Mathematics laboratory.

COURSE CONTENT

UNIT- 1: Meaning, Nature, Structure and Development of Mathematics



Chairperson
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.1 Meaning, Nature and Scope of Mathematics
- 1.2 Distinction Between Mathematics and Science
- 1.3 Structure of Mathematics: Pure and Applied Mathematics
- 1.4 Recreational and Aesthetic Aspects of Mathematics: Games, Puzzles, Riddles, Symmetry etc. and their Role in Learning Mathematics.
- 1.5 Development of Mathematics with Some Famous Anecdotes, Aryabhata, Brahmagupta and Ramanujam

UNIT- II: Curriculum and Resources in Mathematics

- 2.1 Curriculum: Meaning,, Principles of Curriculum Construction and Organisation
- 2.2 Development of Curriculum in Mathematics
- 2.3 Critical Analysis or Evaluation of a Syllabus in Mathematics
- 2.4 Mathematics Club: Objectives, Need, Importance, Organization and Activities.
- 2.5 Mathematics Laboratory: Need, Importance, Materials and Procedure to set up

UNIT- III: Strategies of Teaching-Learning of Mathematics

3.1 Approaches of Teaching-learning of Mathematics

- 3.1.1 Constructive Approach
- 3.1.2 Competency Based Approach

3.2 Methods of Teaching of Mathematics

- 3.2.1 Inductive and Deductive Method
- 3.2.2 Analytic and Synthetic method
- 3.2.3 Computer Based Instruction
- 3.2.4 Computer Aided Learning

3.3 Techniques of Mathematics

- 3.3.1 Supervised Study
- 3.3.2 Self Study
- 3.3.3 Group Study

UNIT- IV: Evaluation in Mathematics

4.1 Evaluation in Teaching-Learning Process

- 4.1.1 Formative, Summative and Diagnostic
- 4.1.2 Norm Referenced and Criterion Referenced Test
- 4.1.3 Identification and Analysis of Mistakes in Mathematics: Prevention and Suggested Remedial Measures

4.2 Types of Test Items in Mathematics: Meaning, Merits, Limitations and Construction of-

- 4.2.1 Long Answer Type Questions
- 4.2.2 Short Answer Type Questions
- 4.2.3 Very Short Answer Type and Objective Type Questions

4.3 Construction and Standardisation of an Achievement Test in Mathematics

Suggested Readings

- Advanced Readings for Faculty Moses, B. (Ed.) (1999). Algebraic Thinking, Grades K-12. USA: National Council of Teachers of Mathematics.
- Aggarwal, J.C. (2018). *Teaching of Mathematics*. Delhi: Shipra Publications.
- Arcavi, A., (1995) 'Teaching and learning algebra: Past, present and future' .Journal of Mathematical Behavior. 14, 145-162.

[Handwritten Signature]

[Handwritten Signature]
 Chairman,
 State Council of Teacher Training & Research
 E.P.S. Instt. of Teacher Training & Research
 E.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

- Booker, G., Bond, D., Sparrow, L. and Swan, P., (2009) Teaching Primary Mathematics [Fourth Edition] Sydney: Pearson Education Australia.
- Cai, J., and Moyer, J., (2008) 'Developing algebraic thinking in earlier grades: some insights from international comparative studies' in National Council of Teachers of Mathematics. Algebra and algebraic thinking in school mathematics (70th yearbook). Reston Virginia: NCTM, 169-193
- D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 Stewart, I. (1970). Making Mathematics Live: A Hand Book for Primary Teachers. Australia: Angus and Robertson. Zevenbergen,
- Haylock, D. (2006). *Mathematics Explained for Primary Teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
- James, Anice (2005). *Teaching of Mathematics*. Hyderabad: Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya Ganitke Liye Aasaan Prayog*. New Delhi: Arya Book Depot.
- Kapur, S.K. (2005). *Learn and Teach Vedic Mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A.K. (2012). *Teaching of Mathematics*. Meerut: R. Lal and Sons.
- Learning Mathematics (LMT) 1-6, School of Sciences, New Delhi Post, Thomas R. (1992). Teaching Mathematics in Grades K-8: Research-Based Methods. Washington
- Learning Curve and At Right Angles, periodicals about mathematics and its teaching: http://azimprenjifoundation.org/Foundation_Publications
- LMT-01 Learning Mathematics, Block 1 ('Approaches to Learning') Block 2 ('Encouraging Learning in the Classroom'), Block 6 ('Thinking Mathematically'): <http://www.ignou4ublog.com/2013/06/ignou-lmt-01-study-materialbooks.html>
- Lester, F.K. (Ed.) (2007). *Second Handbook of Research on Mathematics Teaching and Learning*, Charlotte, NC: NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- National Council of Educational Research and Training's textbooks for teaching mathematics and for teacher training of mathematics: <http://www.ncert.nic.in/ncerts/textbook/textbook.htm>
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
- Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
- Saran, C.S., Gupta, R.G. & Garg, P.K. (2002). *New Course Secondary Mathematics, (Class IX and X)*, New Delhi: Arya Book Depot.
- Skemp, Richard R. *Mathematics in the Primary School*. London: Roulledge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49- 71, 72-89, 90-108.
- Tyagi, S.K. (2014). *Teaching of Arithmetic*. Delhi: Commonwealth Publications.
- Zevenbergen, R., Dolley, S. And Wright Robert J. (2005). *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Puro

Imay

Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Ananpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXIX
Paper Code (MOE- 2211) (Opt. iii)
PEDAGOGY OF LANGUAGE EDUCATION

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The course will enable the students to:

- Understand the nature and functions of language.
- Understand the psychology of language learning.
- Acquire skill and strategies of teaching -learning of different language.
- Evaluate various areas of research in language education.
- Understand Issues of language teaching and learning at elementary and secondary level
- Understand about Indian and western traditions in language
- Understand about Multilingual class room problem of language Curriculum development Types of mistakes in language, their identification analysis with a purpose of preventing and remedial measures
- Know about Contextual problem and researches in language education.

Course Outcomes: After completing the course content of this paper, the students will be able to:

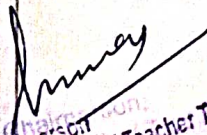
- Know the nature, functions of language and psychology of language learning.
- Understand skill and strategies of teaching -learning of different language.
- Identify areas of research in language education.
- Understand Issues of language teaching and learning at elementary and secondary level
- Know about Multilingual class room problem of language,
- Understand contextual problem in language education.

COURSE CONTENT

UNIT - I: Pedagogical Approaches & Practices

- 1.1 Concept, Principles and strategies of Pedagogy
- 1.2 Importance of pedagogy in teaching and learning process
- 1.3 Pedagogical Approaches and Practice, Nature, Traditions and Social context of language
- 1.4 Meaning nature characteristics and functions of language
- 1.5 Factors affecting language and learning




Chairman
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 1.6 Issues of language teaching and learning at elementary and secondary level
- 1.7 Indian and western traditions in language
- 1.8 Applied linguistics, psycholinguistics, sociolinguistics and their relevance and contribution to Language teaching and learning

UNIT - II: Language Learning and Language Acquisition

- 2.1 The first language, the second language and the other languages acquisition.
- 2.2 Factors effecting teaching and learning of languages
- 2.3 Pedagogy of Language Teaching- Learning: Grammar translation, structural, various audio lingual, communicative innovative techniques
- 2.4 Evaluation of language learning: discrete vs. Holistic approach, innovative techniques
- 2.5 Language and Literature, nature, interrelationship, differences, techniques, evaluation, creativity

UNIT-III: Curriculum of language education

- 3.1 Development of language curriculum.
- 3.2 Factors that influence the language curriculum,
- 3.3 Curriculum selection and Sequencings of content contexts, transactions and evaluation techniques.
- 3.4 Multilingual class room problem of Curriculum text about development
- 3.5 Skill and strategies of teaching-learning language
- 3.6 Needs of linguistic awareness with a focus on listening speaking and reading writing skills

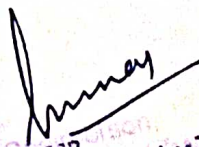
UNIT- IV: Evaluation in language

- 4.1 Concept of evaluation teaching learning process (formative summative criterion diagnostic)
- 4.2 Types of mistakes in language, their identification analysis with a purpose of preventing and remedial measures
- 4.3 Types of test items in language such as long answer type, very short answer type and objective type, planning and construction of such items and precautions taken while constructing test items.
- 4.4 Research in language education: trends, gaps, priorities
- 4.5 Contextual problem and researches in language education

Suggested Readings:

- Abilasha .R, and Lankumaran (2018). English language teaching: Challenges and straggles from Indian perspective. International journal of engineer and technology. vol 7 (3) pp 202-205.
- Agnihotri, R. K. &Khanna, A. L. (eds) (1994). Second Language Acquisition. New Delhi: Sage Publications.
- Agnihotri R K (2007). Hindi and Essential Grammar London:Routledge.
- Bhatia, K. .&Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: RadhaKrishanAnand and Co.
- Bolos, Nicole (2012). "Successful Strategies For Teaching Reading to Middle Grades, English Language Learners: Teachers Can Employ a Variety of Classroom-Tested Strategies To Teach Reading To English Language Learners". Middle School Journal. 44 (2) pp14-20.
- Byrnes (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky, Continuum International Publishing Group.




 Chairperson
 P.S. Inst. of Teacher Training & Research
 P.S. Mahila Vishwavidyalaya
 Manpur Kalan (Sonapat)

- Biaden, K. (2006). Task Based Language Education: from Theory to Practice. London Cambridge University Press.
- Gleason, J. Berko (Ed.) (1993) The Development of Language, New York, Macmillan.
- Krashen, S. (1998). Second language acquisition and second language learning. Prentice hall International.
- Koster, Monica, Elena Tribushinina, Peter F. deJong, and Huub van den Bergh. (2015). Teaching Children to Write: A Meta-analysis of Writing Intervention Research. Journal of Writing Research, vol. 7, (2) , pp. 299-324.
- Composition: How First-Year Writers Use Composing Technologies." Computers and Composition, vol. 39, pp. 1-13.
- Ponder. Rajendra (2016). English language teaching in India. Journal of research paper paripex vol 5 (2).
- Putin, Ananad (2018). English language teaching in India. The problem and prospects. Journal of English language and literature. vol 5 (3).
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication

Puro

Sharma
 Chairperson
 B.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidalaya
 Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
PAPER-XXIX
Paper Code (MOE- 2211) (Opt. iv)
PEDAGOGY OF SOCIAL SCIENCE EDUCATION

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

Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives:

The paper will enable the students to:

- To develop an understanding about the concept of Social Studies.
- To develop an understanding of aims and objectives of teaching of Social Studies.
- To develop ability to organize curriculum of Social Studies.
- To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
- To develop proper understanding of modern concepts and tools of evaluation.
- To acquaint the pupil-teachers with current events and Community Resources.

Course Outcomes: After completing the course content of this paper, the students will be able to:


- Understand about the concept, aims and objectives of Social Studies.
- Able to organize curriculum of Social Studies.
- Use different methods, devices and techniques of Social Studies.
- Understand modern concepts and tools of evaluation.
- Know about current events and Community Resources.

COURSE CONTENT

UNIT - I: Conceptualization of Social Science Education

- 1.1 Concept, Nature and Scope of Social sciences.
- 1.2 Aims and objectives of teaching social sciences at school level.
- 1.3 Values or Advantages of social sciences
- 1.4 Relationship of social sciences with other subjects and within the subject.
- 1.5 Research perspectives in pedagogy of social science education.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

UNIT - II: Approaches to pedagogy of social science

- 2.1 Different Approaches: Correlation approach, Integrated approach,, spiral approach
- 2.2 Behaviourist approach, Constructivist approach.
- 2.3 Social studies teacher – Qualities and Role in Global Perspective.

UNIT - III: Social science Curriculum methods, and teaching learning material

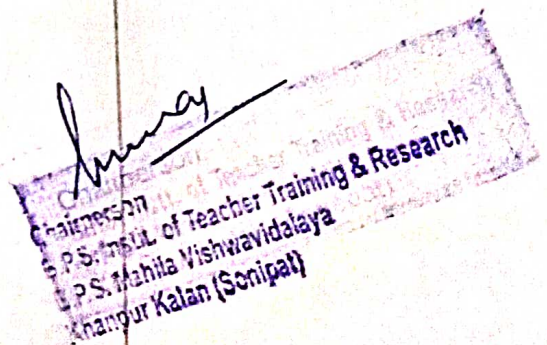
- 3.1 Concept ,nature and objectives of social science curriculum
- 3.2 Organization of curriculum :Principle , Approaches of curriculum construction
- 3.3 Teaching learning material: Textbook, Reference book, Newspapers, Maps.
- 3.4 Methods: Discovery method, Discussion method, Computer Assisted Instruction (CAI), Inductive and deductive method, project method, problem solving method and survey method.

UNIT - IV: Community Resources and Evaluation of Teaching learning of social science

- 4.1 Concept, types and importance of community Resources
- 4.2 Organization of different co-curricular activities
- 4.3 Evaluation in social science: Types and techniques
- 4.4 Criteria of good evaluation or testing device in social science

Suggested Readings:

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Publisher.
- Burton, W. H. (2016). *Principles of History Teaching*, London: Methuen
- Chaudhary, K. P. (2015). *The Effective Teaching of History in India*, New Delhi: NCERT
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Dhamija, N. (2013). *Multimedia, Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House
- Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Hamming, J. (2019). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Kevin,S. (2019). *Research Methodology for Social Sciences*. Delhi: ANE Books Private Limited.
- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Singh, Gurmit (2008). ;wknfXn?BdknfXnkgB (SamajikAdhain da Adhiapan). Ludhiana: ChetnaParkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: ChetnaParkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Publication.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies*. Boston: D.C. Herth and Company.



Chairperson
P.S. Insitit of Teacher Training & Research
P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
Paper- XXXI
Paper Code (MOE – 2213)

INTERNSHIP (SPECIALISED AREA ELEMENTARY/ SECONDARY EDUCATION)

Max Marks: 50
External Marks: 35
Internal Marks: 15

Total Inst. Days: 28

Credit Per Week: 03

Objectives: The course will enable the students to:

- Understand the importance of RTE 2009 in present scenario.
- Conduct interviews with parents to understand their perception on their children's education and institutes teachers etc.
- Observe the functional aspects of various institutions at village, ward and nearby locality.
- Live in the community and to participate in socio economic cultural activities of the community.
- Document of entire program process and develop a report on the project undertaken.
- Work collaboratively to reflect and share their work with students, staff and community.

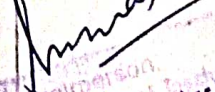
Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the importance of RTE 2009 in present scenario.
- Understand the functional aspects of various institutions at village, ward and nearby locality.
- Know art of living in the community and to participate in socio economic cultural activities of the community.
- Know about work collaboration to reflect and share their work with students, staff and community.

COURSE CONTENT

- 1.1 Literacy and Social Awareness Camp, Nukkad Natak, Awareness Rally, Poster Making, Skit, Slogan Writing and Art & Craft activities etc.
- 1.2 Awareness Programme Regarding Various Government Schemes
- 1.3 Institutional Survey
- 1.4 Review to Existing Elementary /Secondary School Curriculum in Haryana in the Light of NCF - 2005.
- 1.5 Design a Project for School Children on a relevant theme -
 - Counseling them on various topics
 - Arrange Exhibition on various burning issues like Save Trees, Save Water, Population Explosion, Female Foeticide, Less uses of Polythene etc.
- 1.6 Preparation of Evaluation Report of ICT integration in Teacher Education Curriculum at the Elementary/ Secondary level in the state.
- 1.7 Development of an animated video on an educational topic of Elementary/Secondary level using software
- 1.8 Prepare a coloured flow Chart and report on Existing Monitoring Mechanism at the Elementary /Secondary School level in the State and give suggestions for improvement
- 1.9 Measure the Effectiveness of Right to Education 2009




Chairperson
B.P.S. Inst. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed)
Semester-III
PAPER-XXXIII
Paper Code (MOE- 2215)
ACADEMIC WRITING

Max. Marks:50
External Marks: 35
Internal Marks: 15

Inst. Hours Per Week: 03

Credit Per Week: 03

Objectives:

The paper will enable the students to:

- Understand the different kinds of writings and writing styles.
- Understand the essential requirements of academic writing.
- Differentiate between academic writing to other writings.
- Analyzing the structure of the argument
- Development of various skills for presentation of papers.

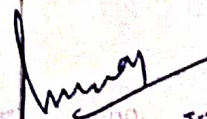
Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the different kinds of writings and writing styles.
- Understand the essential requirements of academic writing.
- Understand skills of presenting papers.
- Qualities and Guidelines for a Repertoire.
- Know about writing review of a book
- Understand process of content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

COURSE CONTENT

Students should engage in following activities and prepare a file on the following

- 1.1 Seminar papers
- 1.2 Workshop Reporting,
- 1.3 Writing research articles/papers
- 1.4 Presentations of papers through Power point.
- 1.5 Dissertation writing
- 1.6 Focusing on selection of topics and tools of research
- 1.7 Qualities and Guidelines for a Repertoire.
- 1.8 Writing review of a book
- 1.9 Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

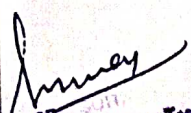


Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

Suggested Readings:

- Barbour, R. (2013). *Introducing Qualitative Research: A Student's Guide* (2nd edition). New Delhi: Sage Publications.
- Best, J.W. & Kahn, James V. (2014). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Kothari, C.R. (2013). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Koul, Lokesh (2012). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Naseema, C. and Jibin, V. K. (2011). *Research Methodology in Education and Application of Statistics*. New Delhi: Shipra Publications.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Poonia, S. and Poonia, Meenakshi (2009). *Research Methodology and Statistical Methods*. New Delhi: Vishvabharti Publications.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education* (2nd edition). Sage.
- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics*. 2nd ed. (Reprint). John Wiley and Sons.
- Ruane, Janet M. (2004). *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers..
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
- Singh, Y.K. & Bajpai, R.B. (2018). *Research Methodology and Data Presentation*. New Delhi: APH Publishing House.
- Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8th Ed.). New Delhi: Pearson.
- Google Scholar
- Google Books
- MOOCs
- Science.gov
- Shodhganga
- Virtual Learning Resources Center
- ResearchGate
- PubMed Central




Chairperson
B.P.S. Instit. of Teacher Training & Research,
B.P.S. Keshila Vishwa Vidyalaya
Bhadrakalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed.)
Semester-III
Paper –XXXV
Paper Code (MOE-2217)

DISSERTATION-III (PRAPARATION OF RESEARCH TOOL & DATA COLLECTION)

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Inst. Hours Per Week: 03
Credit Per Week: 03

Objectives:

The paper will enable the students to:

- Develop scientific and research attitude among students.
- Develop skills in preparing a good research tool.
- Select the appropriate research tool for the study.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know the process of developing scientific and research attitude.
- Know skills of preparing a good research tool.
- Understand the process of selecting the appropriate research tool for the study.

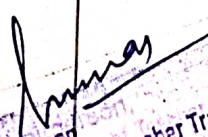
COURSE CONTENT

- 1.1 Develop relevant tools for data collection.
- 1.2 Collection of data with the help of developed/standardized tools.
- 1.3 Presentation depicting development of research tool and procedure of data collection.

Suggested Readings:

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis




Chairperson
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library


Puro

Manoj
Charan K. S. Institute of Teacher Training & Research
Vishwavidyalaya
Kalan (Sonapat)

B.P.S. Institute of Teacher Training And Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. 2020-22)
SEMESTER-IV

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers : Compulsory									
1.	PAPER-XX (MOE-2202)	History, Politics and Economics of Education –II	3	1	---	4	30	70	100
2.	PAPER – XXII (MOE-2204)	Inclusive Education – II	3	1	---	4	30	70	100
3.	PAPER-XXIV (MOE-2206)	Teacher Education – II	3	1	---	4	30	70	100
4	PAPER-XXVI (MOE-2208)	Technology In Education-II	3	1	---	4	30	70	100
5	PAPER-XXVIII (MOE-2210)	Educational Administration, Management and Leadership –II	3	1	---	4	30	70	100
6		CBCS (Choice Based Credit System)	3	1	---	4	20	80	100
Practicum									
7.	PAPER-XXX (MOE-2212)	Dissertation Part-IV	--	--	3	3	30	70	100
8	PAPER-XXXII (MOE-2214)	Self Development	---	--	3	3	15	35	50
9	PAPER-XXXIV (MOE-2216)	Teaching Taxonomy	---	---	3	3	15	35	50
Total			18	6	9	33	230	570	800
Grand Total			72	24	36	132	905	2145	3050




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat

Faculty of Education
Master of Education (M. Ed.)

Semester - IV

Paper -XX

Paper Code ((MOE-2202)

HISTORY, POLITICS AND ECONOMICS OF EDUCATION-II

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

Total Inst. Hours per Week: 03+01
Exam Hours: 3Hrs.
Credit per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives: The Paper will enable the students to:

- Understand the process of historical development of education in India.
- Know about various commissions and committees related to education in India.
- Understand the relationship of education with economic growth and development.
- To know how to improve the Human development index of India.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Know about historical development of education in India.
- Understand various commissions and committees related to education in India.
- Understand the relationship of education with economic growth and development.
- Understand the Human development index of India.
- Understand meaning, importance, scope and Principles of educational finance

COURSE CONTENT

UNIT – I: Committees and commissions' contribution to Teacher Education

- 1.1 National Policy of Education (1986)
- 1.2 National Policy of Education (1992)
- 1.3 National Commission on Teachers (1999)
- 1.4 National Curriculum Framework 2005
- 1.5 National Curriculum Framework for Teacher Education (2009)

UNIT - II: National policy: Process and determinants

- 2.1 Determinants of Educational Policy
- 2.2 Process of Policy formulation: (Analysis of the existing situation, Generation of policy options, Evaluation of policy options, Making the policy decision, Planning of policy implementation)

Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

2.3 Policy impact assessment and subsequent policy cycles.

UNIT – III: Educational Finance

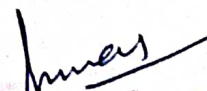
- 3.1 Educational Finance: meaning, importance and scope, Principles of educational finance
- 3.2 Educational finance at Micro and Macro Levels
- 3.3 Budgeting: Concept, importance and types

UNIT – IV: Education and Human development

- 4.1 Education and Human capital development
- 4.2 Education and Human development index, Place of India in Human development index
- 4.3 Education for Human Resource Development
- 4.4 National integration and International understanding

Suggested Readings:

- Altekhar, A. S. (2010). *Education in Ancient India*. Delhi: Isha Books.
- Basu, D. D. (2011). *Introduction to the Constitution of India*. Calcutta: Wadhwa.
- Biswas, A. (2006). *Indian Educational Documents since Independence: Committees, Commissions, Conferences*. India: Academic Publishers
- Bradley, S & Green, C. (2020). *The Economics of Education: A comprehensive Overview (Second edition)*, UK: Academic Press Inc
- Chauhan, C. P. S. (1990). *Higher Education - In India*. New Delhi: Ashish Publishing House.
- Ghosh, D. K. (1983). *University System in India*. Jabalpur: Rahul Publications.
- Govt. of India: Programme of Action – *National Policy on Education, Ministry of Human*
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- MHRD, Govt. of India (1992), National policy on education (revised) New Delhi.
- Ministry of Education (1978): *Report of the Education Commission 1964-66*. New Delhi: Govt.
- Mukherjee, R. K. (2011). *Ancient Indian Education*. New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- NCERT (2005). National curriculum framework, New Delhi.
- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
- Rawat, P.L. (1956). *History of Indian Education*. Arya Bhai Publication.
- *Report of National Curriculum Framework (2005)*, Government of India
- *Report of National Knowledge Commission (2009)*, Government of India
- *Report of Right to Education (2010)*, Government of India
- Saltman, K.J. (2018). *The Politics of Education: A critical Introduction (Second Edition)*, UK: Paradigm Publishers
- Sandeep, P. & C. Madhumathi (2008). *Philosophical and Sociological Foundations of Education*. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.
- Shanna, Ramnath. (2000). *Textbook of Education*



Chairperson
B.P.S. Institute of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M. Ed.)
Semester - IV
Paper -XXII
Paper Code (MOE-2204)
INCLUSIVE EDUCATION-II

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

Total Inst. Hours per Week: 03+01
Exam Hours: 3Hrs.
Credit per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

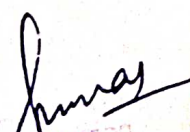
Objectives: The Paper will enable the students to:

- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating inclusion with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum
- Develop an understanding of philosophy of inclusion and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Sensitized towards disabled and contribute better in making inclusive classrooms
- Appreciate the significance of Inclusive schools in the education of children with diverse needs.
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- Analyze inclusive educational practices,
- Plan need-based programmes for all children with varied abilities in the classroom.
- Use human and material resources in the classroom
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms
- Modify appropriate learner-friendly evaluation procedures
- Incorporate innovative practices to respond to education of children with special needs
- Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand philosophy of inclusion and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs and be sensitized towards disabled.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- Know the significance of Inclusive schools in the education of children with diverse needs.
- Understand the global and national commitments towards the education of children with diverse needs.
- Understand the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- Understand about planning of need-based programmes for all children with varied abilities in the classroom.
- Know about use of specific strategies involving skills in teaching special needs children in inclusive classrooms.
- Understand learner-friendly evaluation procedures.

COURSE CONTENT

UNIT-I: Building Inclusive Schools

- 1.1 Identifying and addressing barriers to Inclusive education –Attitudinal, Physical and Instructional.
- 1.2 Ensuring Physical, Academic and Social Access.
- 1.3 Facilitators for Inclusive Education
- 1.4 Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances)
- 1.5 Process for Inclusive School (Individualized Education Plan, Remedial Teaching)
- 1.6 Universal design for teaching learning process.

UNIT-II: Inclusive Practices in Classrooms: Position of Teacher, Support Structures and Networks

- 2.1 School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
- 2.2 Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- 2.3 Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach.
- 2.4 Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi-disciplinary team (along with child in the decision making process).
- 2.5 Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process.

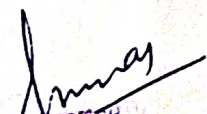
UNIT-III: Curricular Adaptations and Accommodations for Diverse Learners

- 3.1 Meaning, Difference between curricular adaptations and accommodations, and Need for addressing the diverse needs of children with disabilities
- 3.2 Curricular adaptations and accommodations for physically and mentally retarded disabled children.
- 3.3 Curricular adaptations and accommodations for sensory and learning disabled children.
- 3.4 Curricular adaptations and accommodations for intellectuals (Gifted and Creative).
- 3.5 Curricular adaptations and accommodations for multiple disabilities.

UNIT - IV: Current and Recent Trends in Inclusive Education

- 4.1 Current Status and Ethical Issues of inclusive education in India,
- 4.2 Research Trends of Inclusive Education in India.
- 4.3 Recent Developments in Inclusive Education.
- 4.4 Educational Evaluation Methods.
- 4.5 Sports and Adapted Physical Activities.




 Chairperson
 B.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)

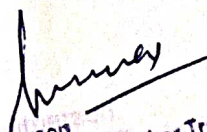
SUGGESTED ACTIVITIES FOR ASSIGNMENT/PROJECT

- i. Visit to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visit to be submitted and presented.
- ii. Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- iii. Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- iv. Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- v. Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.
- vi. Preparation of status report on school education of children with diverse needs.
- vii. Evaluation of text books from the perspective of differently abled children.
- viii. Analysis of policy document (national, international) related to diversity.
- ix. Survey the locality for early identification of children with disabilities.
- x. Critical review of policy and practice and panel discussion by a group of students
- xi. Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- xii. Design a poster and slogan on Inclusive Education.

Suggested Readings


- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- A. K. Mishra and Ruchika Gupta. *Disability Index: A Measure of Deprivation among Disabled. Economic and Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029
- Ashman, A & Elkins, J. (2002) *Educating children with special needs*. French Forest, NSW: Prentice Hall.
- Barlett, L.D. & Weisentein, G.R. (2003). *Successful inclusion for educational leaders*. New jersey: Prentice Hall.
- Barton, L. and Armstrong, F. (2007) *Policy Experience and Change : Refelctions on Inclusive Education*, Dordrecht: Springer
- Boscardin, M.L. (2005) *The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices*, American Secondary Education, Vol. 33, No. 3, pp. 21-32.
- Byrne, M. & Shervanian, C. (1977). *Introduction to communicative disorder*. New York: Harper & Row.
- Brownlee, K. & Cureton, A. (2009). *Disability and Disadvantage*. Oxford: Oxford University Press.
- Chaote J.S. (1991) *Successful mainstreaming*. London: Allyn and Bacon.
- Chaote J.S. (1991) *Successful mainstreaming*. London: Allyn and Bacon.
- Dianna L. Stone and Adrienne Colella. *A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations*. The Academy of Management Review Vol. 21, No. 2 (Apr., 1996), pp. 352-401
- Evans, P & Verma, V (Eds) (1990) *Special education: Past, present and future*. London: The Falmer Press
- Farrell, Michael (2009). *Foundations of Special Education: An Introduction*. UK: John Wiley & Sons, Ltd.
- Fulton D. (2008). *The Special School's Handbook: Keys Issues for All*. Routledge London.




Chairperson
D.P.S. Instit. of Teacher Training & Research
D.P.S. Mahila Vishwavidyalaya
Khanpur Katon (Sonapat)

- Graham, B. & Iannacci, L. (2013). Reconceptualizing "Special Education" Curriculum in a Bachelor of Education Program: Teacher Candidate Discourses and Teacher Educator Practices. *Canadian Journal of Disability Studies*, 2 (2), 10-34.
- Hunger, Bran (2005). *Qualitative Studies in Special Education*. Council for Exceptional Children. Vol 71, no.2 pp 195-207.
- GOI (1992). *Scheme of Integrated Education for the disabled*. 1992: New Delhi: MHRD
- Harely, R.K. & Lawrence, G.A. (1977) *Visual impairment in the school*. Springfield. IL Charles C. Thomas.
- *India Moves Towards Equal Rights For Disabled People*. BMJ: British Medical Journal Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556
- Jangira, N.K. & Mani, M.N.G. (1977) *Integrated education of the visually handicapped: Management Perspectives*: Gurgaon: Academic Press.
- Julka, Anita (2006). *Including Children and Youth with disabilities in Education: A Guide for practitioners*. New Delhi: NCERT
- Julie Alan, 2010 *The sociology of disability and the struggle for inclusive education*. British Journal of Sociology of Education, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619
- Kang, Jong-Gu (2009). *A Teacher's Deconstruction of Disability: A Discourse Analysis*. Disability Studies Quarterly. Vol 29 (1).
- Leslie C. Soodak. *Classroom Management in Inclusive Settings. Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333
- Longone, B (1990). *Teaching retarded Learners: curriculum and methods for improving instruction*. Boston: Allyn and Bacon
- Learnea J.W., Kleire F. (2006). *Learning Disabilities and Related Disorders: characteristics and teaching strategies*. Houghton Mifflin Company. New York.
- Mitchell D. (2008). *What Really Works in Special and Inclusive Education: using evidence based teaching strategies*. Routledge London.
- Mohapatra, C.S. (Ed) (2004). *Disability management in India: Challenges and commitments Secunderabad*: NIMH
- .Mani, M.N. G. (1992). *Technique of teaching blind children* New Delhi: Sterling for effective instruction. New Delhi: Merrill.
- Muricken, Jose S.J. & Kareparampil, G (1995). *Persons with disabilities in society*: Trivandrum: Kerala Federation of the Blind.
- MSJ & E (1995). *Persons with Disabilities Act- 1995*, New Delhi: Government of India
- Nidhi Singal. *An ecosystemic approach for understanding inclusive education: An Indian case study*. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252
- Obiakor, Festus E., Bakken, Jeffrey P., & Rotatori, Anthony F. (Eds). (2010). *Current Issues and Trends in Special Education: Identification, Assessment and Instruction*. UK. Emerald Group Publishing
- Rebecca Bond and Elizabeth Castagnera. *Peer Supports and Inclusive Education: An Underutilized Resource. Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229
- Rice, S (2002). *The Social Construction of 'disabilities': the role of law*. *Educational Studies*. American Educational Studies Association. 33(2), 169-180.
- RUNSWICK-COLE, Katherine and HODGE, Nick (2009). Needs or rights? A challenge to the discourse of Special Education. *British Journal Of Special Education*, 36 (4), 198-203.
- Smith, J.P. (2000) *Policy response to Social exclusion: Towards Inclusion*. USA : Open University Press
- SrikalaNaraian (June 2013),. *Disability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education*. Curriculum Inquiry, Vol. 43, No. 3 pp. 360-387.




 Chairperson
 E.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 Khanp. J. Katan (Sonapat)

- Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643
- Smith D.D. (2002). *Special Education: Teaching in an age of challenge*. Allyn & Bacon Boston, London.
- Smith, Deborah & Tyler, Naomi (2009). *Introduction to Special Education: Making a Difference*. New York: Allyn & Bacon.
- Smith, Tom E.C., Polloway, E.A, Patton, J.R and Dowdy, C.A (2012) *Teaching Students with Special Needs in Inclusive Settings*. PHI Learning Pvt Ltd.
- Topping K. & Malconey S. (ed) 2005. *The RoutledgeFalmer Reader in Inclusive Education*. RoutledgeFalmer London & NY.
- Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach *Transactions of the Charles S. Peirce Society*. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)
- UNESCO (2003) *Overcoming Exclusion through Inclusive Approaches in education. A challenge and a Vision*. Conceptual Paper.
- <http://socialjustice.nic.in/policiesacts>.

Puro

Prerna
 Chairperson
 B.P.S. Instit. of Teacher Training & Research
 B.P.S. Mahila Vishwavidyalaya
 (Srinagar)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M.Ed.)
Semester - IV
Paper -XXIV
Paper Code (MOE-2206)
TEACHER EDUCATION –II

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

Total Inst. Hours per Week: 03+01
Exam Hours: 3Hrs.
Credit per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 14 marks.

Objectives: The Paper will enable the students to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teacher educators.
- Use various methods of teaching for transacting the curriculum in schools.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Reflect on the issues and problems related to teacher education in the country.

Course Outcomes: After completing the course content of this paper, the students will be able to:

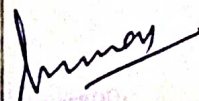
- Know the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teacher educators.
- Know the skill of using various methods of teaching for transacting the curriculum in schools.
- Understand the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Know about the issues and problems related to teacher education in the country.

COURSE CONTENT

UNIT-I: Teacher Education Curriculum

- 1.1 The structure of Teacher Education curriculum and its vision
- 1.2 Teacher Education curriculum at different stages i.e. primary, secondary and higher secondary.
- 1.3 Patterns of student teaching – Internship, Block teaching
- 1.4 Teaching practice; Techniques of Teachers' Training – Microteaching, simulated teaching and interaction Analysis; Evaluation of student teaching; taxonomy of teacher Education.




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

UNIT- II: Innovations and Research in Teacher Education

- 2.1 Innovations in teacher education
- 2.2 Use of ICT in teacher education
- 2.3 Instructional Methods in Teacher Education: Seminars, Workshops, Group Discussion, Programmed learning, and Field work

UNIT- III: Teacher Education for professional development of teachers

- 3.1 Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers,
- 3.2 Personal and Contextual factors affecting Teacher Development.
- 3.3 Quality Enhancement for Professionalization of Teacher Education: Distance Education, Refresher Courses, Orientation courses

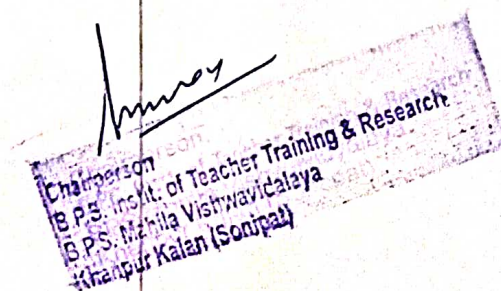
UNIT- IV: Current Trends and Issues in Teacher Education

- 4.1 Recognition, assessment and accreditation of Teacher Education Institutions: Role of UGC, NCTE, NAAC, NCERT, SCERT and various other central and state regulating bodies
- 4.2 Evaluation- Internal Assessment, External Evaluation, New techniques of Evaluation,
- 4.3 Preparing teachers for inclusive classrooms
- 4.4 Challenges and Research trends in Teacher education

Suggested Readings

- Chaurasia, Gulab(1967). *New Era in Teacher Education*. Delhi: Sterling Publication.
- Chaurasia, Gulab(1977). *Innovation and Challenges in Teacher Education*. New Delhi: Vikas Publication.
- Govt. of India (1947): Secondary Education Commission, Ministry of Education, GOI, New Delhi.
- Govt. of India (1966). *Education and Development; Report of Education Commission (1964 –66)*, GOI, New Delhi
- Govt. of India (1947). *Secondary Education Commission, Ministry of Education, GOI, New Delhi.*
- Hilgard. C. H. (1971) *Teaching the Teacher : Trends in Teacher Education*, George Allen and Union Ltd., London.
- Arora, G.L.(2005) *Teachers and their Teaching : Need for New Perspectives*. Delhi: Ravi Book depot.
- Louis, C. Lawrence, M. & Keith, M. (2004). *A Guide to Teaching Practice* (5th edition). London and New York: Rout ledge Falmer.
- Herne Steve, Jesserl John & Griffith, Jenny(2000) . *Study to Teach: A guide to Studying teacher education*. London and New York: Rout ledge Falmer.
- Miyan, M. (2004). *Professionalization of teacher education*, New Delhi: Mittal Publications.
- NCTE(1998). *Policy Perspective in teacher education-critique and documentation*, NCTE, New Delhi
- NCTE(1998). *Competency based and commitment oriented teacher education-for quality education ; Pre-service education*, NCTE, New Delhi
- NCTE(2006) . *Curriculum frame work for teacher education-for quality education* NCTE, New Delhi
- Rahman, Hifzue (2005). *Key issues in teacher education; Teachers for secondary schools*, Delhi: Sanjay Prakashan,
- Raina, V.K. (1998). *Teacher educators: A Perspective*. New Delhi: Vikas Publishing House.
- Rao, D. B. (1998). *Teacher education in India*. New Delhi: Discovery publishing House.
- Srivastava, G.N.P.(2004). *Perspectives in Teacher education*. New Delhi: Concept Publishing House.
- ShashiPrabha Sharma (2003) *Teacher Education: Principles, Theories and Practices*. Kanishka Publishers & Distributors. New Delhi





B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M. Ed.)
Semester - IV
Paper -XXVI
Paper Code (MOE-2208)
TECHNOLOGY IN EDUCATION-II

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

Total Inst. Hours per Week: 03+01
Exam Hours: 3Hrs.
Credit per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 3.5 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All question carry equal i.e.14 marks.

Objective: The Paper will enable the students:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teacher educators.
- Use various methods of teaching for transacting the curriculum in schools.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Reflect on the issues and problems related to teacher education in the country.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the concept, principles, barriers and facilitators of Communication.
- Know about concept, nature and importance of multimedia
- Know about meaning, concept, approaches merits and demerits of e-Learning.
- Understand Use of ICT in Assessment, Administration and Research
- Understand role of teacher in use of ICT


COURSE CONTENT

UNIT-I Information and Communication Technology (ICT) in Education

- 1.1 Concept of communication, Principles of Communication, Barriers and Facilitators of Communication
- 1.2 Classroom Communication.
- 1.3 Concept of Tele-communication and Satellite-communication-Teleconferencing, Video Conferencing



103


Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

UNIT- II: Multimedia and instructional technology in Education

- 2.1 Multi media: Concept, nature and importance
- 2.2 Different medias of multimedia
- 2.3 Required Software, and use in education
- 2.4 Concept of System approach –System approach to Instructional Design
- 2.5 Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model
Mason's Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of
Constructivist Instructional Design

UNIT-III E-learning and Virtual Classrooms

- 3.1 E-Learning: Meaning, concept, merits and demerits of e-Learning
- 3.2 Approaches to E- learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning.
- 3.3 Emerging Trends in e learning- Social learning
- 3.4 Tool of E-Learning- social networking sites, blogs, chats, video conferencing, discussion forum
- 3.5 Computer Assisted Instruction
- 3.6 ICT in Distance learning
- 3.7 Concept, Process of preparing ODLM (Open and distance learning)
- 3.8 On-line tutoring (e-sourcing)


UNIT-IV: Assessment and Research in ICT

- 4.1 Use of ICT in Assessment, Administration and Research: E portfolios
- 4.2 ICT for Research - Online Repositories and Online Libraries
- 4.3 Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
- 4.4 Effective pedagogical practices :Teacher's role in use of ICT

Suggested Readings

- Aptech Limited (1999), MS-Office 97, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Delhi.
- Khirweadkar, Anjali, and Pushpanaham, K. (2005), *Information and Communication Technology in Education: Interactive Multimedia Instructional Strategies for Teaching Learning Process*, Sarup Publications, New Delhi.
- Kulkarni, S.S. (1986). *Introduction to Education Technology*, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). *Educational Technology and Communication Media* Cuttack: Nalanda.
- Mahapatra, B.C. (2005), *Information Technology and Education: With Special Preference to importance of computer in Teaching Learning Process*, Sarup Publications, New Delhi.
- Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New
- Meredith Marilyn and Baber Roberta (1998), "Computers in Your Future", Prentice-Hall of India Pvt. Ltd.,
- Meredith Marilyn and Rustkosky Nita (2000), "Advanced Microsoft Office-2000", BPB Publication, New Delhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat) Haryana

- NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in).
- Singh, V.P. and Singh, Meenakshi (1990), "Computer-Terms and Definitions", Asian Publishers, New Delhi.
- Spenser, Donald D. (1993). "The Illustrated Computer Dictionary", Universal Book Stall, New Delhi.
- Tenebaum, Andrew S. (1995). "Computer Networks", Prentice-Hall of India Pvt. Ltd., New Delhi.

Puro

Amey
Chairperson
B.P.A. Instt. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Katan (Surgat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M. Ed.)
Semester - IV
Paper -XXVIII
Paper Code (MOE-2210)

EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP -II

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

Total Inst. Hours per Week: 03+01
Exam Hours: 3Hrs.
Credit per Week: 04

Instruction for Paper Setter: Paper setter will set nine questions in all, out of which students will be required to attempt only five questions. Question No. 01 will be compulsory, comprising of four short answer type notes of 4 marks each to be selected from each unit. Two long questions with internal choice will be set from each unit, out of which the students will be required to attempt one long question from each unit. All questions carry equal i.e. 16 marks.

Objectives:

- To develop understanding about developmental process of educational administration and management
- To understand the basic concepts and process of educational administration and management.
- To develop an understanding about the role of different agencies in educational administration and management.
- To become conversant with the different sub-structures operating within the educational system and their interrelationships.
- To develop understanding of trends in educational administration in India.
- Critically examine the present administrative/managerial practice and the issues related.
- To acquaint the learner with the challenges and opportunities emerging in the management.
- To develop competencies to use concept of management in areas of educational system.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand about developmental process of educational administration and management
- Know the basic concepts and process of educational administration and management.
- Understand about the role of different agencies in educational administration and management.
- Know recent trends in educational administration in India.
- Examine the present administrative/managerial practice and related issues.
- Use concept of management in areas of educational system.
- Understand the challenges and opportunities emerging in the management.

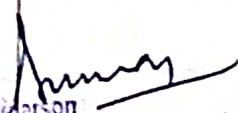
COURSE CONTENT

UNIT-I: Developmental Process of Educational Administration

1.1 Process of educational administration

(Purposing, Planning, Organizing, Operating direction, coordination and control and Evaluating)




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

1.2 Specific trends in Educational Administration;

- 1.2.1. Decision making,
- 1.2.2. Organizational climate
- 1.2.3. Organizational change
- 1.2.4. Organizational Compliance,
- 1.2.5. Organizational Development,

1.3 Management by objectives (MBO)

1.4 Meaning, concept and importance of Personnel Administration

UNIT II: Leadership in Educational Administration

2.1 Approaches of Leadership

(a) Value based (b) Cultural (c) Psychodynamic and charismatic

2.2 Models of Leadership

2.2.1 Tri- dimensional Model

2.2.2. Hersey and Blanchard's Model

2.2.3. Leader-Member Exchange Model

UNIT- III: Educational Planning and Management

3.1 Concept of Educational Planning

3.2 Need and importance of Educational Planning

3.3 Process of Educational Planning

3.4 Management – Characteristics of good Management.

3.5 Role of the following agencies in effective institutional management

(a) School Management Committee, (b) Teachers, (c) Parents/Guardians

UNIT IV Application of Management concept in Academic areas of the educational systems

4.1 Structural positions and expected roles of special agencies in Indian education:


- i. NAAC
- ii. QCI (Quality Council of India)
- iii. INQAAHE (International Network for Quality Assurance Agencies in Higher Education)

4.2 Role and Functions of University Grants Commission in education

Suggested Readings:

- Kimbrough, S.Ralph, Michall & Nunnery.(2010) Educational Administration New York: McMillan company Maleya,
- K.C. Shiksha Prashaasan and Paryaveshana. Bhopal : Madhya Pradesh Granth (2009) Academy.
- James M. Liphem : Leadership and administrative in Behavioral Science and administration edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- Newman and Summer. The process of Management : Concept, Behaviour and Practice. New Delhi : Prentice Hall of India Pvt. Ltd.
- Priorities for research Campbell R. F. and Gogg R. T. Administrative Behavioral in Education, Harper Brothers, New York, 1957.
- Robin Stepher P. Organizational Behaviour. Prentice Hall Pub. Pvt. Ltd.
- Simon, Herbart A. Administrative Behaviour. New York : McMillan Company



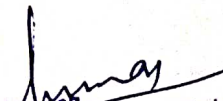

Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

**B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Master of Education (M.Ed)
CBCS (Choice Based Credit System)**

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

**Inst. Hours Per Week: 03+01
Exam Hours: 3Hrs.
Credit Per Week: 04**

The Students will opt /choose CBCS Paper from the other departments of university offering CBCS paper.



Chairperson
of Teacher Training & Research
B.P.S. Instit. of Teacher Training & Research.
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M. Ed.)
Semester - IV
Paper -XXX
Paper Code (MOE-2212)
DISSERTATION (PART-IV)

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

Total Inst. Hours per Week: 03
Credit per Week: 03

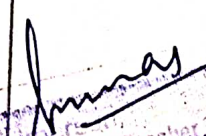
COURSE CONTENT

- 1.1 Data analysis
- 1.2 Interpretation of data
- 1.3 Finding result and drawing conclusions
- 1.4 Report writing
- 1.5 Dissertation Submission

Suggested Readings:

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M. Ed)
Semester - IV
Paper -XXXII
Paper Code (MOE-2214)
SELF-DEVELOPMENT

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Total Inst. Hours per Week: 03

Credit per Week: 03

Objectives: The Paper will enable the students to:

- Enable the students understand that the development of self is a resource to exercise their professionalism.
- Make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Help them develop sensitivity towards social-cultural diversities crucial in making teaching-learning environment conducive/congenial to the learner.
- Demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- Help them in achieving mental and physical well-being.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand the development of self as resource to exercise their professionalism.
- Know the integrated development and physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Sensitize towards social-cultural diversities crucial in making teaching-learning environment conducive/congenial to the learner.
- Understand sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- Know the process of achieving mental and physical well-being.

COURSE CONTENT

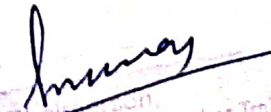
1. Understanding the self

- 1.1 Concept of self: Self-concept and self-esteem
- 1.2 SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats for self development
- 1.3 Maslow's Need Hierarchy Theory and Self-actualization.

2. Self Management

- 2.1 Overview of Stress management
- 2.2 Techniques to cope with stress




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonapat)

- 2.3 Identification and describing the management of any event related to oneself and other's emotional moment of life
3. **Self and social responsibilities**
- 3.1 Gender: Discrimination and sensitisation
- 3.2 Society and education: identification and discussion of three social issues
- 3.3 Development of self through Life skills
4. **Development of Self as professional**
- 4.1 Qualities of a good teacher
- 4.2 Professional Ethics of a teacher
- 4.3 Involvement in teamwork with colleagues

Suggested Activities:

- i. SWOT analysis in group discussion
- ii. Project work
- iii. Inspirational readings
- iv. Reflect on the stressful/emotional events in life in group
- v. Power point presentation
- vi. Discussion on various means to cope up with stress in daily life events
- vii. Field visits
- viii. Workshop
- ix. Group discussion
- x. Seminars

Suggested Readings:

- Agochiya, Devendra (2010). *Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents*, Sage Publications Pvt. Limited, New Delhi
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- Krishnamurti, J. (1998). *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurtifoundation India.
- Palmer, J. A. (ed) (2001). *Fifty modern thinkers of education*. UK, Routledge Publishers,
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology- Understanding and Addressing Social and Practical Problems*(2nd Edition). New Delhi: Sage Publications Pvt. Limited,
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills* (4th edition), Pearson Education
- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda*. Mayavathi, AdvaitaAshrama.

Puro

Manoj

Chairperson
B.P.S. School of Teacher Training & Research
B.P.S. Sahita Vishwa Vidyalaya
Khanpur Kalan (Sonapat)

B.P.S. Institute of Teacher Training and Research
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Faculty of Education
Master of Education (M.Ed.)
Semester - IV
Paper -XXXIV
Paper Code (MOE-2216)
TEACHING TAXONOMY

Max. Marks: 50
External Marks: 35
Internal Marks: 15

Total Inst. Hours per Week: 03

Credit per Week: 03

Objectives:

The course will help the students to:

- Develop the attitude towards teaching and professionalism.
- Understand the different styles, methods, strategies, and Approaches of Teaching.
- Write the instructional objectives based on taxonomy.
- Develop basic teaching skills.

Course Outcomes: After completing the course content of this paper, the students will be able to:

- Understand concept of teaching and professionalism.
- Know about different styles, methods, strategies, and approaches of Teaching.
- Know about writing process of the instructional objectives based on taxonomy.
- Understand the basic teaching skills.


COURSE CONTENT

- 1.1 Conceptual Framework of Taxonomy
- 1.2 Levels of Teaching
- 1.3 Three phases of Teaching
- 1.4 Five Skill of Teaching (student will prepare two lesson plan related to skills)
- 1.5 Methodology (student will prepare two Lesson Plan)
- 1.6 Approaches (student will prepare two lesson plan)
- 1.7 PPT , PDF VIDEOS(student will prepare related to lesson plan)
- 1.8 Flanders Interaction

Suggested Readings:

- Kumar K.L. (1996). *Educational Technology and Communication Media* Cuttack: Nalanda
- Kulkarni, K.L (1996). *Introduction to Education Technology*, New Delhi: Oxford & IBH Publishing Co.
- Mahapatra, B.C. (2005) *Information Technology and Education: With special Preference to Improve importance of Computer in Teaching Learning Process*, Sarup Publications New Delhi
- Mangal, S.K.(2018) *Educational Technology*, Tandon Publication, Ludhiana




Chairperson
B.P.S. Instit. of Teacher Training & Research
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)