M.A Education Programme (2024-2026)

Program Outcomes (POs) for M.A. (Education) Programme

Program Outcomes (POs) for M.A. (Education) Programme will enable the students to:

1. Develop a deep understanding of major educational theories and philosophies and analyze how these theories apply to current educational practices and issues.
2. Design, implement, and evaluate innovative instructional strategies tailored to diverse learning needs, instructional decisions and improve student learning outcomes.
3. Apply research findings to solve practical problems in educational settings and contribute to the field.
4. Increase awareness of environmental, social, and economic sustainability issues and understanding of the interconnections between human activities and environmental impacts.
5. Increase awareness and understanding of mental health issues and the importance of mental hygiene.
6. Integrate Indian Knowledge Systems into contemporary curricula to provide a holistic and enriched educational experience.
7. Do thorough examination of a particular case study, including its context, key elements, and dynamics.
8. Investigate how educational settings contribute to the socialization of individuals, including the transmission of cultural norms, values, and social roles.
9. Uncover trends and patterns in educational data that can inform policy decisions and instructional practices.
10. Ensure that students with disabilities can participate in the general education curriculum alongside their peers to the fullest extent possible.
11. Providing information and understanding necessary to address environmental challenges and make informed decisions about their environment.
12. Strategies needed to succeed academically, including time management, study skills, and overcoming academic challenges.
13. Comprehensive understanding of environmental systems, processes, and interactions.
14. Effectively convey the results of research and investigations to an academic or professional audience.
15. Provide interactive simulations, educational games, and multimedia presentations that make learning more engaging and effective.
16. Foster a sense of curiosity, interest, and motivation in learners to actively participate and engage in the learning process.
17. Gain a comprehensive understanding of how different educational systems function and the factors that influence their design and implementation.
18. Provide a long-term vision and strategic direction that aligns with the organization's mission and values.
19. Encompass a broad range of learning opportunities designed to help adults improve their skills, knowledge, and personal development.
20. Increase awareness and understanding of gender equality and advocate for equal rights and opportunities for all genders.
21. In still core ethical values such as honesty, integrity, responsibility, and respect.

Program Specific Outcomes (PSOs) for M.A. Education Programme:

Program Specific Outcomes (PSOs) for M.A. Education Programme will enable the students:

1. Critically assess various educational philosophies and their impact on teaching and learning environments.
2. Prepare educators to take on leadership roles within educational settings and advocate for positive changes in education policies and practices.
3. Development into the latest advancements in educational technology and their practical applications to enhance teaching and learning experiences.
4. Explore into advanced research methodologies and techniques to conduct high-quality educational research.
5. Equip with strategies to advocate for and implement sustainable practices within educational institutions and broader communities.
6. Design and apply effective interventions and support systems for managing mental health issues within educational settings.
7. Apply principles from Indian knowledge systems to contemporary educational practices, enhancing cultural relevance and contextual understanding.
8. Increase access to higher education and promote equity by addressing barriers and supporting diverse student populations.
9. Enhance writing skills to develop clear, effective, and well-structured expository texts.
10. Conduct a thorough and detailed analysis of specific educational cases, including context, challenges, and outcomes.
11. Ability to articulate and apply major sociological theories and concepts relevant to education, such as functionalism, conflict theory, and symbolic interactionism.
12. Gain proficiency in designing research studies, collecting quantitative data, and employing appropriate statistical methods to interpret and present findings in a meaningful way.
13. Develop a deep understanding of the characteristics and needs of learners with diverse abilities and disabilities.
14. Develop a deep understanding of the historical, social, and cultural factors contributing to gender inequality and how education can be a powerful tool for challenging and overcoming these barriers.
15. Implement and evaluate comprehensive guidance and counseling programs that address the academic, career, and personal-social needs of students.
16. Implement educational programs that raise awareness about environmental issues, encouraging students and communities to adopt sustainable practices.
17. Gain a thorough understanding of key psychological theories, including cognitive, behavioral, and socio-cultural perspectives, and how they apply to teaching and learning processes.
18. Gain a deep understanding of the key historical milestones in the development of the Indian education system, from ancient times to the present, and their impact on contemporary education.
19. Critically analyze various educational systems, identifying similarities and differences in policies, practices, and outcomes across different countries.
20. Acquire skills in strategic decision-making, enabling them to create effective educational plans that align with institutional goals and respond to emerging challenges.
21. Equipped to promote and facilitate lifelong learning among adults, encouraging continuous personal and professional development through education.
22. Address the specific needs and challenges of rural communities, focusing on improving access, quality, and relevance of education.
23. Promote gender equality, challenge gender stereotypes, and address gender-based issues in education.
24. Develop a comprehensive understanding of fundamental values, such as respect, integrity, justice and human rights principles, international frameworks and applications.

Department of Education
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)
MASTER OF ARTS (Education) (w.e.f academic. session 2024-2025
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-I

Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
		Lecture	Practicum		Internal/ Sessional	External	Total Marks
Papers : Compulsory							
MAE-2101	Philosophy of Education	3	2	4	20	80	100
MAE-2102	Teacher Education –I	3	2	4	20	80	100
MAE-2103	Advance Education Technology –I	3	2	4	20	80	100
MAE-2104	Educational Research	3	2	4	20	80	100
MAE-2105 Optional Subject (Choose any one option)							
Opt. (i)	Education for Sustainable Development	3	2	4	20	80	100
Opt. (ii)	Mental Health and Hygiene	3	2	4	20	80	100
Opt. (iii)	Indian Knowledge System and Education	3	2	4	20	80	100
Opt. (iv)	Higher Education in India	3	2	4	20	80	100
Practicum Course							
MAE–2106	Dissertation (Phase-I)	--	--	2	10	40	50
MAE–2107	Communication & Expository Writing	---	4	2	10	40	50
MAE–2108	Case Study	---	4	2	10	40	50
		15	18	26	130	520	650

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Khanpur Kalan (Sonipat)

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2101
PHILOSOPHYOF EDUCATION

Max Marks: 100

External Marks/Theory: 80

Internal Marks/Practicum: 20

Total Inst. Hours: 03+02

Exam Hours: 3hrs

Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Know the Meaning, Definitions, Kinds and Scope of Educational Philosophy.
➢ Understand the contribution of Indian Schools of Philosophy to Education.
➢ Understand the Western Schools of philosophy.
➢ Appreciate the contribution of thinkers to the development of educational thought for social change.

COURSE OUTCOMES:
Upon successful completion of the course, students will:.
➢ Learn about Education & Philosophy
➢ Understand the Indian Schools of Philosophy and Western School of thought.
➢ Learn the contribution of Indian Thinkers and Western Thinkers in the field of Education.

COURSE CONTENT
UNIT-I: EDUCATIONAL PHILOSOPHY
1.1 Meaning, Definition and Nature of Education
1.2 Meaning, Definition and Kinds of Philosophy
1.3 Meaning, Definition and Scope of Educational Philosophy
1.4 Relationship between Education and Philosophy

UNIT-II: INDIAN SCHOOL OF PHILOSOPHY WITH SPECIAL REFERENCE TO KNOWLEDGE, REALITY AND VALUES
2.1 Sankhya
2.2 Vedanta
2.3 Buddhism
2.4 Jainism

UNIT-III: WESTERN SCHOOLS OF PHILOSOPHY
3.1 Idealism
3.2 Naturalism
3.3 Pragmatism
3.4 Existentialism

UNIT-IV: CONTRIBUTIONS OF EDUCATIONAL THINKERS IN THE FIELD OF EDUCATION

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4.1 Rabindranath Tagore
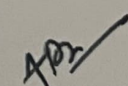4.2 Sarvepalli Radhakrishnan
4.3 Rousseau
4.4 Maria Montessori

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script.
- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education.* Agra: VinodPustak Mandir.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education.* New Jersey: Prentice Hall.
- Kneller, John F. (1978), *Contemporary Educational Theory.* John Wiley and Sons.
- McChellan, J.E. (1976). *Philosophy of Education.* New Jersey: Prentice Hall.
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- Murty S.K. (2003). *Philosophical and Sociological foundations of Education.* Ludhiana: Tandon Publications.
- O'Connor,J. (1995). *An introduction to Philosophy of Education.* Agra: VinodPustak Mandir.
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- SaxenaSwaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2102
TEACHER EDUCATION-I

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Inst. Hours Per Week: 03+02

Exam Hours: 3hrs.

Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Explore the Aims and Objectives of Teacher Education.
- Explore different models of teaching and their characteristics, including philosophical, psychological, and modern teaching models
- Evaluate the contributions of key commissions, committees, and national policies in shaping teacher education in India.
- Identify challenges and reforms in Indian Teacher Education
- To develop the ability to design and evaluate teacher education programs.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Critically evaluate the historical context of teacher education in India and its evolution over time.
- Demonstrate a thorough understanding of the different aims and objectives of teacher educationat various levels,
- Apply knowledge of teaching models and methods to develop effective teaching strategies tailored to diverse learning environments
- Analyze the influence of national policies and governance bodies on the current state of teacher education in India, identifying key reforms and areas for improvement.

COURSE CONTENT

UNIT- I: FOUNDATIONS OF TEACHER EDUCATION
1.1 Historical development of Teacher Education

1.2 Concept, nature and Scope of teacher education

1.3 Aims and objectives of teacher education at primary, secondary level and higher level

1.4 Recommendations of Various commissions and committees on Teacher's education in India in the post-independence era:University Education Commission (1948-49), Secondary Education Commission (1952-53),Kothari Commission (1964-66), National Policy on Education (NPE), 1986 and its Review in 1992

UNIT – II TYPES AND LEVELS OF TEACHER EDUCATION
2.1 Types of Teacher Education Institutions in India:.In-service Teacher Education, Pre-service Teacher Education.

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Khanpur Kalan (Sonipat)

2.2 Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education

2.3 Agencies for organizing In- service teacher education programmes, SSA, RMSA, CTEs, NCERT, HRDC

2.4 Concept, Need, Purpose and Scope of pre-service professional education of teachers at different levels in the present Indian situation.

UNIT - III: MODELS, METHODS AND STRATEGIES OF TEACHING

3.1 Concept, Characteristics and Functions of Teaching Models

3.2 Models of Teaching: (i) Philosophical Model(ii) Psychological Model iii) Modern Teaching Model- iv) Concept Attainment Model (v) Inquiry Training Model (vi) Value attainment Model (vii)Role Playing Model

3.3 Meaning and Characteristics of Methods of Teaching

3.4 Different Methods of Teaching

3.5 Innovative Strategies of Teaching

UNIT - IV: POLICY AND GOVERNANCE IN TEACHER EDUCATION

4.1 Commissions, and committees related to teacher education in India: National Commission on Teachers I (1983-85),National Commission on Teachers II (1985-89), Yashpal Committee (1992-93),Justice Verma Commission (2012).

4.2 National Education Policies related to teacher education in India: National Education Policy (NEP) 2020, Right to Education (RTE) Act, 2009,National Curriculum Framework for Teacher Education (NCFTE), 2009

4.3 Governance Bodies in Teacher Education: National Council for Teacher Education (NCTE), University Grants Commission (UGC),National Councils of Educational Research and Training (NCERT),Centrally Sponsored Scheme for Teacher Education (CSSTE).

4.4 Challenges and Reforms in Indian Teacher Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Assign some reflective papers to analyze how the recommendations from various commissions have shaped current teacher education practices.
- Report writing on comparison the institutional structures, curricula, and training methods.
- Peer teaching and feedback sessions for demonstration of various teaching methods and strategies.
- Analyze a specific policy or reform in teacher education, focusing on its implementation and impact at the grassroots level.
- Debate on policy decisions or reforms related to teacher education.
- Any other relevant activity, project, or assignment assigned by the teacher.
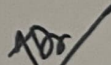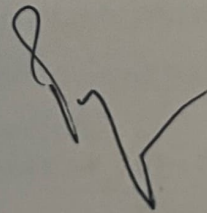
SUGGESTED READINGS:

- 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.
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- Raina, V.K. (2018). *Teacher educators: A Perspective*. New Delhi: Vikas Publishing House.
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- Sharma, A.K. (2021).National Education Policy and Teacher Education. New Delhi:Shipra Publications
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- Weinberger, Y., &Libman, Z. (2018). Contemporary Pedagogies in Teacher Education and Development. London: Intech Open.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE- 2103
ADVANCED EDUCATION TECHNOLOGY -I

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 3+2
Exam Hours: 3hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the role of Education Technology in present and future.
➤ To describe the concept, types, need and importance of Education Technology in education.
➤ To explain the communication process in Education Technology.
➤ 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:
Upon successful completion of the course, students will:
➤ Learn about concept and evolution of education technology.
➤ Learn about communication process in educational technology.
➤ Know the role of computer in life.
➤ Gain knowledge about online learning and its uses.

COURSE CONTENT

UNIT-I CONCEPT AND EVOLUTION OF EDUCATIONAL TECHNOLOGY
1.1 Meaning and Nature of Educational Technology
1.2 Scope and Significance of Educational Technology
1.3 Types of Educational Technology- Information Technology, Communication Technology & Information and Communication Technology and Instructional Technology
1.4 Importance and application of educational technology (H/W & S/W) in improving theory and practice of education.

UNIT-II COMMUNICATION PROCESS IN EDUCATION TECHNOLOGY
2.1 Concept of Communication, Principles of Communication
2.2 Modes, Barriers and Facilitators to Communication
2.3 Classroom Communication: Interaction- Verbal and Non-Verbal.
2.4 Concept of Tele-Communication and Satellite Communication, Tele-Conferencing and Video Conferencing

UNIT-III INTRODUCTION TO COMPUTERS

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

3.1 Concept, Characteristics and Types of Computer.
3.2 Essential Components of Computer-Input devices, Output devices, Types of Memory.
3.3 Computer software- Meaning and Types of Software.
3.4 Operating System-Meaning and Types of Operating System.
3.5 Application of Computers in Education: CAI, CAL, CBT, CML.

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 Concept of E-Inclusion, Application of Assistive technology in e-learning
4.3 Concept of E-Learning: Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning & Mobile learning)
4.4 Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits, Ethical Issues for E- Learner and E- Teacher Teaching.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

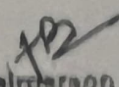Students will select and complete one of the following practicum activities:

- Develop lesson plans that incorporate technology, such as interactive whiteboards, educational apps or online resources.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on daily life.
- Use tools like Google Classroom, Microsoft Teams, or Moodle to manage coursework, facilitate communication.
- Reflect on your experiences using technology in the classroom and share insights or challenges with peers through discussions or written reflections.
- Participate in workshops or webinars on emerging educational technologies and best practices.
- Use model digital citizenship, including online safety, ethical use of information, and respectful online communication.
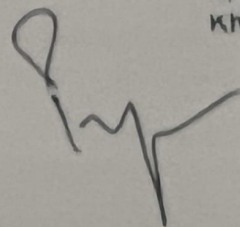- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal,J.C .(2014 .) *Essentials of Educational Technology.Vikas Publihing House* Pvt .Ltd., New Delhi.
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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE- 2104
EDUCATIONAL RESEARCH

Max. Marks: 100   Inst. Hours Per Week: 3+2
External Marks: 80   Exam Hours: 3hrs.
Internal Marks: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- To define educational research and explain its purpose and significance.
- To identify the scope of educational research and its impact on educational practices and policies.
- **To formulate** testable hypotheses and **describe** methods for testing them
- To **identify** the characteristics of a good sample and how they contribute to the validity of research findings.
- To **explain** the role and significance of each type of data in educational research.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Develop scientific and research attitude among them.
- 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 research.

COURSE CONTENT
UNIT-I EDUCATIONAL RESEARCH, PROBLEM AND PROPOSAL

1.1 Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method.
1.2 Meaning and scope of Educational Research
1.3 Types of Educational Research: fundamental, applied, and action

UNIT-II FORMULATION OF RESEARCH PROBLEM
2.1 Criteria and Sources of Identifying the problem
2.2 Definition of the problem
2.3 Review of related literature.
2.5 Hypothesis: characteristics, types, formulation and testing
2.6 Preparation of research proposal

UNIT-III SAMPLING
3.1 Concept of population and sample

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3.2 Steps and characteristics of a good sample
3.3 Sampling Errors and how to reduce them
3.4 Various methods of sampling

UNIT-IV RESEARCH TOOLS & SAMPLE
4.1 Types.of data: Qualitative and Quantitative
4.2 Techniques and tools of data collection
      (a) Documentary Sources
      (b) Observation
      (c) Questionnaires and Schedules
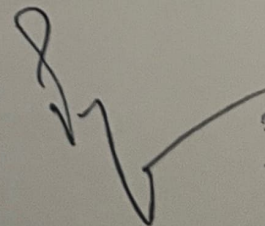   (d) Interview
      (e) Rating Scales and Tests

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Preparation of a Research Proposal.
- Review 5 Research Articles related to selected topic of research.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal ,Kurukshetra.
- Best, John W. and Kahn James V (1995), Research in Education, prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to research in education , prentice Hall, New Delhi.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-i)
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understanding ESD Concepts: Define and explain key concepts related to Education for Sustainable Development (ESD).
➤ UNESCO's SDGs: Describe and interpret the Sustainable Development Goals (SDGs) as outlined by UNESCO.
➤ ESD Approaches and Strategies: Analyze and discuss various approaches and strategies for achieving Education for Sustainable Development Goals.
➤ Environmental Awareness: Identify and explain local and regional environmental issues, and understand the roles of individuals, society, government, ICT, and media in environmental protection, preservation, and conservation.
➤ Global Peace and Education: Explain the concept of global peace and the significance of educational institutions and teachers in promoting a culture of peace.
➤ Teacher Competencies: Discuss the essential competencies required for teachers to raise awareness among students about the need for sustainable development.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Explain concepts concerning various aspects of the Education for sustainable development.
➤ Explain the Sustainable Development Goals as given by UNESCO.
➤ Discuss approaches and strategies of education for Sustainable Development Goals.
➤ Identify local and region specific environmental problems, and understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
➤ Explain the concept of global peace and the role of educational institutions and teachers in developing a culture of peace.
➤ Discuss the competencies in teacher for creating awareness among students about need for sustainable development.

COURSE CONTENT
UNIT-I EDUCATION FOR SUSTAINABLE DEVELOPMENT
1.1 Meaning nature and scope of Sustainable
1.2 Sustainable Development Goals as given by UNESCO
1.3 Education for Sustainable Development: Approaches &Strategies

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1.4 Role of teacher in promoting sustainable development.

UNIT-II ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
2.1 Conservation of Natural Resources: Environmental conservation in the globalized world
2.2 Deforestation in the context of tribal life
2.3 Role of individual in conservation of natural resources: water, energy and food
2.4 Role of individual, school and community for prevention of pollution, management of natural resources
2.5 Responsible Environment Behavior (REB)

UNIT-III GLOBAL PEACE AND SUSTAINABLE DEVELOPMENT
3.1 Concept of Global peace
3.2 Education for global peace
3.3 Role of educational institutions and teachers in developing a culture of peace
3.4 Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

UNIT-IV COMPETENCIES IN TEACHERS FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT
4.1 ESD model for competencies in teachers: Knowledge, system, thinking, and values in teachers for educating students for Sustainable Development
4.2 Individual life style
4.3 Carbon foot printing
4.4 Integrating ESD into school curriculum
4.5 Methods of transacting sustainability: Seminar, Workshop, Field Survey, Projects, Exhibition and Experimental Learning.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
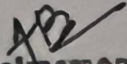Students will select and complete one of the following practicum activities:
- Lab and Field Work: Lecture, Seminar, team teaching, blended learning, peer group discussion, self-learning etc.
- Assessment Methods: Attendance, Participation, assignments and presentations
- Resources and Materials: Books, articles and online resources
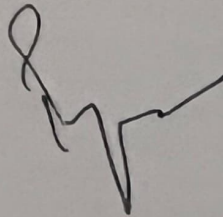- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Agarwal, A.,Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Bell, S., & Morse, S. (2012). *Sustainability indicators: Measuring the immeasurable.* Routledge.
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- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
- Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
- Elliott, J. (2012). *An introduction to sustainable development* (4th ed.). Routledge.
- UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
- Nhamo, G., &Mjimba, V. (2020). *Sustainable Development Goals and institutions of higher education.* Springer.
- Padmanabhan, J. (2016). *Education for Sustainable Development: How to integrate in school education.* Atlantic Publishers.
- Sachs, J. D. (2015). *The Age of Sustainable Development.* Columbia University Press.

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- Sala, S., Ciuffo, B., &Nijkamp, P. (2015). A systemic framework for sustainability assessment. *Ecological Economics, 119,* 314-325.
- http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf (ESD Model)

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-ii)
MENTAL HEALTH AND HYGIENE

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Enable the understanding of Concept of mental health and hygiene.
➢ Develop awareness of good mental health in both teachers and students.
➢ Identify principles and conditions conducive to good mental health.
➢ Suggest measures for fostering good mental health among students.

COURSE OUTCOMES:
Upon Successful completion of this course, students will:
➢ To explain the interrelationship among personality adjustment and mental health.
➢ To develop the understanding of the role of home, school and society in mental health.
➢ To identify factors influencing mental health
➢ To develop skills for stress management and relaxation
➢ To learn techniques for positive thinking and emotional regulation
➢ To understand the role of nutrition, exercise, and sleep in mental hygiene
➢ To develop strategies for building resilience and coping with adversity

COURSE CONTENT
UNIT-I: INTRODUCTION TO MENTAL HEALTH AND MENTAL HYGIENE
1.1 Meaning, Definition, Scope & Importance of Mental Health and Mental Hygiene
1.2 History and evolution of mental health practices
1.3 Need of Mental Health in Indian Adolescence
1.4 Relationship between Human Needs and Mental Health

UNIT-II: FACTORS INFLUENCING MENTAL HEALTH & NUTRITION, EXERCISE AND SLEEP FOR MENTAL HYGIENE
2.1 Biological factors: Genetics, Brain Chemistry, Psychological factors: Thought Emotions, Behavioral & Social and Environmental factors: Relationships, Culture, Stress
2.2 Nutrition and mental health: food, hydration, supplements

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2.3 Exercise and physical activity for mental well-being
2.4 Sleep and relaxation: sleep hygiene, sleep disorders

UNIT-III: STRESS MANAGEMENT AND RELAXATION TECHNIQUES
3.1 Understanding stress and its impact on mental health
3.2 Relaxation techniques: deep breathing, progressive muscle relaxation, visualization
3.3 Stress management strategies: time management, prioritization, boundary setting
3.4 Techniques for positive thinking and reframing negative thoughts&Emotional regulation strategies: mindfulness, self-awareness, emotional expression

UNIT-IV: BUILDING RESILIENCE AND COPING WITH ADVERSITY
4.1 Understanding resilience and its importance, Strategies for building resilience i.e. self-care, social support, problem-solving
4.2 Coping with adversity: grief, trauma, crisis intervention, Yoga for Mental Health
4.3 Home and Mental Health, Qualities of Healthy Home Environment
4.4 Child Rearing Practices and Personality Development & Community and Mental Health

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
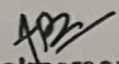Students will select and complete one of the following practicum activities:

- Prepare an assignment on the given content.
- Prepare a presentation on the History and Evolution of Mental Health Practices.
- Make a report on how will you cope up with stress.
- Conduct a survey on Need of Mental Health in Indian Adolescence.
- Any other relevant activity, project, or assignment assigned by the teacher.
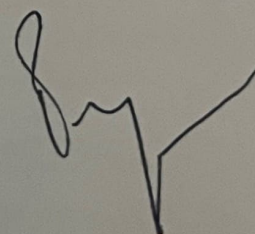
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- Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
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- Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978.
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- Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-iii)
INDIAN KNOWLEDGE SYSTEM AND EDUCATION (IKSE)

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ To provide a tribune of our rich culture and traditions of Indian knowledge system to students.
➢ To develop over all understanding of the various components of Indian knowledge system
➢ To spread awakening about scientific and eternal knowledge of the Indian knowledge system.
➢ To promote advance study and inter disciplinary research on all aspects of Indian knowledge system.
➢ To recognize the sources and concept of Indian Knowledge System.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Analyze the concept and sources of Indian Knowledge System.
➢ Examine the contributions of Purushartha in one's life.
➢ Examine critically the purpose of knowledge and ancient Indian pedagogies.
➢ Reflect upon the concept, types and sources of values and their application in their life.

COURSE CONTENT
UNIT I: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM
1.1 Knowledge: Understanding the Knowledge, Definition of Knowledge, Ways of Knowing and Forms of Understanding, Knowing and Knowledge: The Indian way.
1.2 Indian Knowledge System (IKS): Concept, and Origin
1.3 Sources of IKS and their implications on education
1.4 Preservation of culture, tradition and Dharma through education

UNIT II: EDUCATIONAL INTEGRATION OF IKS
2.1 Integration of Indian Knowledge System at different levels of education.
2.2 Ancient Indian Gurus in educational and social transformations.
2.3 Purushartha and its implications on education and society
2.4 The Purpose of Knowledge in India: Para Vidya and AparaVidya.

UNIT-III: CONTRIBUTION OF IKS TO THE WORLD
3.1 Mathematics& Astronomy
  • Number System

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- Algebra & Arithmetic
- Geometry
- Trigonometry
- Planetary System
- Speed of Light
- Eclipse

3.2 AYURVEDA
- Introduction of Ayurveda- Definition,
- Branches of Ayurveda, Books and Pioneers
- Concept of Tri Dosh and importance of its
- Balance in the body
- Indic Medical Science Achievement: Tools & Technology

3.3 ART & TRADITIONS
- History and Origin
- Skill Enhancement with 64 Kala
- Science behind our traditions and rituals

3.4 TOWN PLANNING & TEMPLE ARCHITECTURE
- Indigenous tools & technologies for town planning & Temple Architecture
- Science of Architecture

UNIT-IV: INDIAN KNOWLEDGE SYSTEM IN PRACTICE
4.1   Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence
4.2   Sources of Values: Culture, religion, constitution
4.3   Indian knowledge system in practice: Yoga and Meditation
4.4   Bhagavad Gita: Teachings and five main themes of the Bhagavad Gita.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
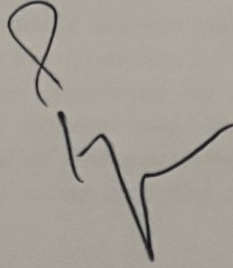Students will select and complete one of the following practicum activities:
- Discussions of five main themes of Bhagavad Gita
- Discussions about ancient Indian contributions to astronomy, including the work of Aryabhata and Varahamihira.
- Prepare a detailed report on the contributions of specific ancient Indian Gurus (e.g., Chanakya, Swami Vivekananda) to education and social transformation and present the report in classroom for discussion.
- Organization of a debate on the relevance and application of Purushartha in modern education and society.
- Skill Development Session for learning and practicing traditional Indian arts or crafts.
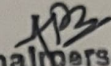- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Chand, J. (2009). Value education. Anshah Publishing House.
- Chitkara, M. G. (2015). Education and human value. APH Publishing Corporation.
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- Pant, D., &Gulati, S. (2010). Ways to peace. National Council of Educational Research and Training.
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- Pujari, R. M., Kolhe, P., & Kumar, N. R. (2006). *Pride of India: a glimpse into India's scientific heritage*. SamskritaBharati Publication.
- Rao, S. B. (1998). *Indian mathematics and astronomy: Some landmarks*. Jnana Deep Publications.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE–2105 (Opt-iv)
HIGHER EDUCATION IN INDIA

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ To provide an understanding of the historical development of higher education in India.
➤ To analyze the current structure and functioning of higher education institutions in India.
➤ To critically evaluate the policies and reforms in the Indian higher education sector.
➤ To explore the challenges and opportunities in Indian higher education.
➤ To discuss the future directions and innovations in higher education in India.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Analyse the evolution of higher education in Pre and Post-Independence India.
➤ Evaluate the functions and importance of different higher education institutions.
➤ Examine the problems in implementation of the policies of higher education in India.
➤ Analyze role of various agencies of higher education in India.
➤ Explore the multiple entry-exit options in academic programs, as proposed in NEP 2020

COURSE CONTENT

UNIT-I: HISTORICAL DEVELOPMENT OF HIGHER EDUCATION IN INDIA
1.1 Ancient and medieval systems of higher education in India (e.g., Nalanda, Takshashila)
1.2 Development of Higher Education in India during the Pre- Independence period-a brief history
1.3 Development of Higher Education in India during the Post-Independence period with special reference to recommendations of:
    1.3.1 UEC (1948)
    1.3.2 IEC (1964-66)
    1.3.3 NPE (1986)
    1.3.4 NEP (2020)
1.4 Challenges in achieving quality in higher education

UNIT-II: HIGHER EDUCATION INSTITUTIONS
2.1 Types of Higher Education Institutions (universities, colleges, deemed universities, autonomous institutions) Establishment, management and functions.
2.2 Human Resources Development Centre- Role and functions
2.3 Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges

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2.4 Private sector participation in higher education.

UNIT-III: MANAGEMENT OF HIGHER EDUCATION
3.1 Ministry of Human Resources Development (MHRD)- Role and functions
3.2 State Department of Higher Education- Role and functions
3.3 University Grant Commission (UGC)- Role, management and functions
3.4 All India Council for Technical Education (AICTE)-Role, management and functions.
3.5 Role, management and functions of NAAC

UNIT-IV INNOVATIONS IN HIGHER EDUCATION
4.1 Emerging trends in global higher education.
4.2 The role of digital technology and online learning
4.3 Academic Credit Bank in NEP 2020
4.4 Multiple Entry-Exit Options in Academic Programmes
4.5 Research and innovation in higher education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
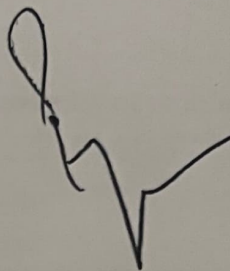Students will select and complete one of the following practicum activities:
- Visits or virtual tours to different types of higher education institutions (e.g., universities, autonomous institutions) to understand their functioning, management, and challenges.
- Comparison of the roles, functions, and governance structures of teaching-intensive universities, research-intensive universities, and autonomous degree-granting colleges as outlined in NEP 2020.
- Analyze a specific policy (e.g., NEP 2020) and its impact on the roles and functions of organizations like the UGC and AICTE
- Organization of Group Discussion/Seminars on the challenges and innovations in higher education to allow students to engage with real-world issues.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on higher education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Agarwal, Pawan (2009). *Indian Higher Education: Envisioning the Future*. New Delhi: SAGE Publications.
- Altbach, Philip G. (2022). *Global Perspectives on Higher Education*. New York: Johns Hopkins University Press
- Altbach, Philip G., &Jayaram, N. (2014). *India: The Road to Higher Education Reform*.New Delhi: Cambridge University Press.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2106
DISSERTATION (PHASE-1)

Max. Marks: 50
External Marks:40
Internal Marks: 10

Credits : 02

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:
- Develop ability to design and conduct original research.
- Critically analyse and synthesize existing research related to topic
- Develop the ability to write a clear and concise research topic related to education.
- 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 techniques of reviewing the literature.
- Identify a specific, concise and significant research question or problem

COURSE OUTCOMES:

Upon successful completion of the course, students will:
- Identify and articulate a researchable problem or issue.
- Conduct a thorough review of relevant literature to inform the problem statement.
- Develop a clear and concise statement of the problem.
- Demonstrate understanding of the significance and relevance of the problem.

COURSE CONTENT

1.1 Review the literature to discover possible research areas related to Education, Educational Psychology, Educational Technology and Teaching –Learning Process.

1.2 Analyse and synthesize literature to identify different research patterns and themes

1.3 Finalise the topic under the guidance of the research supervisor.

1.4 Formulation of the statement of the problem

1.5 Develop a conceptual framework for the research study.

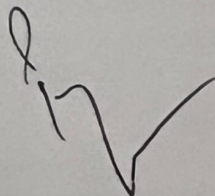### SUGGESTED READINGS:

- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods and approaches. Sage publications.
- Merriam, S. B., &Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. John Wiley & Sons.
- Booth,W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.
- APA Publication Manual (7th ed.). (2020). American Psychological Association 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.

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WEB RESOURCES

- Google Books
- Science.gov
- Shodh Ganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Wiley Online Library
- Springer link
- NCERT Library
- Punjab University E-Library
- Library Databases
- Science Hub

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MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2107
COMMUNICATION & EXPOSITORY WRITING

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours Per Week:04
Credits- 2

INSTRUCTIONS FOR THE EXAMINER: *This practical paper assesses the pupil-teachers' ability to effectively. Communication &Expository pwriting is a way of communicating ideas to someone with the aim to inform, to define, to persuade, or to compare and contrast. The goal of this course is to help writers understand the purpose of the audience for whom they are writing, recognize what the purpose of writing to that audience is, and how to figure out how to communicate using their knowledge of how to (inform, define, persuade, compare/contrast) to construct a meaningful response suited for that purpose.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Develop critical thinking and writing skills for academic and professional purposes
➤ Understand the principles of expository and communicative writing
➤ Learn to write clear, concise, and well-structured texts
➤ Apply writing skills to educational contexts
➤ Develop the capacity to use ICT in effective communication
➤ Enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
➤ Develop the writing skills
➤ To use the knowledge of communication in classroom discussion and daily life.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Develop their writing through a series of steps, the first of which is critical reading of passages
➤ Practice writing to refine their macro level as well as micro level compositional skills.
➤ Develop various rhetorical modes like argument, cause and effect, narration, description, comparison and contrast exemplification and classification in their writings.
➤ Reading current non-fiction articles with different targeted audiences from CommonLit.org and Newsela.com
➤ Viewing selected advertisements and media to see the power of persuasion and information in the age of Youtube.
➤ Expanding upon vocabulary and working on polishing grammar technique will be added by the use of Jean Bunnell's book and Noredink.com
➤ Writing various expository pieces including, but not limited to a cover letter, recommendation letter, grievance letter, directions, persuasive skit, and a compare and contrast short essay.

COURSE CONTENT

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UNIT-1 INTRODUCTION TO COMMUNICATIVE AND EXPOSITORY WRITING
1.1 Overview of writing styles
1.2 Importance of writing in education
1.3 Definition and characteristics
1.4 Types (description, explanation, comparison)

UNIT-2 COMMUNICATIVE WRITING AND WRITING FOR EDUCATIONAL PURPOSES

2.1 Writing expository paragraphs and essays
2.2 Definition and characteristics
    2.2.1 Types (narrative, persuasive, analytical)
    2.2.2 Writing communicative texts

PRACTICUM ACTIVITIES:
Communication & Expository Writing Activities:
- Debates: Assign topics and have students research and debate.
- Role-plays: Practice real-life scenarios, like job interviews or customer service interactions.
- Group discussions: Facilitate discussions on current events or thought-provoking topics.
- Presentations: Have students present on a topic, using visual aids and clear communication.
- Active listening exercises: Pair students up to practice listening and responding.
- Essay writing: Assign topics and have students write clear, well-structured essays.
- Research papers: Have students research and write on a topic, using proper citation.
- How-to guides: Ask students to write step-by-step instructions on a process.
- Compare/contrast essays: Assign topics and have students write comparative essays.
- Reflective writing: Ask students to write reflectively on a experience or topic.
- Write and present: Have students write an essay and then present on the topic.
- Peer review: Have students exchange writing samples and provide constructive feedback.
- Group writing: Assign a group writing project, where students collaborate on a topic.
- Communication scenarios: Write scenarios that require students to communicate effectively.
- Writing workshops: Host workshops where students can share and improve their writing.

These activities help students develop strong communication and expository writing skills, preparing them for success in academics and beyond!

SUGGESTED READINGS:
- Eastwood, J. (2010). Oxford Practice Grammar. UK: Oxford University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004) Oxford English for Undergraduates. Karachi: Oxford
- Hutchinson, E. (2012). Expository Writing. California: Saddleback Educational Publishing
- Kane, S. (2000). Oxford Essential Guide to Writing. Oxford: Oxford University Press.
- Montogermy, M. (2006). Ways of Reading: Advanced Reading Skills. New York: Routledge.
- Murphy, R. (2003). Grammar in Use. Cambridge: Cambridge University Press.
- Warburton, N. (2006). The Basics of Essay Writing. New York and London: Routledge.
- Paterson, Linda, H.,John C. Bereton, et al. (eds). (2009). The Norton Reader: An Anthology of Non-fiction. Norton and Company: Shorter thirteenth edition"The Elements of Style" by William Strunk Jr. and E.B. White
- "Writing Life" by Annie Dillard
- "Expository Writing: A Guide for Teachers and Students" by David W. Johnson

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2108
CASE STUDY

Max Marks: 50
External Marks: 40   **Total Inst. Hour Per Week: 04**
Internal Marks: 10   **Credits: 2**

INSTRUCTIONS FOR THE EXAMINER: *This practical paper will assess the student's ability to analyse, interpret and drew conclusions from a case study. This paper will evaluate their critical thinking. Examiner will evaluate the depth and rigor of the analysis and check the structure, coherence and clarity of the written material. Examiner also assess the creativity and innovative ability of the students.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the real-world problems in their surroundings.
➤ Understand the role and methodology of case studies in research and practice.
➤ Understand the challenges and issues of problematic children.
➤ Develop analytical and critical thinking skills.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Understand the purpose and process of case study.
➤ Work collaboratively in team to solve complex situations.
➤ Acquaint to the problems and difficulties of specific institution or individual.
➤ Suggest solutions for the problem of institution or individual.

COURSE CONTENT

1.1 Meaning, need and importance of Case study
1.2 Merits and demerits of case study
1.3 Types of case study
1.4 Steps of case study
1.5 Role of case study in Research attitude enhancement
1.6 Case study and Technology integration
1.7 Develop a case study Proposal (Individual/Group)
1.8 Case Studies
DO ANY TWO CASE STUDIESOF AN INSTITUTE/SCHOOL/COLLEGE:
1.8.1 Primary School
1.8.2 Secondary School
1.8.3 Senior Secondary School
1.8.4 Educational Institute/ Teacher Training Institute/ Institute of Higher Learning
DO ANY TWO CASE STUDIES OF A SPECIAL CHILD/GIFTED CHILD/GROUP:
1.8.5 Gifted Child
1.8.6 Problematic Child
1.8.7 Mentally Retarded Child
1.8.8 Hearing Impaired Child
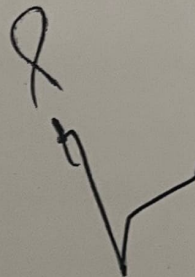**DO ANY ONE CASE STUDY OF A SOCIAL ISSUES/WOMEN STATUS/HEALTH CARE FACILITIES:**
1.8.9 Social issues
1.8.10 Women status in society

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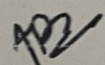BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

1.8.11 Health care facilities
1.9 Case study project submission and presentation

SUGGESTED READINGS:

- Ahmadi, M. R. (2017). The Impact of Motivation on Reading Comprehension. International Journal of Research in English Education, 2(1), 1–7. https://doi.org/10.18869/acadpub.ijree.2.1.1
- Al-Faki, I. M., &Siddiek, A. G. (2013).The Role of Background Knowledge in Enhancing Reading Comprehension. World Journal of English Language, 3(4), 42–66. https://doi.org/10.5430/wjel.v3n4p42
- ChanLin, L. (2013). Reading strategy and the need of e-book features. The Electronic Library, 31(3), 329–344. https://doi.org/10.1108/EL-08-2011-0127
- Chettri, K., & Rout, S. K. (2013). Reading habits—An overview. IOSR Journal of Humanities And Social Science (IOSR-JHSS), 14(6), 13–17.
- Djudin, T. (2017). Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem. JETL (Journal Of Education, Teaching and Learning), 2(1), 124–129. https://doi.org/10.26737/jetl.v2i1.151
- Florence, F. O., Adesola, O. A., Alaba, B., &Adewumi, O. M. (2017).A Survey on the reading habits among colleges of education students in the information age. Journal of Education and Practice, 8(8), 106–110.

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Department of Education
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)
MASTER OF ARTS (Education)) (w.e.f. academic session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-II

. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
ry Papers : Compulsory								
1	MAE-2109	Sociology of Education	3	2	4	20	80	100
2	MAE-2110	Teacher Education –II	3	2	4	20	80	100
3	MAE-2111	Advance Education Technology –II	3	2	4	20	80	100
	MAE-2112	Statistics Methods in Education	3	2	4	20	80	100
5	MAE-2113	Optional Subject (Choose any one option)						
	Opt. (i)	Special Education	3	2	4	20	80	100
	Opt. (ii)	Education for Women Empowerment	3	2	4	20	80	100
	Opt. (iii)	Guidance and Counselling	3	2	4	20	80	100
	Opt. (iv)	Environment Education	3	2	4	20	80	100
Practicum Course								
	MAE-2114	Dissertation (Phase-II)	-	--	2	10	40	50
7.	MAE-2115	Academic Writing	-	4	2	10	40	50
	MAE-2116	Educational Resources	-	4	2	10	40	50
	Total		15	18	26	130	520	650

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2109
SOCIOLOGY OF EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the meaning and nature of educational sociology and relationship between education and sociology.
➤ Acquire the knowledge about social change and role of teacher & school in social change.
➤ Understand the concept, types and factors of social mobility.
➤ Explain the meaning and characteristics of education and culture.
➤ Familiarize with education and culture.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Know about the meaning and scope of educational sociology.
➤ Grasp the role of education in social change.
➤ Explain the role of education in social mobility.
➤ Understand the role of education in the preservation, transmission and enrichment of culture.

COURSE CONTENT
UNIT-I MEANING AND SCOPE OF EDUCATIONAL SOCIOLOGY
1.1 Meaning, Definition and Scope of Educational Sociology
1.2 Nature of Educational Sociology
1.3 Need and Importance of Educational Sociology
1.4 Relationship between Education and Sociology

UNIT-II EDUCATION AND SOCIAL CHANGE
2.1 Meaning and Definition of Social Change
2.2 Role of Education in Social Change
2.3 Factors of Social Change
2.4 Role of Teacher & School in Social Change

UNIT-III EDUCATION AND SOCIAL MOBILITY
3.1 Definition, Types and dimensions of Social Mobility
3.2 Factors affecting Social Mobility
3.3 Relationship between Education and Social Mobility
3.4 Role of Education in Social Mobility

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UNIT-IV EDUCATION AND CULTURE

4.1 Meaning, Definition and Characteristics of Culture
4.2 Relationship between Education and Culture
4.3 Role of Education in culture
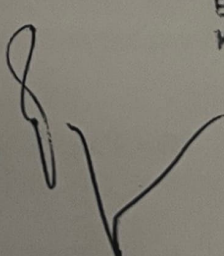4.4 Preservation, Transmission and Enrichment of Culture

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Adiseshiah, W.T.V. &. Pavanasam.R. (1997).*Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education*. London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. New Delhi: Kanishka Publishers.
- Dewey, John, Democracy and Education, MacMillan, New York
- D'Souz A. A. (1989). *The Human Factor in Education*, New Delhi: Orient Longmans.
- Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education*, New Delhi: Rawat.
- Kneller, George F., Foundations of Education, John Willey and Sons, 1978
- Mishra. B.K. &Mohanty R. (2002).*Trends and issues in Indian Education*, New Delhi: Kanishka Publishers.
- Mohanty, J. (1992). *Indian Education in Emergency Society*. New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
- Swift, D. F. (1990). Basic Readings in the Sociology of Education, London; Routledge and Kegan Paul

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2110
TEACHER EDUCATION-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Analyze teaching as a profession and its unique features.
➢ Examine the professional ethics applicable to teachers and their implications for practice.
➢ Explore various strategies for professional development in teacher education.
➢ Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
➢ Examine the key reforms introduced by NEP-2020 in teacher education.
➢ Identify and analyze new trends and innovations in teacher education curricula.
➢ Understand the role of research in shaping and developing teacher education curricula.
➢ Understand the importance of teacher effectiveness for student outcomes.
➢ Identify challenges that affect teacher effectiveness and explore strategies to address them.
➢ Discuss the current challenges facing teacher education.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Identify and apply ethical principles to real-world teaching scenarios.
➢ Describe various appraisal processes and methods, and assess their effectiveness.
➢ Summarize the major changes brought about by NEP-2020 and their implications for teacher education.
➢ Explain how research contributes to curriculum development and provide examples of research-driven changes.
➢ Discuss the significance of teacher effectiveness in educational settings.
➢ Analyze and articulate major problems in teacher education and potential solutions.

COURSE CONTENT
UNIT- I: PROFESSIONAL DEVELOPMENT OF TEACHERS
1.1 Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
1.2 Professional Development Strategies in Teacher Education
1.3 Quality Enhancement for Professionalization of Teacher Education: Distance Education, Refresher Courses, Orientation courses
1.4 Performance Appraisal of Teachers: Concept, Process and Methods

UNIT-II: CONTEMPORARY TRENDS AND INNOVATIONS IN CURRICULUMOF TEACHER EDUCATION

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2.1 Structure of Teacher Education curriculum
2.2 Curriculum Reforms in Teacher Education (NEP-2020)
2.3 Emerging Trends in Teacher Education Curriculum
2.4 The role of research in curriculum development in Teacher Education

UNIT-III: TECHER EFFECTIVENESS
3.1 Definitions, dimensions, and significance ofTecher Effectiveness
3.2 Factors Influencing Teacher Effectiveness
3.3 Tools for Measuring Teacher Effectiveness
3.4 Influence of Teacher effectiveness on student learning and performance.
3.5 Challenges in Teacher effectiveness and strategies to overcome challenges

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 Preparing teachers for inclusive classrooms
4.3 Current problems of Teacher Education
4.4 Research trends in Teacher education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Design a professional development workshop or seminar for teachers, focusing on a specific area (e.g., new teaching strategies, technology integration).
- Write a reflection on a professional development program attended or observed, evaluating its effectiveness and suggesting improvements.
- Simulate a performance appraisal process for teachers, including the development of evaluation criteria and feedback mechanisms.
- Analyze the NEP-2020 reforms and their implications for a teacher education program. Present a report on how these reforms could be integrated into existing curricula.
- Write a report on an emerging trend in teacher education, such as technology integration or experiential learning, and propose its incorporation into the curriculum.
- Develop a framework for measuring teacher effectiveness
- Identify common challenges in teacher effectiveness and develop a set of strategies to address these challenges.
- Research and analyze a current problem in teacher education. Prepare a presentation on potential solutions and strategies to address the issue.

SUGGESTED READINGS
- Arora, G.L. (2005)*Teachers and their Teaching: Need for New Perspectives*. Delhi: Ravi Book depot.
- Clandinin, D. J., & Richardson, L. C. (2024). *Emerging Trends in Teacher Education: Innovations and Challenges*.London:Routledge.
- Hattie, J., &Timperley, H. (2022). *Teacher Effectiveness: Strategies for Enhancing Practice*. New York: Routledge.
- Herne Steve, Jesserl John & Griffith, Jenny(2000). *Study to Teach: A guide to Studying Teacher Education*. London and New York: Rout ledge Falmer.
- Louis, C. Lawrence, M. & Keith, M. (2004). *A Guide to Teaching Practice* (5th edition). London and New York: Rout ledge Falmer.
- Menter, I., & McGowan, P. H. (2023). *Performance Appraisal in Education: Theory and Practice*.London: Springer.
- Mishra, Loknath. (2017). *Teacher Education in India.* U.K.: Cambrifge Scholars Publishing.
- Mishra,R.C. (2015) *Teacher Education: Historical Development, Aims, Objectives, Structure, Status and Problems*.NewDelhi:APH Publishing Corporation

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- Meyer, U. (2004). *Professionalisation of teacher education.* New Delhi: Vinej Publications.
- NCTE (2006). *Curriculum frame work for teacher education for quality education.* NCTE, New Delhi.
- Rahman, Afzar (2007). *Key issues in teacher education. Teachers for secondary schools.* Delhi: Sanjay Prakashan.
- Rana, V.K. (2008). *Teacher education: A Perspective.* New Delhi: Vista Publishing House.
- Rani, Sarla, Gupta, Goldytde Kumari, Manjeet (2021). *Adhyapak Shiksha.* New Delhi: Agrwal Publications.
- Rao, D. B. (2008). *Teacher education in India.* New Delhi: Discovery publishing House.
- Sharma, A.K. (2021). *National Education Policy and Teacher Education.* New Delhi: Srijan Publications.
- Sharma, R. K. (2017). *Methods of Teaching.* New Delhi: Shree Publishers & Distributors.
- Sharma, R. S. & Paul, S. K. (2022). *NEP 2020 and Its Impact on Teacher Education: A Comprehensive Guide.* New Delhi: Orient Blackswan.
- ShashiPrabha Sharma (2003) *Teacher Education: Principles, Theories and Practices.* New Delhi: Kanishka Publishers & Distributors.
- 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., AliJman, Z. (2018). *Contemporary Pedagogies in Teacher Education and Development.* London: Intech Open.

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER – II
MAE-2111
ADVANCE EDUCATION TECHNOLOGY -II

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 3+2
Exam Hours: 3hrs.
Credit Per Week: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able 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:
Upon successful completion of the course, students will:
➤ Learn about multimedia and software.
➤ Understand about the system approach in educational technology.
➤ Gain knowledge about the learning resources and virtual classroom.
➤ Understand the role of teacher in classroom.

COURSE CONTENT
UNIT-I   MULTIMEDIA APPROACH IN EDUCATION TECHNOLOGY

1.1 Multimedia approach in Education Technology: Concept, Meaning and Nature.
1.2 Importance and Principles of using multimedia, Approaches and Limitation.
1.3 Required Software and Use in Education.
1.4 Recommendations of NEP-2020 for integrating technology in education

UNIT- II: SYSTEM APPROACH AND INSTRUCTIONAL TECHNOLOGY IN EDUCATION
2.1 Concept of System approach –System approach to Instructional Design
2.2 Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
2.3 Gagne's Nine Events of Instruction and Five E's of Constructivism,
2.4 Nine Elements of Constructivist Instructional Design

UNIT-III   E-LEARNING AND VIRTUAL CLASSROOMS
3.1 Emerging Trends in e learning- Social learning (use of web 2.0 tools for learning),Social networking sites, blogs, chats, discussion forum
3.2 Computer Assisted Instruction & On-line tutoring (e-sourcing)

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3.3 Open Education Resources (Creative Commons, Massive Open Online Courses(MOOC), Concepts and Application)

3.4 Concept, Process of preparing ODLM (Open and distance learning)

UNIT-IV: EVALUATION AND RESEARCH IN ICT

4.1   Use of ICT in Evaluation, 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 PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Develop lesson plans that incorporate technology, such as interactive whiteboards, educational apps or online resources.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on daily life.
- Use tools like Google Classroom, Microsoft Teams, or Moodle to manage coursework, facilitate communication.
- Reflect on your experiences using technology in the classroom and share insights or challenges with peers through discussions or written reflections.
- Participate in workshops or webinars on emerging educational technologies and best practices.
- Use model digital citizenship, including online safety, ethical use of information, and respectful online communication.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- 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.
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- 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
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
MAE-2112
STATISTICS METHODS IN EDUCATION

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Inst. Hours Per Week: 03+02

Exam Hours: 3hrs.

Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Define statistics and explain its role and significance as a tool in educational research.
➢ Create and interpret various types of graphs: bar graphs, pie charts, histograms, frequency polygons, and cumulative frequency curves.
➢ Interpret the measures of central tendency and explain their significance in educational research.
➢ Discuss the importance of NPC in statistical analysis and its application in educational research.
➢ Identify and interpret instances of skewness and kurtosis in educational research data, and discuss their implications for data analysis.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ 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.

COURSE CONTENT

UNIT-I: STATISTICS AS A TOOL IN EDUCATIONAL RESEARCH
1.1   Meaning of Statistics: Statistics as a tool in Educational Research
1.2   Types of statistics: descriptive and inferential
1.3   Organization and Graphical presentation of data:
        1.3.1 Organization of Data: Frequency distribution
        1.3.2 Graphical presentation of data: Bar graph, Pie chart, Histogram, The frequency polygon, Cumulative frequency Curve

UNIT-II: DESCRIPTIVE STATISTICS
2.1 Measures of central tendencies: Mean, Median and Mode- Meaning, uses and computation
2.2 Measures of variability-I : Range, Quartile Deviation, Percentiles and Deciles- Meaning, uses and computation
2.3 Measures of variability-II : Mean Deviation, Standard Deviation and Variance- Meaning, uses and computation

UNIT-III: INFERENTIAL STATISTICS

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3.1 Inferential Statistics: Meaning, Concept and uses
3.2 Parametric Statistics: Meaning, assumptions, types and uses
3.3 Non-parametric Statistics: Meaning types and uses
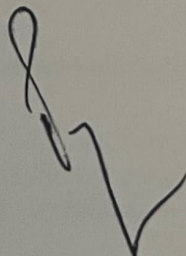
UNIT-IV: SCALES OF MEASUREMENT AND NPC
4.1 Scales of measurement: nominal, ordinal, internal, Ratio.
4.2 Meaning and characteristics of Normal Probability Curve (NPC)
4.3 Applications of Normal Probability Curve (NPC)
4.4 Divergence from Normality: Skewness and Kurtosis.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Discussion on various scales of measurement.
- Practice on Graphical representation on data using Bar graph, Pie chart, Histogram
- Practice on data analysis with various statistical method..
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-i)
SPECIAL EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+0 2
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Understand about the concept, importance, scope and aims of Special education.
- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating education with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum
- Develop an understanding the concept of exceptionality 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
- Plan need-based programmes for all children with varied abilities in the classroom.
- 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.
- Understand the history and philosophy of special education
- Know the legal foundations and regulations governing special education
- Identify and describe the characteristics and needs of students with diverse abilities and disabilities
- Learn about evidence-based interventions and instructional strategies for students with disabilities
- Develop skills in assessing and supporting students with diverse needs

COURSE OUTCOMES:
Upon successful completion of this course, students will:
- Explain the concept and stages of growth and development and their relationship with learning.
- Differentiate between the concepts of growth and development in human beings.
- Analyse various development theories and apply appropriate theories in the learning process.
- Understand the concept of socialization and its impact on children within school and peer group contexts.
- Reflect on and address issues related to adolescence, including the impact of media, urbanization, and economic changes.

COURSE CONTENT

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UNIT-1: CONCEPT OF EXCEPTIONALITY AND SPECIAL EDUCATION

1.1 Meaning, concept of Exceptionality, the Concept of Negative, Positive and Multiple Deviation
1.2 Concept, Meaning, Objectives and need of special education
1.3 Principles of Special Education
1.4 Continuum of Special Education services
1.5 Difference between Handicap, Disability & Impairment.

UNIT-II: POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS:

2.1 Rehabilitation Council of India Act (1992)
2.2 Persons with Disabilities Act (1995)
2.3 National Policy of Disabilities (2006)
2.4 Inclusive Education under Sarva Shiksha Abhiyan (SSA)
2.5 Rights to Persons with Disabilities Act-2016.

UNIT-III: UNDERSTANDING SENSORY & INTELLECTUAL DISABILITIES:

3.1 Visual Impairment: Concept, Characteristics, Types, Identification, Etiology, Educational Accommodations
3.2 Hearing Impairment: Concept, Characteristics, Types, Identification, Etiology, Educational Accommodations
3.3 Learning Disability: Concept, Characteristics, Types, Identification Etiology, Educational Accommodations
3.4 Emotional Disturbed children: Meaning, Definitions, Nature & Characteristics, Biological factors etc.

UNIT-IV: UNDERSTANDING OTHER EXCEPTIONALITIES:

4.1 Gifted Children: Concept, Characteristics, Types, Identification, Educational Accommodations
4.2 Creative Children: Concept, Characteristics, Types, Identification, Nurturing and stimulation of creativity among children.
4.3 Mentally Retarted Children: Concept, Characteristics, Causes and treatment and measures for Mentally Retarted Children.
4.4 Emotionally Disturbed Children: Concept, Characteristics, Identification and Educational and treatment measures.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:

- 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.
- 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.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- 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.
- Preparation of status report on school education of children with diverse needs.

- Evaluation of text books from the perspective of differently abled children.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Critical review of policy and practice and panel discussion by a group of students
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Design a poster and slogan on Inclusive Education.
- Any other relevant activity, project, or assignment assigned by the teacher.

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.
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- Chaote J.S. (1991) *Successful mainstreaming*. London: Allyn and Bacon.
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- 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 Quaterly. Vol 29 (1).
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- 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
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-ii)
EDUCATION FOR WOMEN EMPOWERMENT

Max Marks: 100   Total Inst. Hours: 03+02
External Marks/Theory: 80   Exam Hours: 3hrs
Internal Marks/Practicum: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the concept of women's empowerment and examine its historical perspectives.
➤ Identify and evaluate the barriers to women's education.
➤ Discuss the role of women entrepreneurs in economic development
➤ Evaluate government policies and programs designed to promote women entrepreneurship.
➤ Examine the issues related to women and their impact on women.
➤ Explore the role of social institutions (family, community, educational institutions, and media) in promoting women's empowerment.
➤ Discuss the involvement of women in leadership, policy, and decision-making roles.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Recognize and critically assess the barriers to women's education and suggest measures to overcome these obstacles
➤ Review government policies and programs aimed at supporting women entrepreneurs, and suggest improvements
➤ Evaluate the different issues related to women and effectiveness of different acts to overcome these issues.
➤ Discuss the challenges and achievements of women in leadership, policy-making, and decision-making positions and suggest ways to promote greater participation
➤ Evaluate the contributions of various social institutions to women's empowerment and propose strategies to enhance their effectiveness.

COURSE CONTENT

UNIT-I WOMEN EMPOWERMENT AND EDUCATION
1.1 Women's Empowerment: Concept and Historical perspectives on women's empowerment
1.2 Dimensions of Women's Empowerment
1.3 The role of education in women's empowerment
1.4 Barriers to Women's Education

UNIT-II WOMEN ENTREPRENEURSHIP
2.1 Meaning, Characteristics, Barriers in Women entrepreneurship
2.2 Role of Women Entrepreneurs in Economic Development
2.3 Women Entrepreneurship and Gender Equality

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2.4 Government Policies and Programs for Promoting Women Entrepreneurship

UNIT-III WOMEN RIGHTS
3.1 Women, work and livelihood: Sexual Harassment at work place
3.2 Dowry Prohibition Act 1961
3.3 The Protection of Women from Domestic Violence Act, 2005
3.4 Prohibition of Child Marriage Act, 2006

UNIT-IV SOCIETY AND WOMEN EMPOWERMENT
4.1 Women and Gender Issues.
4.2 Role of Social Institutions (family, Community, Educational Institutions and media) in Women Empowerment
4.3 Role of Non-Governmental Organizations (NGOs) in Women Empowerment
4.4 Women in Leadership, Policy, and Decision Making

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:
- Presentation on government policies and programs related to women entrepreneurship.
- Role-play scenarios related to workplace sexual harassment or domestic violence.
- Awareness presentation on specific women's right issue, such as child marriage or domestic violence etc.
- Presentation on role of Organize a symposium on women in leadership, policy, and decision-making.
- Organize a debate on the role of education in overcoming barriers to women's empowerment.
- Group discussion on role of various social institutions (family, community, media) in women's empowerment.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Agrawal, S.P (2001). *Women's Education in India*. Guwahati: Eastern Book House.
- Andal, N. (2002).*Women and Indian Society: Options and Constraints*. Guwahati: DVS Publishers.
- AryaSadhna (1999).*Women, Gender Equality and the State*. New Delhi: Deep & Deep Publications
- Bakshi, S.R. (2002).*Empowerment of Women and Politics of Reservation*. Guwahati: DVS Publishers.
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- Gupta Mukta. (2000.) Women and Educational Development , Guwahati, DVS Publishers.
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- Sharma, N. K.(2021).*Empowering Women through Education: Insights from India.*NewDelhi:Academic Foundation.
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- Suresh Dutt. (2000) *Women and Education.* New Delhi: Anmol Publications.

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
MAE-2113 (Opt-iii)
GUIDANCE AND COUNSELLING

Max. Marks: 100	Inst. Hours Per Week:03+02
External Marks: 80	Exam Hours: 3Hrs.
Internal Marks: 20	Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Develop an understanding of the Nature and Scope of guidance.
- Develop an understanding of the role of guidance for the population with special Needs.
- Develop an understanding of the Nature and Scope of counselling and their
- Applications in various related fields of counselling.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Understanding of the Nature and Scope of guidance.
- Know the role of guidance for the Students with special Needs.
- Know of the Nature and Scope of counselling and their
- Understand the applications in various related fields of counselling.

COURSE CONTENT

UNIT-1: GUIDANCE & VARIOUS TYPES OF GUIDANCE
1.1 Meaning of guidance–Concept, Nature, Principles and Scope and Areas in Guidance
1.2 Meaning of Personal guidance: Concept and Definition, Nature, Principles and Scope of guidance
1.3 Educational guidance: Concept and Definition, Nature, Principles and Scope of guidance
1.4 Vocational guidance: Concept and Definition, Nature, Principles and Scope of guidance

UNIT-II: ELEMENT AND SCOPE OF COUNSELLING
2.1 Meaning of Counselling: Concept, Importance and purposes
2.2 Function and Element, Process of Counselling
2.3 Directive counseling – concept, advantages and limitations
2.4 Non-Directive Counseling-concept, advantages and limitations
2.5 Elective counseling – concept, advantages and limitations

UNIT-III ISSUES IN GUIDANCE
3.1 Meaning of Research, Purpose or Importance of Research
3.2 Problem with Research Service in Guidance and Counselling
3.3 Group Guidance, Concept and Definition, Nature, Principles and Scope of guidance.

UNIT-IV: DIFFERENT GUIDANCE SERVICE

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4.1 Occupational Information service, Concept and Definition, Nature, Principles and Scope of guidance.

4.2 Placement service: Concept and Definition, Nature, Principles and Scope

4.3 Follow up service: Concept and Definition, Nature, Principles and Needs.

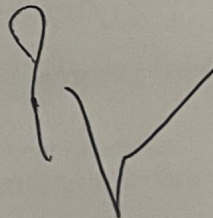4.4 Recent trends in guidance and counseling for inclusive schooling

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Attitudinal survey of teacher trainees.
- Class Test
- Assignment
- Attendance
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J .C. (2009). Educational, Vocational Guidance and Counselling. Delhi: Doaba House.
- Bruce, Shetzer and Stone (2016).Fundamentals of Guidance. Houghton: Mifflin Co.
- Chauhan, S.S. (2012). Principles and Techniques of Guidance. New Delhi: Vikas Publishing House.
- Gibson, R. L. and M. H. Mitchell (2014).Introduction to Counselling and Guidance.New Delhi: PHI Pvt. Ltd.
- Jones, Arthur J. (2010). Principles of Guidance. New York: McGraw Hill Co.
- Kochhar S.K. (2015). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R.H. Myers and George, E. (2016). Principles and Techniques of Guidance. New York: McGraw Hill Book Co.
- Meenakshi (2003). Guidance & Counselling, KaliaParkashan.
- Ohlsen, Merle M. (2007). Group Counseling {2nd Ed). New York: Holt Rinehart and Winston. .
- Rao, S. N. and Prem Sahajpal (2013). Counselling and Guidance. New Delhi : McGraw Hill Education Pvt. Education.
- Siddiqui, Mujibul H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-iv)
ENVIRONMENT EDUCATION

Max Marks: 100   Total Inst. Hours: 03+O2
External Marks/Theory: 80   Exam Hours: 3hrs
Internal Marks/Practicum: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the relationship between human's beings and their environment.
➤ Develop sensitivity towards environmental disaster management.
➤ Acquire an understanding of the process of environmental education.
➤ Develop skills and competencies as teachers for management of environmental awareness programmes.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Understand issues and concerns of environment..
➤ Become sensitive towards environmental management.
➤ Concept, objectives, rationale, challenges and extent of success of Universal Elementary Education.
➤ Know the process of environmental education.
➤ Develop skills and competencies for management of environmental awareness programmes..

COURSE CONTENT

UNIT-I: CONCEPT, SCOPE AND CURRICULUM OF ENVIRONMENT EDUCATION
1.1 Meaning, Concept & Scope of Environment Education.
1.2 Aims, objectives and role of Environment Education for sustainable development.
1.3 Principles of Environment Education.
1.4 Curriculum Development in Environment Education.

UNIT-II: TEACHING STRATEGIES AND COMPONENTS OF ENVIRONMENT EDUCATION
2.1 Role of school and teacher in Environmental Education.
2.2 Teaching strategies (survey, projects, seminar, discussion and field trips etc) of Environment Education
2.3 Eco-Club and Eco Magazine
2.4 Components of responsible environmental behavior among teacher and students

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UNIT-III: ENVIRONMENT CONSERVATION AND SUSTAINABLE DEVELOPMENT

3.1 Conservation of Natural Resources: Concept, need and Importance
3.2 Environmental Movements: -Chipko, Silent Valley, Narmada Bachao.
3.3 Role of Environmental Movements in Environmental Conservation
3.4 Role of Environmental Education in Sustainable Development

UNIT-IV: ENVIRONMENTAL EDUCATION-TRANSACTION AND EVALUATION

4.1 Teaching -Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization & Games.
4.2 Field visits and experiments
4.3 Projective Techniques in Environmental Education.

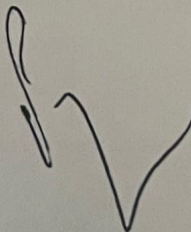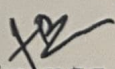## SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:
- Project on Environmental assets or heritages.
- Prepare a first-aid-box to be used during a disaster
- Day celebrations/observation on different environmentally importance days.
- Preparation of slogans, Charts and plantation activities for awareness.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- DattaAmol K., (2011). *Introduction to Environmental Science & Engineering.* NewDelhi-110 001: RajuPrimlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dayani, S. N., (2013). *Management of Environmental Hazards.* Vikas Publishing House, Pvt. Ltd.: New Delhi.
- Iyer, Gopal (2016). *Sustainable Development Ecological & Socio-cultural Dimension.* Vikas Publishing House Ltd.: New Delhi.
- James, George (2009). Ethical Perspectives on Environmental Issues in India. APH Publishing: New Delhi.
- Karpagam, M. (2009). *Environmental Economics.* Sterling Publisher Pvt. Ltd.
- Mukherjee, Biswarp (2006). *Environmental Biology.* Tata-Mc-Graw Hill, Publishing Co. Ltd.: New Delhi.
- Nasrin, (2009). *Environmental Education.* APH Publishing Corporation: New Delhi.
- NCERT, (2000). *National Curriculum Framework 2000.* New Delhi: NCERT Press.
- NCTE, (2005). *Environmental Education Curriculum Frame working for Teachers& Teacher Education.* New Delhi.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2114
DISSERTATION (PHASE-II)

Max Marks: 50
External Marks: 40   **Credits: 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Select a researchable problem
- Establish a time line for completing the research study
- Choose an appropriate research design,sampling strategy and data collection methods
- Understand the concept of review
- Frame accurate objectives of the study
- Formulation Hypothesis of the study

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Design and conduct original research that contributes to the field of education
- Develop a research question and objectives that address a gap in current research.
- Evaluate and synthesize existing research in the field.
- Select appropriate research methodology and data analysis techniques.
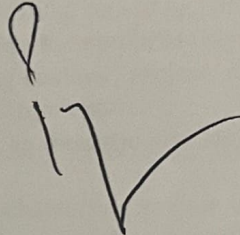- Identify and articulate the research objectives and hypothesis.

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 Delimitations of the study

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.

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- Kothari, C. R. (2009). *Research Methodology: Methods and techniques*(Second Revised Edition). New Delhi,New Age International (P)Limited ,Publishers.
- Singh, J.(2008). *Methodology and Techniques of Social Research*(First Edition) . New Delhi, KanishkaPublisher .
- Creswell,John W.(2014)Research Design:Qualitative ,Quantitative ,and Mixed Methods Approaches(5th Edition).New Delhi,SAGE Publications
- 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
- WorldCat

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS(EDUCATION)
SEMESTER II
MAE-2115
ACADEMIC WRITING

Max. Marks:50
External Marks: 40
Internal Marks: 10

Inst. Hours Per Week: 04

Credits: 02

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Master academic writing fundamentals and various styles, developing skills in paraphrasing, citation, editing, and proofreading.
➢ Produce professional reports and diverse articles, including thematic and research pieces.
➢ Write and format theses according to style guides, craft insightful book reviews and draft effective professional communications. Additionally,
➢ Distinguish between different writing types, prepare job application materials, and perform content analysis.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Grasp the fundamentals of academic writing and recognize various writing styles.
➢ Demonstrate skills in good academic writing, including paraphrasing, acknowledging sources, editing, and proofreading, while adhering to appropriate styles and formats.
➢ Produce professional reports, including seminar, project, research, and field visit reports, by applying principles learned through sample reports.
➢ Write different types of articles, such as thematic articles, research articles, article reviews, and editorials.
➢ Write and format a thesis, including chapters, a review of related literature, bibliography, tables, figures, appendices, and references according to an accepted style guide (e.g., APA).
➢ Write insightful and structured book reviews.
➢ Draft effective professional letters and emails.
➢ Distinguish between different types of writing and writing styles and apply them appropriately.
➢ Prepare a resume and effective professional profile suitable for job interviews.
➢ Perform content analysis.

COURSE CONTENT

1. FOUNDATIONS OF ACADEMIC WRITING
1.1 Introduction to Academic Writing: Understanding the fundamentals and importance of academic writing.
1.2 Styles of Writing: Overview of different writing styles and their applications.
1.3 Key Skills: Techniques for academic writing, proper acknowledgement of sources, editing, and proofreading.

2. REPORT WRITING
2.1 Types of Reports: Exploration of seminar reports, project reports, research reports, and field visit reports.
2.2 Practical Application: Students will prepare a professional report based on a selected workshop, seminar, or field visit.

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3. THESIS WRITING

3.1 Components of a Thesis: Structuring a thesis, including chapters, literature review (RRL), and bibliography.

3.2 Formatting Guidelines: Proper formatting of tables, figures, appendices, and adherence to referencing styles (e.g., APA), Pagination, headers, footnotes, and other formatting essentials.
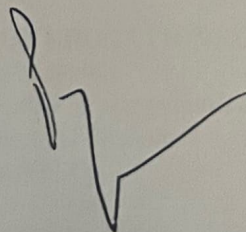
4. RESUME AND PROFILE PREPARATION

4.1 Resume Writing: Preparing a professional resume.

SUGGESTED PRACTICUM ACTIVITIES:

- Activity File: Students are required to maintain a detailed file documenting all completed tasks, assignments, and reflections.

SUGGESTED READINGS:

- APA style Manual USA, American Psychological Association.
- Best, J.W. & Kahn, James V. (2014). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Brown, Kristine and Susan Hood, (2002). Academic Encounters, Cambridge University Press.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Kothari, C.R. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers.
- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.
- Murray, R., (2004). Wring for Academic Journals, Maidenhead: Open University Press.
- 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.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ART (EDUCATION)
SEMESTER-II
MAE-2116
EDUCATIONAL RESOURCES

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours Per Week : 04
Credits: 02

INSTRUCTIONS FOR THE EXAMINER: *This Practical paper will assess the student's understanding of educational resources, their evaluation of resource effectiveness and their ability to propose enhancement. The examiner will evaluate student's grasp of different types of educational resources i.e. digital tools, multimedia etc and their purposes. This paper also assess how well students analyze the effectiveness of the resources discusses, including their relevance, usability and impact on learning outcomes. Each student must submit a well-organized portfolio documenting all activities done, educational resources creation, presentations, multimedia content and engagement in online courses.*

SUBJECT-SPECIFIC OBJECTIVES:
After the completion of the course the students will be able to:
➢ Understand the role and types of educational resources in the teaching-learning process.
➢ Apply the critical knowledge in practical settings
➢ Analyze the selection, design, and evaluation of educational resources.
➢ Integrate technological tools and resources effectively into educational practices.
➢ Develop skills in managing and utilizing educational resources in diverse educational settings

COURSE OUTCOMES:
Upon successful completion of this course, the students will:
➢ Develop and design the educational resources.
➢ Create or modify the educational resources.
➢ Integrate educational resources into practical teaching practices.
➢ Demonstrate and use effectively in real world educational situations and settings.

COURSE CONTENT
UNIT I: INTRODUCTION TO EDUCATIONAL RESOURCES
1.1 Definition and importance of educational resources
1.2 Classification of resources: Print, digital, multimedia, and human resources
1.3 Historical evolution and current trends in educational resources
1.4 Integration of Educational Technology: Learning Management Systems (LMS), Educational apps and online tools

UNIT II: DESIGN AND DEVELOPMENT OF EDUCATIONAL RESOURCES
2.1 Principles of designing effective educational materials
2.2 Designing multimedia resources: Audio-visual aids, simulations, and interactive tools
2.3 Creative Commons Licenses for Open Educational Resources
2.4 Repositories of Open Educational Resources (OER)

PRACTICUM ACTIVITIES:
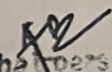- Develop any two educational resources out of following: Posters/ Newspaper clippings/ Worksheets/ Puppets/ Flashcards/ Quiz
- Access any two Open Educational Resources out of following: Open Education Consortium(http://www.oeconsortium.org/)/Sakshat/ e-Gyankosh/ National Digital Library of India (NDLI)/ SWAYAM/ ShodhGanga/ Vidya-Mitra

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- Create account and Sign in/Login following educational resources repository and create a multimedia (video/ animated/ slides/ audio/text/images/pdf etc.) content for teaching and attach the most suitable creative common license to it & upload it on any two of the following platforms: Slide share/ Wikipedia/ Teacher Tube/ You Tube/ NROER

SUGGESTED READINGS:

- Commonwealth of Learning & UNESCO. (2011). *Guidelines for open educational resources (OER) in higher education.* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=364
- Kanwar, A., Uvalić-Trumbić, S., & Butcher, N. (2011). *A basic guide to open educational resources (OER).* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=357
- OAPEN-UK. (n.d.). *Creative Commons guide.* Retrieved from http://oapen-uk.jiscebooks.org/ccguide/
- Open Knowledge Foundation. (n. d.). *Guide to finding interesting public domainworks online.* Retrieved from http://publicdomainreview.org/guide-tofinding-interesting-public-domain-works-online/
- Prabhala, A. (2010). *Copyright and open educational resources.* Retrieved fromwww.col.org/resources/publications/Pages/detail.aspx?PID=323
- Dhanarajan, G., & Porter, D. (Eds.). (2013). *Open educational resources: An Asian perspective. Perspectives on Open and Distance Learning.* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=441
- Downes, S. (2011, July 18). *Open educational resources: A definition.* Retrieved from www.downes.ca/archive/11/07_18_news_OLDaily.html

WEB RESOURCES

- http://www.sakshat.ac.in/
- http://egyankosh.ac.in/
- http://nroer.gov.in/welcome
- https://www.youtube.com/
- https://www.teachertube.com/
- https://www.slideshare.net/
- https://shodhganga.inflibnet.ac.in/

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Khanpur Kalan (Sonipat)

Department of Education
Faculty of Education
B.P.S. MahilaVishwavidyalaya, KhanpurKalan (Sonepat)
MASTER OF ARTS (Education) (w.e.f. academics session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-III

No.	Course Code	Course Title	Hours per week		Total Credits	Max . Marks		
			Lecture	Practicum		Internal	External	Total Marks
eory Papers : Compulsory								
1.	MAE-2201	Learner and Learning Process -I	3	2	4	20	80	100
2.	MAE-2202	Development of Indian Education System	3	2	4	20	80	100
3.	MAE-2203	Comparative Education	3	2	4	20	80	100
4	MAE-2204	Educational Planning & Management-I	3	2	4	20	80	100
5.	MAE-2205 Optional Subject (Choose any one option)							
	Opt-(i)	Adult Education	3	2	4	20	80	100
	Opt-(ii)	Education For Rural Development	3	2	4	20	80	100
	Opt-(iii)	Gender Education	3	2	4	20	80	100
	Opt-(iv)	Value Education and Human Rights	3	2	4	20	80	100
ticum								
6.	MAE-2206	Teaching Taxonomy	---	4	2	10	40	50
7.	MAE-2207	Administration of Psychological Tools & Handling of Apparatus	---	4	2	10	40	50
8.	MAE-2208	Dissertation (Phase-III)	---		2	10	40	50
		Total	15	18	26	130	520	650

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2201
LEARNER AND LEARNING PROCESS-I

Max Marks: 100   Total Inst. Hours: 03+02
External Marks/Theory: 80   Exam Hours: 3hrs
Internal Marks/Practicum: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Understand the Relationship between Education and Psychology.
- Learn the different methods used in psychology.
- Explore major schools of Psychology and their contribution to education
- Understand the concept and principles of growth and development.
- Identify stages of growth and development with special reference to adolescence
- Analyze theories of development and understand the educational implications of these developmental theories.
- Develop skills in problem solving and creativity.
- Explore the concept of creativity, its characteristics, and techniques to enhance creativity in students.
- Define and explore different types of memory and the process of memorization.
- Analyze the concept of mental health and hygiene, characteristics of a mentally healthy person, and methods to improve mental health

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Demonstrate how psychological principles can be applied to educational practices.
- Identify, describe, and apply various psychological methods to analyze educational phenomena.
- Demonstrate an understanding of the major psychological schools and evaluate their impact on educational theories and practices.
- Explain the fundamental concepts and principles of growth and development, illustrating how these principles apply to educational contexts
- Describe the stages of human growth and development, with an emphasis on the physical, cognitive, and socio-emotional changes that occur during adolescence.
- Analyze key developmental theories and apply their insights to educational practices.
- Demonstrate the ability to employ various problem-solving techniques and strategies, showing creativity in overcoming educational challenges.
- Differentiate between various types of memory, describe the process of memorization, and apply techniques to enhance memory retention in learning environments.
- Identify characteristics of a mentally healthy person, and recommend practices to promote mental well-being in educational contexts.

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COURSE CONTENT

UNIT I: EDUCATIONAL PSYCHOLOGY
1.1 Concept, Nature and Scope of Educational Psychology
1.2 Relationship between Education and Psychology
1.3 Methods of Psychology- Experimental, Clinical, Survey
1.4 Major Schools of psychology: Structuralism, functionalism, behaviorism, gestalt, psycho-analytic, cognitive, constructivism and contribution of these schools to Education

UNIT-II: GROWTH AND DEVELOPMENT
2.1 Growth and development: Concept and principles
2.2 Stages of Growth and Development with special reference to Adolescence.
2.3 Theories of development:
      a) Piaget's cognitive development, b) Freud's psychosexual development,
      c) Erikson's psycho-social development d) Kohlberg's moral development

UNIT-III: PROBLEM SOLVING AND CREATIVITY

3.1 Problem solving: Meaning, concept and techniques of problem solving.
3.2 Reasoning: Meaning, concept, types of Reasoning, Logical thinking and its relationship with decision making
3.3 Creativity: Concept, characteristics of a creative child, techniques to enhancing creativity
3.4 Needs and problems of creative individuals, and the role of a teacher in fostering creativity.

UNIT-IV: MEMORY, FORGETTING AND MENTAL HEALTH
4.1 Memory: Concept & types of memory, process of memorization and training in memory.
4.2 Forgetting: Concept, types, theories, and Ebbinghaus's curve of forgetting.
4.3 Mental health and hygiene: Concept, characteristics of a mentally healthy person, causes of poor mental health, improving mental health- ways & means.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
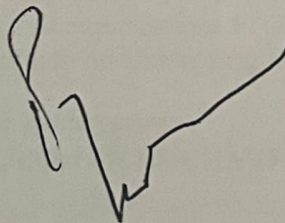- An experiment can be conducted for applying different memorization techniques (e.g., mnemonics, chunking, and rehearsal) to a group of participants to check their memory retention.
- A survey can be conducted by targeting a sample of students to assess their mental health status, hygiene practices, and factors affecting their well-being.
- Some creativity enhancement programmes like creative writing, problem+based learning etc. can be conducted to foster creativity among students.
- Comparative analysis of psychological schools of thought can be done to understand the contributions of different schools of psychology to education.
- Any other relevant activity, project, or assignment assigned by the teacher.

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
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- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
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- Kundu, C.L. & Tutoo, D.N.(1988). Educational Psychology, new Delhi Sterling publishers Private Ltd.
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- 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
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- Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.
- Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2202
DEVELOPMENT OF INDIAN EDUCATION SYSTEM

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the historical development of Indian education system
➤ Analyze the impact of colonialism and nationalism on Indian education
➤ Examine the post-independence era and contemporary Indian education system
➤ Evaluate the role of government policies and commissions in shaping Indian education
➤ Develop critical thinking and research skills in understanding Indian education system

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Understand the historical development of Indian education system
➤ Analyze the impact of colonialism and nationalism on Indian education
➤ Examine the post-independence era and contemporary Indian education system
➤ Evaluate the role of government policies and commissions in shaping Indian education
➤ Develop critical thinking and research skills in understanding Indian education system

COURSE CONTENT
UNIT 1: ANCIENT AND MEDIEVAL INDIAN EDUCATION
1.1 Vedic period: Gurukul and Ashrams
1.2 Buddhist and Jain education
1.3 Education in ancient Indian texts (Upanishads, Manusmriti)
1.4 Education during Mughal and regional kingdoms
1.5 Women's education in ancient and medieval India

UNIT 2: BRITISH COLONIAL ERA AND INDIAN EDUCATION
2.1 Introduction of Western education
2.2 Macaulay's Minutes (1835) and its impact
2.3 Hunter Commission (1882) and Indian Education Commission (1886)
2.4 Women's education and social reform
2.5 Education policy and legislation during British colonial era

UNIT 3: POST-INDEPENDENCE ERA AND INDIAN EDUCATION
3.1 Mudaliar Commission (1952-54)
3.2 Kothari Commission (1964-66)
3.3 National Education Policy (1968)

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3.4 42nd Constitutional Amendment (1976)
3.5 National Adult Education Programme (1978)
3.6 Education for All: National Minimum Programme (1986)

UNIT 4: CONTEMPORARY INDIAN EDUCATION
4.1 Sarva Shiksha Abhiyan (2001)
4.2 Right to Education Act (2009)
4.3 National Education Policy (2020)
4.4 Education for sustainable development
4.5 Inclusive education and diversity

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Organize a drama/play on it. Write a script on Educational development in Ancient and Medieval Indian Education after classroom discussion on the script.
- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a Post-Independence and Contemporary Indian Education topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in an Inclusive classroom situation and explain them briefly.
- Critically Analysis of Implementation and effectiveness of National Education Policy (2020)
- Any other relevant activity, project, or assignment assigned by the teacher,

SUGGESTED READINGS:

- Aggarwal, Y. (2000). Indian Education System: An Overview.
- Bhatta, S. C. (2015). Education in India: A Critical Analysis.
- Bhattacharya, S. (2019). Education and Social Change in India. Routledge. doi: 10.4324/9781315106724
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- MHRD, Government of India. (2019). Education in India. Government of India.
- Ministry of Education, Government of India. (2020). National Education Policy 2020. Government of India.
- Naik, J. P. (1975). Equality, Quality, and Quantity: The Elusive Triangle of Indian Education. Vikas Publishing House.
- National Council of Educational Research and Training (NCERT). (2006). Position Paper on Education. NCERT.
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- Sharma, R. (2018). Indian Education System: A Critical Analysis. Bloomsbury Publishing.
- Tilak, J. B. G. (2013). Education: A Saga of Broken Promises. Orient Blackswan.
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2203
COMPARATIVE EDUCATION

Max Marks: 100

External Marks/Theory: 80

Internal Marks/Practicum: 20

Total Inst. Hours: 03+02

Exam Hours: 3hrs

Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Develop understanding among studies regarding concept of comparative education, its aim.
➢ Achieve understanding in students regarding the factors influence education system of different countries.
➢ Acquaint the students regarding the approaches to study internal system of different countries.
➢ Acquaint the students regarding educational system of Indian as well as other countries like, UK, USA and Japan.
➢ Development understanding regarding educational administration, education teacher and innovative education system of different countries.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Develop an understanding of various approaches to studying education systems across countries, allowing them to compare and contrast different educational practices and methodologies.
➢ Learn to define and explain the concept and aims of comparative education, recognizing its importance in identifying best practices and improving global education systems.
➢ Analyze factors such as cultural, economic, and political influences on education systems, gaining insights into how these elements shape educational delivery and administration.
➢ Acquire skills to compare primary and secondary education systems in countries like India, the UK, the USA, and Japan, focusing on differences in aims, content, and teaching methods.
➢ Develop critical thinking abilities to evaluate educational practices from various countries, enabling them to make informed recommendations for enhancing educational practices in their own contexts.

COURSE CONTENT
UNIT I: CONCEPT AND FACTORS COMPARATIVE EDUCATION
1.1 Approaches of Comparative Education
1.2 Concept and aims of comparative education.
1.3 Need and Scope of Comparative Education.
1.4 Factors influencing comparative education.
1.5 History and Developmental stages of comparative Education.

UNIT II: PRIMARY EDUCATION IN DIFFERENT COUNTRIES
2.1 Primary Education Systems in India (Aims, Contents and Methods)
2.2 Primary Education Systems in UK (Aims, Contents and Methods)

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2.3 Primary Education Systems in USA (Aims, Contents and Methods)
2.4 Primary Education Systems in Japan (Aims, Contents and Methods)

UNIT III: SECONDARY EDUCATION SYSTEM IN DIFFERENT COUNTRIES
3.1 Secondary Education Systems in India (Aims, Contents and Methods)
3.2 Secondary Education Systems in UK (Aims, Contents and Methods)
3.3 Secondary Education Systems in USA (Aims, Contents and Methods)
3.4 Secondary Education Systems in Japan (Aims, Contents and Methods)

UNIT IV: EDUCATIONAL ADMINISTRATION AND INNOVATIVE EDUCATION
4.1 Comparison of Other Perspectives of Educational Administration in UK, USA & India.
4.2 Distance Education in UK, USA & India.
4.3 Teacher Education Programme in UK, USA & India.
4.4 Recent trends and innovation in Education in UK, USA & India.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):
Students will select and complete one of the following practicum activities:
- Conduct a comparative analysis of primary or secondary education systems in two countries, focusing on aims, contents, and methods, or any other assignment by the teacher.
- Prepare and present a case study on educational administration or innovative practices in one of the studied countries, discussing challenges and solutions, or any other assignment by the teacher.
- Arrange a field visit to a local school, followed by a reflective essay comparing observed practices with those in other countries, or any other assignment by the teacher.
- Engage in a debate or group discussion on how socio-cultural, political, and economic factors influence the education systems of different countries, or any other assignment by the teacher.
- Develop models or diagrams representing the structure of education systems in two or more countries, highlighting administration, curriculum, and assessment, or any other assignment by the teacher.
- Write a research paper on the history and developmental stages of comparative education, analyzing its influence on educational reforms, or any other assignment by the teacher.
- Create a proposal for an innovative educational initiative in your country, inspired by successful practices from the UK, USA, or Japan, or any other assignment by the teacher.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS
- Amove, Robert F., & amp; Alberto Torres Carlos (2007). *Comparative Education: The Dialectic of Global and Local.* USA: Rowman and Little field Publisher.
- Chaube, S.P. & amp; Chaube, A. (2007). *Comparative Education.* Noida: Vikas Publishing.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2204
EDUCATIONAL PLANNING & MANAGEMENT -1

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Explain the concept and trends of Educational Management.
➤ To help the students to understand educational planning and supervision.
➤ To familiarize the students with the process and role of communication.
➤ To acquaint the students with the concept of leadership in education.
➤ To enable the students to understand the approaches of educational administration and management

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Know about the role of the various agencies in effective institutional management
➤ Understand about the various methods of communication.
➤ Analyze about the various styles of leadership

COURSE CONTENT
UNIT 1: THE CONCEPT AND FEATURES OF EDUCATIONAL MANAGEMENT
1.1 Management – Concept, Characteristics of good Management.
1.2 Management process
1.3 Various types of educational management
1.4 Role of the following agencies in effective institutional management
 (a)School Management Committee, (b) Teachers, (c) Parents/Guardians

UNIT 2: LEADERSHIP IN EDUCATIONAL MANAGEMENT
2.1 Meaning and Nature of Leadership
2.2 Theories of leadership
2.3 Styles of leadership: Autocratic, Democratic and Laissez-faire/ Free-rain

UNIT 3: EDUCATIONAL PLANNING AND SUPERVISION
3.1 Meaning, Approaches to educational planning, Perspective Planning, Institutional Planning
3.2 Meaning and functions of Supervision
3.3 Types of Supervision
3.4 Qualities of a Supervisor
3.5 Planning, organizing and implementing supervisory programmes

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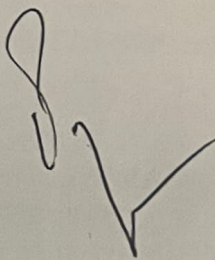
UNIT 4: ROLE OF COMMUNICATION IN EDUCATIONAL PLANNING

4.1 Meaning, objectives and types of Communication

4.2 Role of Communication for effective management and administration

4.3 Methods of Communication.

4.4 Barriers to communication, overcoming the barriers of communication in educational administration

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:
- Prepare a report on leadership style of any educational institution.
- Discussion on qualities of a supervisor and prepare the report.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2009). *Development and planning of modern education.* Vikas Publishing House.
- Keban, Y. B., Arifin, S., &Wahyono, R. (2019). SWOT analysis and its implementation strategies in educational management. *Journal of Education and Practice, 10*(12), 86-92.
- MacBeth, J. (1999). Schools must speak for themselves. Routledge, UK.
- Mudhopadyay, S. & Kumar K. A. (2001). Quality profiles of secondary schools. NIEPA, New Delhi.
- Mukhopadhyay, M., &Parhar, M. (2014). ICT in Indian higher education administration and management. *ICT in Education in Global Context: Emerging Trends Report 2013-2014,* 263-283.
- Naik, J.P (1968). The role of teachers in educational planning and development, RCE Bhopal.
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- Sapre, P. (2002). Realizing the Potential of Education Management in India. *Educational Management & Administration, 30*(1), 101-108.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-i)
ADULT EDUCATION

Max Marks: 100   Total Inst. Hours: 03+02
External Marks/Theory: 80   Exam Hours: 3hrs
Internal Marks/Practicum: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ To increase the quality of life of an individual
➢ To enable individual to realize his/her potential for self-realization
➢ To raise the standard of living of the families, communities, societies and nations;
➢ To promote peace and communal harmony in the multi-cultural global villages

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Understand the basic concept of Adult Education.
➢ Understand the developments taking place in the field of adult education in India.
➢ Understand the appropriate methods of teaching adults.
➢ Understand the major problems confronting Adult Education Centres.
➢ Obtain the understanding and information to organize Adult Education Centres.
➢ Understand the working of different agencies in continuing Adult Education Programme
➢ Understand the methods and strategies of implementation of Adult Education Programme.

COURSE CONTENT
UNIT-I: MEANING, HISTORY OF ADULT EDUCATION
1.1 The Basic Concept, Need, Importance, Objectives and Scope of Adult Education
1.2 Types of Education, Traditional Literacy and functional literacy
1.3 Indian Adult Education: A Historical Perspective.
1.4 Global, Regional and National Scenarios on Literacy

UNIT-II: POLICY ON ADULT EDUCATION
2.1 Policy on Adult and Lifelong Learning: International and Perspectives
2.2 National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
2.3 Adult learning-Characteristics of Adult Learners,
2.4 Motivating Adults for learning, Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

UNIT-III: PHILOSOPHICAL, PSYCHOLOGICAL & SOCIOLOGICAL FOUNDATION OF ADULT EDUCATION

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3.1 Foundations of Adult Education: Philosophical, Psychological & Sociological

3.2 An Overview of Philosophical Foundations, Trends in Philosophical Foundations of Adult Education

3.3 Psychology of Adult Learning and Motivation

3.4 Sociological Background of Adult and Lifelong Learning

UNIT-IV: CURRICULUM OF ADULT EDUCATION

4.1 Curriculum Development in Adult Education, Curriculum Development, Transaction and Evaluation

4.2 Community Participation in Curriculum Development and Transaction , Teaching and Training Methods and Techniques in Adult Education

4.3 Curriculum Transaction: Basics of Communication in Adult Learning

4.4 Curriculum Evaluation in Adult Education
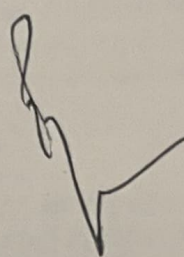
SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will choose and complete one of the following practicum activities:
- Prepare an assignment on the given content.
- Prepare a presentation on the Policy on Adult Education.
- Make a report on how will you motivate the adult for registered in Adult Education .
- Conduct a survey on Need of Adult Education
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Bordia, Anil, J.R. Kidd Drapert Adult Education in India. A Book of Readings, Bombay: Nachiketa (eds.), Publication Ltd., 1973.
- Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
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- Houle, Cyril, O.: Continuing your Education, New York, McGraw Hill Co., 1964.
- Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
- Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: CroomBelm, 1987.
- Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984
- Kundu, C.L.: Adult Education Research: Future Direction, Kurukshetra University, 1987.
- Mathur, R.S. &Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
- Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.

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- Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education. 23. Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.
- Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1966.
- Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

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DEPARTMENT OF EDUCATION
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MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-ii)
EDUCATION FOR RURAL DEVELOPMENT

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question I will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Understand the principles of curriculum construction and development in mathematics.
➤ Identify the characteristics and the need for good mathematics textbooks.
➤ To examine the issues prevailing in rural areas
➤ Develop a critical understanding of the challenges facing by Indian education today.
➤ To understand the socio economic conditions of rural folk.
➤ Define the rural society and social structure of rural areas.
➤ Define the concept of village and settlement pattern
➤ Analyse the problems of rural sanitation
➤ Define the basic concepts of constitution, fundamental rights and directive principles of state policy
➤ Identify the importance of empowerment of women

COURSE OUTCOMES:
Upon successful completion of this course, the students will:
➤ Define the rural society and social structure of rural areas
➤ Identify the demographic structure of rural areas
➤ Explain the Rural Governance and impact of Decentralized Governance
➤ Elucidate the empowerment of women, SHGs and community organisations
➤ Elucidate the rural infrastructure viz. transportation, rural energy, and education
➤ Analyse the problems of rural sanitation for promotion of total sanitation in rural areas

COURSE CONTENT
UNIT-1 EDUCATION AS A TOOL FOR RURAL DEVELOPMENT
1.1 Concept, Nature, Strategies and Scope of Rural Development
1.2 Relationship between Education and Development
1.3 Education in Rural India: Status, Challenges and Solutions
1.4 Government Initiatives for Promotion of Rural Education in India: Mid- Day Meal Scheme, Sarva Shiksha Abhiyan, National Literacy Mission, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), National Programme of Education for Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV), NEP-2020, implications and challenges
1.5 Extension Education: Aims, Principles and Role of Extension Education in Rural Development.

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UNIT-II: RURAL SETTLEMENT AND INFRASTRUCTURE
2.1 Concept of Village, Settlement pattern, Factors for pattern of settlement.
2.2 Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private), Nirmala Grama
2.3 The Problem of Housing, Housing types, low cost houses, the housing schemes in rural area.
2.4 Importance of Transport system in rural development
2.5 Community Buildings: Hospitals, Schools, Community Halls etc.

UNIT-III: RURAL GOVERNANCE
3.1 Concept of Nation, State, Constitution, Government, Democracy, Decentralization and its significance in Rural Development.
3.2 Indian Constitution: Salient features with particular reference to Fundamental Rights, Citizens Charter Constitutional provisions for Protection of Weaker Sections
3.3 Concept, Salient Features, Scope and Challenges of Public Administration and Good Governance
3.4 Panchayati Raj Institutions and its role in Rural Governance
3.5 e-Governance: Meaning, features and scope

UNIT-4 WOMEN DEVELOPMENT AND RURAL DEVELOPMENT
4.1 Rural Women – Status and Development
4.2 Women Empowerment: Definition, Need, Strategies for Women Empowerment
4.3 Education and Training of Rural women
4.4 Empowerment of Rural women – Policies and Programme
4.5 Hindrances to Women Empowerment: Literacy, Poverty, Nutrition, Education etc.
4.6 Self-help groups: Concept, Elements, Stages - Structure of Self-help groups, Precautions to be taken while forming the SHGs

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
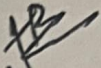Students will select and complete one of the following practicum activities:
- Organize workshop on health, hygiene, and sanitation practices for rural students and their families..
- Prepare a multi-media project on rural development in India
- Discuss various Policies and Programme related to women empowerment
- Organise awareness programme to educate women on managing finances, savings, and understanding digital banking services.
- Community-Based Project on issues in rural areas
- Organise awareness programme to educate mothers on early childhood education and the importance of schooling for their children in rural area
- Conduct sessions to inform women about their legal rights and how to access legal aid.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Agrawal, J. C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
- Bhattacharyya, D. (2006). Human Resource Management, New Delhi: Excel Books. (Second Edition).
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
- Lalitha, N. (2004). Rural Development, Emerging issues and Trends. (Vol. I and II). New Delhi: Dominate Publications.
- Ministry of Education. (2020). National Education Policy 2020. New Delhi: Government of India.
- Mudgal, R. (1996). Economic Dimensions of Rural Development. New Delhi: Sarup & Sons.

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- National Skill Development Corporation (2012). Transforming the Skill Landscape, Annual Report. New Delhi: Govt. of India.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA). JRM 1 https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM 1.pdf
- Reddy, K. (2012). Agriculture and Rural Development (Emerging Trends and Right Approach to Development). Mumbai: Himalaya Publishing House Pvt. Ltd.
- Satyasundaram (1997). Rural Development. New Delhi: Himalaya Publishing House.
- Singh, K. (1986). Rural Development, Principles, Policies, and Management. New Delhi: Sage Publication
- Singh, U. K., et al. (2005). Women Education. Common Wealth Publishers: New Delhi.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-iii)
GENDER EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Understand the concept of sex and gender and analyze socialization process.
- Evaluate critically gender roles and identities in various societal contexts.
- Understand gender-based harassment and its impact on gender identity.
- Examine the role of schools and families in shaping gender identity and roles.
- Explore the development and empowerment of women through government programs, legal protections, entrepreneurship, and their participation in politics and decision-making processes.
- Explore the concept of gender sensitization and its application in various areas.
- Explore the significance of women entrepreneurship in economic development and identify challenges and opportunities.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Evaluate the impact of gender socialization from family, school, and media on individual development.
- Discuss the significance of gender education in modern contexts and suggest effective approaches to incorporate gender perspectives in education.
- Identify common gender issues in educational settings and propose solutions to address them.
- Identify gender stereotypes and discrimination in curriculum, textbooks, media, and societal expectations, and propose strategies for promoting gender equality in education.
- Become aware regarding gender issues and become familiar with key concepts-gender, gender bias, gender stereotype, empowerment and equality.
- Discuss the role of women entrepreneurship in economic development.

COURSE CONTENT
UNIT- I: GENDER AND EDUCATION
1.1 Concept of Sex and Gender
1.2 Gender and Socialization: Family, School, and Media
1.3 Gender Stereotyping and Gender Discrimination
1.4 Gender Bias in Curriculum and Textbooks
1.5 Role of gender education in 21st century

UNIT- II: DEVELOPMENT OF GENDER IDENTITY AND GENDER ROLES

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2.1 Gender identity and gender role: Media and Masculine Identities, Media and Feminine Identities

2.2 Images of Women in Sports, Arts, Entertainment and Fashion Industry

2.3 Gender and gender-based harassment

2.4 Role of School and Family in determining gender identity

2.5 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

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 sensitization: concept, Areas of gender sensitization

UNIT- IV: WOMEN DEVELOPMENT AND EMPOWERMENT

4.1 Role of Non-Governmental Organizations (NGOs) in Women Empowerment

4.2 Women entrepreneurship and its role in economic development

4.3 Introduction of Laws related to women's right protection

4.4 Indian constitution and provisions according to women

4.5 Gender and Politics: Women in Leadership, Policy, and Decision Making

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

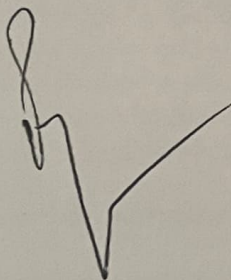Students will select and complete one of the following practicum activities:

- Organizing debates on gender issues, gender roles, necessity of gender equality and reasons for gender inequalities through real-life examples
- Role-playing scenarios to simulate situations involving bullying, eve teasing, and sexual abuse. Discuss the appropriate responses and preventive measures.
- Workshops and awareness campaigns or overcoming gender stereotypes in school or community.
- Design and implement an awareness campaign in the community to educate people about the legal provisions against different issues related to women for social change.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Bala, Anju & Bala, Indu (2024). *Women in Indian Society*. Delhi: Academic Publication.
- Bala, Indu & Bala, Anju (2023). *Gender and Society*. Delhi: Academic Publication.
- Chanrda Pradan K (2008) .*Rural Women, Issues and Options*. New Delhi: Sonali Publications.
- Husain, Noushad (2023*). Gender School And Society*. Delhi: Shipra Publications.
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- Joshi, S.C. (2023). *Gender and Education in India: The Role of Empowerment*. New Delhi: Sage Publications India.
- 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*, New Delhi: The Women Press.(RGNIYD-6091)
- Kumar, D., Rani, A &Bala, R. (2018). *Gender, School and Society*. Delhi: Nirmal Publishing House.
- Mahdi, A. (2018). *Gender, School and Society: Concepts, Issues and Options. Delhi:*Kanishka Publishers
- Meera K, (2020). *Women and Education in India: Challenges and Opportunities*. Hyderabad: Orient BlackSwan.
- NCTE (2003). *Discrimination based on Sex, Cast, Religion and disability*. New Delhi

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- Ramesh Bandari.(2009)..*Role of Status of Women in New Panchayat Raj System* . New Delhi-Alfa Publication .
- Reddy, V. S. (2022). *Educating Girls and Women in India: Policies and Practices.* New Delhi: Routledge India.
- Sarkar, S. & Sarkar, T. (eds) (2008). *Women and social reform in modern India: A reader.* Ranikhet: Permanent black.
- Schechtester ,M .G. (2005). *United Nations Global Conferences,* Newyork: 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
- Shanmughasundaram, Y. (1993) *Women Employment in India.* New Delhi: Allied Publishers.
- Sharma, A. (2002). *Women in Indian religions.* New Delhi: Oxford University Press
- Sharma, Himanshu Kumar & Vaish, Puran Singh (2022). *Gender, School and Society.* Delh i: Thakur Publication Pvt.Ltd.
- Sharma, N. K.(2021).*Empowering Women through Education: Insights from India.* New Delhi:Academic Foundation.
- Sharma. R. N. (2021). *Education for Women's Empowerment: An Indian Perspective.* New Delhi: Sage Publications.
- Yadav K. P. (ed.)(2010) *Gender Equity and Economic Development.* New Delhi: Sarup an d Sons.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-iv)
VALUE EDUCATION AND HUMAN RIGHTS

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Know about the nature of values and role of values in human life.
➢ Understand the importance of Value-Education.
➢ 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:
Upon successful completion of the course, students will:
➢ Understand the levels of value realization.
➢ Understand the development of Value Education in India
➢ Analyse the role of educational institutions in dissemination of values.
➢ Analyse the role of non-governmental organization in promotion of human rights

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 Levels of Value Realization: Kohlberg's stages of moral understanding and value realization

UNIT II: DEVELOPMENT OF VALUE EDUCATION AND VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT
2.1 Development of Value Education in India

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2.1.1 Vedic Period: Religious, Spiritual and Moral Education
2.1.2 Hindu Period
2.1.3 Buddhist Period: Religious and Moral Education
2.1.4 Muslim Period: Religious and Moral Education
2.1.5 British Period: Religious and Secular Education
2.1.6 In the Post-Independence Period: Secular Value Education
2.2 Constitutional or national values
2.3 National Integration and international understanding with emphasis on patriotism and nation-building.
2.4 Role of educational institutions (at school, college and higher education level) in dissemination of values.

UNIT-III: CONCEPTUAL FRAMEWORK: HUMAN RIGHTS
3.1 Evolution and Universal declaration of Human Rights.
3.2 Concept, Characteristics and Principles of Human Rights
3.3 Post-Independence Developments: Human Right in India
3.4 Human Rights in Indian Constitutions

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 right Education.
4.3 Role of media in dissemination of awareness about human rights.
4.4 Role of non-governmental organization in promotion of human rights (International, National and State Level).

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Organize interactive sessions that explore personal, social, and moral values.
- Presentation on evolution of value through different periods in Indian history
- Conduct debates on national integration and constitutional values to encourage critical thinking about patriotism and civic responsibility.
- Develop awareness programs for highlighting human rights issues.
- Any other relevant activity, project, or assignment assigned by the teacher.

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 MifflinCompany.
- Bagchi, J.P. &Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R'*:
  o *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.

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- 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.
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- 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: Isha Books 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 Ddhya 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.**

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2206
TEACHING TAXONOMY

Total Inst. HoursPer Week: 04

Max Marks: 50
External Marks: 40
Internal Marks: 10

Credits: 02

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- ➤ Understand the concept of taxonomy in teaching and learning
- ➤ Analyze the different levels of cognitive, affective, and psychomotor domains
- ➤ Apply Bloom's Taxonomy in instructional design and assessment
- ➤ Develop skills in creating effective learning objectives and assessments

COURSE OUTCOMES:
Upon completing this course, students will be able to:
- ➤ Demonstrate an understanding of the role of taxonomy in teaching and learning, and it s application in instructional design and delivery.
- ➤ Design effective lessons and assessments using Bloom's Taxonomy and other approaches.
- ➤ Enhance lessons using technology: PPT, PDF, Animated Video, and other digital tools
- ➤ Critically evaluate traditional taxonomy and explore new approaches to improve teaching and learning.

COURSE CONTENT
1) Introduction to Taxonomy in Teaching: - Definition and importance of taxonomy in Education
2) Historical background of taxonomy
3) Cognitive Domain :Revised Bloom's Taxonomy
4) Levels of Teaching
5) Three phases of Teaching
6) Four Skill of Teaching (student will prepare two lesson plan related to skills)
7) Methodology (student will prepare two Lesson Plan)
8) PPT, PDF, Animated Video (student will prepare related to lesson plan)
9) Critique of traditional taxonomy
10) New approaches to taxonomy (e.g., SOLO Taxonomy)

SUGGESTED READINGS:
- Bloom, B. S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals.
- Bloom, B. S.et.al. (2001). Taxonomy of Educational Objectives: The Classification of Educational Goals.
- 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
- Anderson, L. W., &Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2207

ADMINISTARTION OF PSYCHOLOGICAL TOOLS & HANDLING OF APPARATUS

Max. Marks: 50
External Marks: 40
Internal Marks: 10

Ins. Hours Per Week: 04
Credit: 02

INSTRUCTIONS FOR THE EXAMINER: *This course aims to equip students with the necessary skills and ethical awareness to effectively administer psychological tests and handle various apparatus, preparing them for future practice in the field of psychology.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Evaluate the quality of psychological tests based on validity, reliability, and fairness.
➢ Understand the steps involved in the standardization process of psychological tests.
➢ Identify ethical considerations related to psychological testing and apply them in practice.
➢ Demonstrate practical skills in the use of various psychological apparatus for cognitive and motor assessments.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Students will evaluate psychological tests for validity, reliability, fairness and understand the standardization process.
➢ They will identify and apply ethical considerations in testing and demonstrate practical skills in using psychological apparatus for cognitive and motor assessments.

COURSE CONTENT

UNIT-I: QUALITY OF PSYCHOLOGICAL TESTS ANDMEASUREMENT
1.1 Quality of Psychological Tests: Criteria for evaluating the quality of psychological tests, including validity, reliability, and fairness.
1.2 Scoring and Interpretation of Psychological Tests

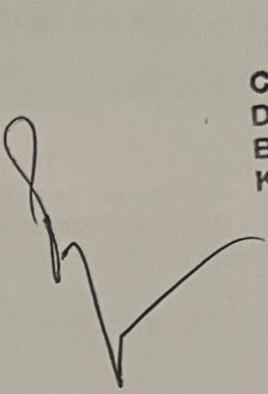**UNIT-II: ETHICAL ISSUES & USE OF PSYCHOLOGICAL APPARATUS**
2.1 Ethical Considerations: Ethical issues related to psychological testing, including consent, confidentiality, and the responsible use of test results
2.2 Hands-on Experience with Apparatus/test given below:
    2.2.1 Finger Maze
    2.2.2 Koh's Block Test
    2.2.3 Bhatia Battery of Intelligence/Any other available Psychological test
    2.2.4 Mirror Drawing Apparatus

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, NirmalBook Agency.
- Asthana, Bipin (2011). *Measurement and Evaluation in Psychology and Education.* Agra : Agarwal Publications.

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- 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.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2208
DISSERTATION (PHASE-III)

Max. Marks: 50
External Marks: 40
Internal Marks: 10

Credits: 02

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to::
➤ Develop scientific and research attitude among students
➤ Develop skills in preparing a good research tool.
➤ Select the appropriate research tool for the study.
➤ Understand the quality and validity of research studies

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Collect, analyze, and interpret data that addresses the research question.
➤ Draw meaningful conclusions and implications from research findings.
➤ Communicate research findings effectively through written and oral presentation.
➤ Demonstrate expertise in a specific area of research.
➤ Contribute to the advancement of knowledge in the field of study.

COURSE CONTENT
1.1 Develop relevant tools for data collection.
1.2 Develop a research design
1.3 Develop data analysis plans and procedures
1.4 Collection of data with the help of developed/standardized tools.
1.5 Determine the data analysis methods and Techniques
1.6 Presentation depicting development of research tool and procedure of data collection.
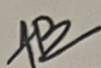
SUGGESTED READING
- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social Measurement, Sage Publications, London.
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Kothari, C. R. (2009). *Research Methodology: Methods and techniques*(Second Revised Edition). New Delhi, New Age International (P)Limited ,Publishers.
- Creswell,John W.(2014)Research Design:Qualitative ,Quantitative ,and Mixed Methods Approaches(5th Edition).New Delhi,SAGE Publications
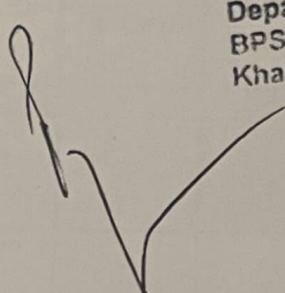
WEB RESOURCES:
- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central

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- SCOPUS
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Zotero

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Faculty of Education
B.P.S. MahilaVishwavidyalaya, KhanpurKalan (Sonepat)
MASTER OF ARTS (Education)(w.e.f. academic session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-IV

No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Papers : Compulsory								
1.	MAE-2209	Learner and Learning Process – II	3	2	4	20	80	100
2.	MAE-2210	Contemporary Issues in Indian Education System	3	2	4	20	80	100
3.	MAE-2211	Curriculum Studies	3	2	4	20	80	100
4.	MAE-2212	Educational Planning and Management-II	3	2	4	20	80	100
5		CBCS	--	--	4	20	80	100
Practicum								
6.	MAE-2213	Dissertation (Phase-IV)	--	--	2	10	40	50
7.	MAE-2214	Personality Development	--	4	2	10	40	50
8.	MAE-2215	Community Participation	--	4	2	10	40	50
		Total	12	16	26	130	520	650
		Grand Total(Semester-I to Semester-IV)			104	520	2080	2600

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MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2209
LEARNER AND LEARNING PROCESS-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Understand concepts and principles of Educational Psychology as an applied science.
- Outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand the meaning and concepts of individual differences
- Explain meaning and concepts of gifted and mentally retarded children
- Understand the concept and characteristics of creativity & importance of creativity in education

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Describe the stages of human growth and development, with an emphasis on the physical, cognitive, and socio-emotional changes that occur during adolescence. Analyze key developmental theories and apply their insights to educational practices.
- Demonstrate the ability to employ various problem-solving techniques and strategies, showing creativity in overcoming educational challenges.
- Differentiate between various types of memory, describe the process of memorization, and apply techniques to enhance memory retention in learning environments.
- Identify characteristics of a mentally healthy person, and recommend practices to promote mental well-being in educational contexts.

COURSE CONTENT
UNIT-I PERSONALITY AND ADJUSTMENT
1.1 Personality: Meaning and Determinants.
1.2 Type and Trait theories: Cattle, Eysenck, Allport, Freud
1.3 Assessment of personality by subjective and projective methods
1.4 Adjustment: Concept and nature, Conflict Management

UNIT-II MOTIVATION AND INDIVIDUAL DIFFERENCES
2.1 Motivation :Concept of Motivation

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Khahpur Kalan (Sonipat)

2.2 Theories of Motivation: Physiological theory ,Psycho-Analytical Theory, Maslow's Theory of Hierarchy of Needs
2.3 Factors affecting motivation
2.4 Individual differences: Concept and areas

UNIT-III: INTELLIGENCE AND GIFTED CHILDREN
3.1 Intelligence: Concept and Characteristics
3.2 Theories of intelligence :Spearman's two factor theory, Thurston's Group Factor theory, Guilford's SOI Model ,Gardner's Multiple Intelligence Theory
3.3 Measurement of intelligence: verbal, non-verbal, performance, individual and group.
3.4 Gifted Children: Meaning and Characteristics, Needs and Problems, Educational Progamme

UNIT-IV LEARNING
4.1 Definitions, scope and learning process, Factors influencing learning
4.2 Behaviorism, Cognitivism and Constructivism
4.3 Theories of Learning: Pavlov's Classical Conditioning, Skinner's Operant Conditioning Theory of Learning, Learning by Insight (Gagne)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Case Study of Special Children
- Participation in a workshop for presenting various educational problems (e.g., classroom management issues, learning difficulties) and classroom discussion for solution of different educational problems.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READING:
- Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
- Baurn, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook of n Psychology , health & Medicine, Cambridge: Cambridge University Press
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd. , 1988
- 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
- Baron, R.A. (2007): Psychology, India : Porling Kindersley & Pearson Education
- Singh, Dalip (2000) : Emotional Intelligence at Work, New Delhi : Sage.
- Hurlock, EB (2004) : Developmental Psychology : A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Mangal, S.K. (2006) : Advanced Education Psychology, New Delhi:: Prentice Hall of Indi
- Zohar Danah & Marshal Ian (2001) : Spiritual Intelligence: the ultimate intelligence, New York; Bloomsbury Publishing.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2210
CONTEMPORARY ISSUES IN INDIAN EDUCATION SYSTEM

Max Marks: 100   Total Inst. Hours: 03+02
External Marks/Theory: 80   Exam Hours: 3hrs
Internal Marks/Practicum: 20   Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ Develop a critical understanding of the challenges facing by Indian education today.
➤ Get the knowledge of contemporary issues in Indian education in a global perspective.
➤ Get a historical insight into the development of education in India.
➤ Have a critical understanding of the development of education as a distinct discipline.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Understand the challenges facing by Indian education today.
➤ Know the contemporary issues in Indian education in a global perspective.
➤ Have critic historical inside into the development of education in India.
➤ Become conscious about the provisions of RTE.

COURSE CONTENT

UNIT-I: STATUS OF EDUCATION IN INDIAN CONSTITUTION
1.1 Constitutional Provisions and status of Education
1.2 Directive principles of state Policies
1.3 Social diversity based on caste, religion, region, language
1.4 Equality of opportunities for Education
1.5 Right to Education 2009

UNIT-II: DEVELOPMENT OF EDUCATION DURING PRE AND AFTER— INDEPENDENCE
2.1 Wood's dispatch 1854
2.2 Maculay's Minutes of 1935
2.3 Kothari Commission (1964-1966)
2.4 National Policy on Education (1986)
2.5 National Knowledge Commission (2005-2009)
2.6 National Education Policy (2020)

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UNIT-III: CONTEMPORARY ISSUES IN INDIAN EDUCATION IN SPECIAL REFERENCE TO:

3.1 Issues related to caste and social inequality
3.2 Religious and ethnic minorities' issues and challenges
3.3 Emerging trends and future challenges
3.4 Issues related to gender inequality
3.5 Issues related to Integration of Technology in Education

UNIT-IV: EDUCATION AS A TOOL FOR SOCIAL CHANGE

4.1 Role of Education in promoting social equity
4.2 NEP-2020, implications and challenges
4.3 Education for Sustainable development
4.4. Issues related to quality of education and curriculum development
4.5 Innovative educational practices addressing contemporary issues

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:
- Case Study Analysis on Right to Education (RTE) Act, 2009
- Historical Document Analysis
- Debate on National Policy on Education (1986) vs. NEP 2020
- Community-Based Project on Caste and Social Inequality
- Case Study of a Successful Educational Reform for Social Change
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Agrawal, J. C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vika_s Publishing House.
- Bhatnagar, R. P., & Agrawal, V. (2007). Educational Documents in India. New Delhi: Arya Book Depot.
- Chatterji, Roma. (2006). Education and Identity: Anthropological Approaches to the Study of Education in India. New Delhi: Kanishka Publishers.Tilak, Jandhyala B. G. (2009). Education, Society, and Development: National and International Perspectives. New Delhi: APH Publishing Corporation.
- Chauhan, C. P. S. (2004). Modern Indian Education: Policies, Progress, and Problems. New Delhi: Kanishka Publishers.
- Deshpande, Satish, & Zacharias, Usha. (2013). Beyond Inclusion: The Future of Indian Higher Education. New Delhi: Routledge India.
- Nambissan, Geetha B., & Rao, Srinivas. (2013). Sociology of Education in India: Changing Contours and Emerging Concerns. New Delhi: Oxford University Press.
- National Education Policy 2020. (2020).** Government of India.
- Nambissan, Geetha B. (2010). The Global and the Local in the New Millennium: The Impact of Globalization on Education in India. Social Scientist, 38(9/10), 69-89.
- Nurullah, S., & Naik, J. P. (1943). A History of Education in India (During the British Period). Calcutta: Macmillan.
- Mooij, Jos. (2012). The Politics of Education in India. New Delhi: Oxford University Press.
- Sen, Amartya. (1999). Development as Freedom. New York: Alfred A. Knopf.
- Sharma, Ram Nath. (2002).Indian Education at the Crossroad. New Delhi: Shubhi Publications.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2211
CURRICULUM STUDIES

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Understand the concept of curriculum and curriculum development.
- Understand the factors that affect the development of curriculum
- Know various models and designs of curriculum development
- Understand how to critically evaluate the curriculum
- To help student teachers understand the bases and determinants of curriculum.
- To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teachers understand issues, trends and researches in the area of curriculum development in India.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Describe and analyse major curriculum models such as Grassroot etc.
- Written analysis of different curriculum models and their applications in various educational contexts.
- Demonstrate the ability to design, develop, and evaluate curricula that align with educational standards, learning objectives and student needs.
- Demonstrate how curriculum can be applied to educational practices.

COURSE CONTENT
UNIT-I: CONCEPT OF CURRICULUM
1.1 Curriculum: Meaning, Concept and need of curriculum
1.2 Curriculum development, theories and procedures
1.3 Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological)
1.4 Factors affecting curriculum: social factors, pressure groups, writers and publishers.

UNIT-II: TYPES AND APPROACHES IN CURRICULUM
2.1 Types of Curriculum:

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonaipat)

2.1.1 Knowledge based Curriculum
2.1.2 Activity based Curriculum
2.1.3 Skill based Curriculum
2.1.4 Experienced based Curriculum
2.2 Approaches in Curriculum Development:
2.2.1 Developmental Approach
2.2.2 Interdisciplinary Approach
2.2.3 Functional Approach
2.2.4 Eclectic Approach

UNIT-III: MODELS OF CURRICULUM DEVELOPMENT:
3.1 Administrative model
3.2 Grass root model
3.3 Demonstrative model
3.4 System analysis model
3.5 Curriculum issues and trends and future directions to curriculum development

UNIT-IV CURRICULUM EVALUATION AND RESEARCH
4.1 Curriculum Evaluation: concept need and process of evaluation
4.2 Scope of evaluation of curriculum
4.3 Models of Curriculums evaluation
4.4 Interpretation of evaluation results and method.
4.5 Issues and trends in curriculum development, curriculum research in India.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Critical appraisal of present curriculum in secondary schools of Haryana.
- Prepare a power point presentation on Curriculum issues and trends and future directions.
- Compare and prepare report on different y curriculum prescribed by different boards.
- Any other relevant activity, project, or assignment assigned by the teacher.

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.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2212
EDUCATIONAL PLANNING & MANAGEMENT-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Explain the concept and process of Management.
➢ To help the students to understand Cost-benefit and Cost-efficiency Analysis in Education.
➢ To familiarize the students with the process SWOT analysis.
➢ To acquaint the students with the concept of TQM.
➢ To enable the students to understand the role of IQAC in educational management.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Know about management of physical resources, human resources, financial management and budgeting.
➢ Do SWOT analysis of any institution.
➢ Role of NAAC in quality management in education.

COURSE CONTENT
UNIT 1: MANAGEMENT OF RESOURCES IN ORGANISATIONS
1.1 Management of Physical Resources
1.2 Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)
1.3 Financial Management and Budgeting
1.4 Office Management (overview of office functions, record management and material management, work simplification.)

UNIT 2: MANAGERIAL PROCESS AND SWOT ANALYSIS IN EDUCATION
2.1 Managerial Process and its importance: Planning: process and means , Organizing: process and means
2.2 Controlling and staffing: process, means and new practices
2.3 SWOT Analysis: Concept and Process
2.4 Application of SWOT Analysis in various levels of Education

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UNIT 3: QUALITY MANAGEMENT IN EDUCATION
3.1 Total Quality Management
3.2 IQAC in higher education institutions
3.3 Standards and Accreditation
3.4 Quality improvement issues in higher education: Quality assurance and educational reforms

UNIT 4: ROLE OF APEX BODIES IN EDUCATIONAL PLANNING AND MANAGEMENT
4.1 NUEPA as an apex body in Educational planning and management
4.2 UGC-NAAC as an apex body in Educational planning and management
4.3 NCTE as an apex body in teacher education: NCTE – Role and fuctions
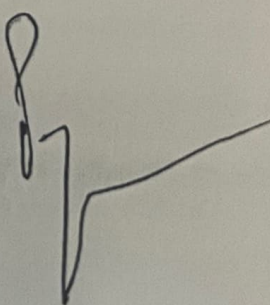4.4 UGC as an apex body in higher education: University Grant Commission (UGC)- Role, management and functions

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Prepare an effective Institution Plan for elementary/ secondary school present the report in classroom.
- Do swot analysis of any educational institution and prepare and present the report in classroom.
- Prepare a proposal for educational reforms aimed at improving quality in higher education and present the report in classroom.
- Presentation on Role of Apex Bodies in Educational Planning and Management
- Presentation on Management of Physical and Human Resources
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- Aggarwal, J. C. (2009). *Development and planning of modern education*. Vikas Publishing House.
- Keban, Y. B., Arifin, S., & Wahyono, R. (2019). SWOT analysis and its implementation strategies in educational management. *Journal of Education and Practice*, 10(12), 86-92.
- MacBeth, J. (1999). Schools must speak for themselves. Routledge, UK.
- Mudhopadyay, S. & Kumar K. A. (2001). Quality profiles of secondary schools. NIEPA, New Delhi.
- Mukhopadhyay, M., & Parhar, M. (2014). ICT in Indian higher education administration and management. *ICT in Education in Global Context: Emerging Trends Report 2013-2014*, 263-283.
- Naik, J.P (1968). The role of teachers in educational planning and development, RCE Bhopal.
- NSSO (2010). Education in India: 2007-08–Participation and Expenditure. 64thRound (July 2007-June 2008), Ministry of Statistics and Programme Implementation, GOI, New Delhi.
- Planning and Development Department [PPD]. (2016). About the planning and development department [PPD].
- Sapre, P. (2002). Realizing the Potential of Education Management in India. *Educational Management & Administration*, 30(1), 101-108.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2213
DISSERTATION (PHASE-IV)

Max. Marks: 50
External Marks: 40
Internal Marks: 10

Credits:02

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
- Implement measures to ensure the research quality, validity and reliability.
- Understand the dissertation structure, formatting and writing requirements.
- Fulfil the dissertation requirements.
- Make an original contribution to the field of study.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Critical thinking, analytical, and problem-solving skills.
- Improve management, organization, and self-motivation skills.
- Demonstrate ethical awareness and integrity in research conduct.
- Demonstrate ability to work independently and collaboratively.
- Refine and revise research based on feedback and new information.

COURSE CONTENT

1.1 Data analysis
1.2 Interpretation of data
1.3 Finding result and drawing conclusions'
1.4 Techniques of Dissertation writing, proper acknowledgement of sources, editing, and proofreading
1.5 Summary writing
1.6 Dissertation Submission

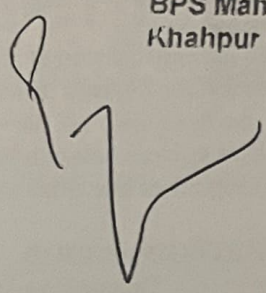### SUGGESTED READINGS:

- Silverman, D. (2016). *Qualitative research: Theory, method, and practice* (4th ed.). Sage Publications.
- Neuman, W. L. (2019). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Sage Publications.
- Creswell, J. W., &Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage Publications.

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

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MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2214
PERSONALITY DEVELOPMENT

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours Per Week: 04
Credits: 2

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➤ To help students understand the concept and significance of personality development in the educational context.
➤ To develop practical skills and techniques for personal and professional growth.
➤ To enhance self-awareness and interpersonal skills among students.
➤ To apply personality development theories and practices in real-world educational settings.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Evaluate the own personality traits, strength and weaknesses.
➤ Set personal and professional goals for their progress.
➤ Improve problem solving ability decision making skill.
➤ Acquire self -stress management skills and techniques.

COURSE CONTENT
1.1 Introduction to Personality Development*
1.2 Definition and Importance of Personality Development
1.3 Self-Concept and Self-Esteem
1.4 Techniques for Self-Assessment (**SWOT Analysis/Personality Tests**)
  - Identifying Strengths and Weaknesses
  - Setting Personal Goals for Improvement
1.5 **Communication Skills**
  - Verbal and Non-Verbal Communication
  - Active Listening and Feedback
  - Public Speaking and Presentation Skills
  - Effective Interpersonal Communication
1.6 **Stress Management and Resilience**
  - Techniques for Managing Stress (e.g., Mindfulness, Relaxation Techniques)
  - Building Resilience and Coping Strategies
  - Balancing Work and Personal Life
  - Time Management and Organizational Skills
  - Leadership Styles

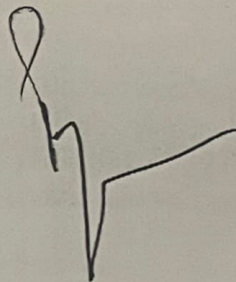### SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:
- Role-Playing and Simulation Exercises
- Case Studies on Personality and Leadership
- Reflective Journals and Personal Development Plans

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- Group discussion on life tuning points
- Participate different co-curricular activities for personality development
- Do any creative writing work.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Al-Ameriah, S. (2005). Self-concept. Amman, Jordan: Arabic Community Library
- Al-Bar, E., Rabah, M., & Al-Skiti, M. (2016). Teaching strategies for students with learning difficulties. Saudi Arabia: Dar Al-Zahra, Al-Riyadh.
- Chatri, S. (2014). Self-concept and achievement motivation of adolescents and their relationship with academic achievement.
- International Journal of Advancements in Research and Technology, 3(5), 253-236.
- Khanka S, Organisational Behaviour, S,Chand and Company limited, 2020.
- Ranjith Singh, New Vistas in Personality Development, Sri Krishna Printers, 2010.
- Prasad L.M., Principles of Management.
- http://www.mcrhrdi.gov.in/87fc/week2/11/Dr_Phil_s_Test_Personality.pdf
- https://www.verywellmind.com/the-id-ego-and-superego-279595
- https://www.webmd.com/balance/stress-management/stress-management
- https://www.indeed.com/career-advice/career-development/covey-time-management-matrix
- https://www.simplypsychology.org/transactional-analysis-eric-berne.html

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2215
COMMUNITY PARTICIPATION

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per week: 04
Credits: 02

INSTRUCTIONS FOR THE EXAMINER: *This practical paper assesses the pupil-teachers' ability to effectively. Community & Participation is a way of communicating ideas to someone with the aim to inform, to define, to persuade, or to compare and contrast. The goal of this course is to help writers understand the purpose of the audience for whom they are writing, recognize what the purpose of writing to that audience is, and how to figure out how to communicate using their knowledge of how to (inform, define, persuade, compare/contrast) to construct a meaningful response suited for that purpose.*

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:
➢ Understand the concept and significance of community participation in education
➢ Learn about types of community participation (volunteering, advocacy, decision–making)
➢ Develop skills to engage with communities and build partnerships
➢ Understand how to develop collaborative projects with communities
➢ Analyse case studies of successful community participation initiatives

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Understand the importance of community involvement and social responsibility.
➢ Learn about local issues, needs, and resources.
➢ Develop knowledge of diverse cultures, perspectives, and experiences.
➢ Develop communication and interpersonal skills through interactions with community members.
➢ Improve problem-solving and critical thinking skills through hands-on experience.
➢ Enhance leadership and teamwork skills through collaborative projects.

COURSE CONTENT

UNIT-I: CONCEPT AND BENEFITS OF COMMUNITY PARTICIPATION
1.1 Introduction to Community Participation
1.2 Concept and significance of community participation
1.3 Benefits of community participation

UNIT-II: TYPES OF COMMUNITY PARTICIPATION
2.1 Volunteering
2.2 Decision-making
2.3 Engaging with Communities

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2.4 Building partnerships
2.5 Communication strategies
2.6 Trust-building
2.7 Collaborative Projects
2.8 Project planning
2.9 Implementation
2.10 Evaluation
2.11 Case Studies and Group Work
2.12 Analysing successful community participation initiatives Group project: Developing a community participation plan

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:
- Volunteer days: Organize group volunteer days at local charities, parks, or community centres.
- Neighbourhood clean-ups: Arrange community clean-up events to beautify public spaces.
- Community events: Plan and participate in community events like festivals, parades, or street fairs.
- Mentorship programs: Establish mentorship programs pairing students with community members.
- Service learning projects: Develop projects addressing community needs, like environmental conservation or social justice.
- Community surveys: Conduct surveys to understand community needs and concerns.
- Partnerships with local organizations: Collaborate with local organizations on projects and events.
- Reflection sessions: Hold reflection sessions to discuss community participation experiences.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:
- "Community Participation in Education" by David Zingier
- "Building Community Partnerships" by Dennis Shirley
- "Case Studies in Community Participation" (edited volume)
- The Power of Community" by Jim Diers
- "Community Participation" by Marie Hardin
- "The Community Builder's Handbook" by Arthur T. Himmelman
- "Community Development: A Critical Approach" by Janet Newman
- "Participatory Action Research" by Whyte, W.F. (Ed.)

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