M.Ed.

Programme

(2024-2026)

Program Outcomes (POs) for M.Ed. Programme

Program Outcomes (POs) for M.Ed. Programme will enable the student to:

1. Acquire a deep and comprehensive understanding of educational theories, practices, policies, and research methodologies, preparing students for leadership roles in the field of education.

2. Apply philosophical and sociological concepts to contemporary educational issues, developing informed and thoughtful approaches to educational practice and policy.

3. Develop an in-depth understanding of major psychological theories related to learning, development, and motivation, and their application in educational settings.

4. Conduct research in educational psychology and assess the psychological effects of educational policies, contributing to the advancement in the field of Education.

5. Develop advanced research skills to critically analyze educational issues, design and conduct original research, and contribute to the academic knowledge base in education.

6. Gain expertise in designing, implementing, and evaluating innovative curriculum and instructional strategies that meet diverse learner needs and educational contexts.

7. Gain an in-depth understanding of pedagogical and andragogical theories, enabling them to design and implement effective teaching strategies for diverse learners across different educational contexts.

8. Become proficient in various assessment and evaluation methods, capable of designing, administering, and analyzing assessments to measure and enhance student learning outcomes.

9. Integrate gender perspectives into various educational disciplines, promoting a holistic understanding of how gender influences education.

10. Equipped with the skills to critically analyze and evaluate various approaches to value education and human rights, applying these concepts effectively in curriculum development, classroom practices, and broader educational policies.

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11. Identify best practices in education from various countries, analyzing their applicability and potential for implementation in different educational settings.

12. Gain skill in designing, implementing, and evaluating a variety of assessment tools and techniques, ensuring they are valid, reliable, and aligned with educational perspective.

13. Analyze the evolution of educational policies in India, from the colonial period to contemporary times, and understand their impact on the Indian education system.

14. Demonstrate a thorough understanding of the theories, policies, and practices related to elementary and secondary education, including developmental stages, curriculum design, and instructional strategies.

15. Cultivate leadership qualities and the ability to analyze and influence educational policies and practices at various levels, from local to global.

16. Promote and uphold ethical standards in educational practice, emphasizing the importance of inclusivity, equity, and social justice in educational settings.

17. Become effective educators, capable of designing and delivering high-quality instruction, engaging in professional development, and contributing positively to their educational communities.

18. Design and implement effective technology-based teaching and learning strategies that enhance student engagement and learning outcomes.

19. Demonstrate the ability to lead educational institutions with a clear vision, ethical principles, and strategic direction, fostering a culture of continuous improvement and innovation.

20. Excel in their respective pedagogical fields (Science, Mathematics, Language Education, and Social Science Education) contributing to the advancement of education and the development of future generations.

21. Encourage in continuous professional growth and lifelong learning, enabling educators to adapt to changing educational environments and emerging challenges.

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Program Specific Outcomes (PSOs) for M.Ed. Programme

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

1. Critically examine various educational philosophies, such as Idealism, Realism, Pragmatism, and Existentialism, and their implications for curriculum design, pedagogy, and educational goals.

2. Apply advanced theories of learning, development, and instruction to analyze and improve educational practices in diverse contexts.

3. Design and implement effective teaching strategies and assessment methods that cater to the diverse needs of learners, fostering a supportive and inclusive learning environment.

4. Conduct and disseminate high-quality research that addresses contemporary educational challenges, contributing to the academic and professional discourse in education.

5. Learn to effectively report and present research findings, including writing research reports, creating visual data representations, and presenting findings to academic and professional audiences.

6. Apply principles and theories of curriculum design, including needs assessment, content selection, sequencing, and integration, to create curricula that meet specific educational objectives.

7. Engage in research and innovative practices in pedagogy, andragogy, and assessment, contributing to the advancement of educational practices and policies

8. Analyze and influence educational policies through informed decision-making and leadership, addressing key issues in education such as equity, access, and quality.

9. Lead and manage educational institutions and programs, fostering a culture of collaboration, innovation, and continuous improvement.

10. Gain deep and critical understanding of gender theories, concepts, and frameworks, enabling them to analyze gender-related issues in educational contexts.

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11. Identify and critically assess contemporary challenges related to value education and human rights, proposing solutions that are practical, sustainable, and grounded in ethical principles.

12. Develop a comprehensive understanding of educational systems, policies, and practices across different countries, enabling them to compare and analyze these systems critically and contextually.

13. Incorporate global perspectives and multicultural understanding into educational practice, preparing educators to work in diverse and international contexts.

14. Contribute to the field of Education through effective assessment practices, data-driven decision-making, and ethical standards.

15. Contribute effectively to the field of elementary and secondary education, with a strong foundation in theory, practice, and professional development.

16. Evaluate national policies related to education, focusing on inclusivity, women's education, and the right to education, and their implications for marginalized groups.

17. Demonstrate a comprehensive understanding of the theories and models of teaching and learning, and apply them effectively in various educational contexts.

18. Integrate technology effectively into educational settings, engage in ongoing professional development, and contribute to the field through research and innovative practices.

19. Develop the ability to manage financial, physical, and human resources effectively, ensuring optimal utilization and sustainability of institutional assets.

20. Develop a deep understanding of pedagogical theories, strategies, and methodologies specific to Science, Mathematics, Language and Social Science Education, enabling the effective design and implementation of curricula in these domains.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)

* The M.Ed. Programme shall be of two academic years (four semesters). A brief description of each paper along with nomenclature, paper code etc. is given below

SEMESTER-I

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2101	Philosophical and Sociological Foundation of Education-I	3	2	4	20	80	100
2.	MOE-2102	Psychological Foundation of Education –I	3	2	4	20	80	100
3.	MOE-2103	Educational Research and Data Analysis – I	3	2	4	20	80	100
4.	MOE-2104	Curriculum Development – I	3	2	4	20	80	100
5.	MOE-2105	Pedagogy, Andragogy and Assessment-I	3	2	4	20	80	100
	MOE-2106	Optional Course(Any one option to be opted)						
6.	Option (i)	Gender Education	3	2	4	20	80	100
	Option (ii)	Value Education and Human Rights	3	2	4	20	80	100
	Option (iii)	Comparative Education	3	2	4	20	80	100
	Option (iv)	Educational Measurement and Evaluation	3	2	4	20	80	100
Practicum Course								
7.	MOE-2107	Dissertation (Phase-I)	–	–	2	10	40	50
8.	MOE-2108	Exploring Research Resources	–	4	2	10	40	50
9.	MOE-2109	Internship Phase-I (Community Survey)	–	Two weeks	2	10	40	50
		Total	18	16+ Two weeks	30	150	600	750

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MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2101
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION – 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 meaning, definitions and Scope of Educational Philosophy.
- Explain the nature and functions of educational philosophy.
- Understand and explain the intimate relationship between education and sociology.
- 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 be able to:

- Learn about Educational Philosophy.
- Understand the Indian School of Philosophy and Western Schools of Thought.
- Know the Contribution of Indian and Western thinkers in the field of Education

UNIT- I: EDUCATIONAL PHILOSOPHY
1.1 Education and Philosophy: Meaning, definition and nature, Relationship between Philosophy and Education
1.1 Educational Philosophy: Meaning, definition and scope

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1.2 Branches of Educational Philosophy- Metaphysics, Epistemology, Axiology and Logic

1.3 Modern schools of Philosophy: Logical Positivism and Relativism

UNIT-II: INDIAN SCHOOLS OF PHILOSOPHY WITH SPECIAL REFERENCE TO KNOWLEDGE, REALITY AND VALUES

2.1 Sankhya Yoga

2.2 Buddhism

2.3 Jainism

2.4 Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT- III: WESTERN SCHOOLS OF THOUGHT

3.1 Idealism

3.2 Realism

3.3 Naturalism

3.4 Pragmatism

UNIT-IV: CONTRIBUTION OF THINKERS

4.1 Contribution of Indian thinkers to the development of educational thought for social change

4.1.2 Swami Vivekananda

4.1.3 Mahatma Gandhi

4.2 Contribution of Western thinkers to the development of educational thought for social change

4.2.1 Paulo Freire

4.2.2 John Dewey
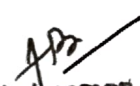
SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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:

- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi: Vikas Publishing House.
- Aggarwal, J.C. and Gupta. S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Brobacher,J.S.(2007). *Modern Philosophies of Education*, New Delhi: Surjeet Publications.
- Chaube, S.P. and Chaube, A. (2002). *Ideals of the Great Western Educators*, New Delhi: Neelkamal Publications.
- Dhiman, O.P.(2014). *Philosophical Foundations of Education*, New Delhi: Kalpaz Publication.

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- Gupta, Rainu (2012): *Shiksha Ke Darshnik, Samajshastriya aur Arthik Adhar*, Tondon Publications, Ludhiana.
- Walia J:S., (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar, Jalandhar City.
- Walia J.S., (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Pal, S.K. (2016). *Philosophical and Sociological Foundations of Education*, New Delhi: K.S.K Publishers & Distributors
- Pandey, Sanjay (2004). *Peace Education*. New Delhi: NCERT.
- Pathak, R.P. (2009). *Philosophical and Sociological Foundations of Education*, New Delhi: Kanishka Publishers.
- Ravi, S. (2011). *A Comprehensive Study of Education*, New Delhi: PHI Learning Private Limited.
- Sharma, R.R.(2012). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.
- Sharma, Y. (2003). *Foundation in Sociology of Education*, New Delhi: Kaniska Publishers, Distributers.
- Sharma, Y.K. (2004). *Doctrines of the Great Indian Educators*. New Delhi: Kanishka Publishers.
- Taneja, V.R. (2004). *Educational thought and Practice*. New Delhi: Sterling Publishers.

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MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2102
PSYCHOLOGICAL FOUNDATION OF EDUCATION –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:

- Introduce the meaning, scope, and importance of educational psychology.

- Explore and apply psychological methods in educational research and practice.

- Examine and apply foundational psychological theories in classroom settings.

- Understand human growth and development, including influencing factors and educational implications.

- Study and apply cognitive development theories, particularly Piaget and Vygotsky, in education.

- Define personality and analyze major personality theories for educational practice.

- Understand motivation, explore motivational theories, and develop strategies to enhance student motivation.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Comprehend the concept, scope, and applications of educational psychology.

- Apply various psychological methods effectively in educational contexts.

- Integrate foundational theories to create effective learning environments.

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- Address developmental variations using growth and development principles.
- Implement cognitive development theories to enhance teaching strategies.
- Analyze and apply personality theories to support student growth.
- Enhance student motivation using relevant theories and classroom strategies.

COURSE CONTENT

Unit 1: Concept of Educational Psychology & Foundational theories

1.1 Meaning, concept of Educational Psychology, importance and applications of educational psychology.

1.2 Scope of Educational Psychology.

1.3 Methods of Psychology: Introspection, Observation, Experimental & Clinical Method.

1.4 Systems or Schools of psychology and their bearing on Education: Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalysis, Synthesis of Schools: Recent trend in contemporary psychology (Humanist, Transpersonal, Cognitive Psychology)

Unit 2: Growth and Development & Cognitive Processes and Stages of Cognitive Development

2.1 Concept of Growth and Development, Principles of Human Development.

2.2 Factors Influencing Growth and Development (Genetic, Environmental), Educational Implications of Developmental Principles.

2.3 Overview of Cognitive Processes (Perception, Attention, Memory), Piaget's Stages of Cognitive Development, Vygotsky's Sociocultural Perspective on Cognitive Development

2.4 Applications of Cognitive Development Theories in the Classroom.

Unit 3: Personality and its Theories

3.1 Definition and Nature of Personality,

3.2 Freud's Psychoanalytic Theory of Personality, Carl Rogers' Humanistic Theory and Self-Concept, Gordon Allport's Trait Theory of Personality.

3.3 Gestalt Psychology and Personality, Max Wertheimer's Contributions to Understanding Personality, Kurt Kafka's Approach to Personality Development.

3.4 Integrating Personality Theories in Educational Practice.

Unit 4: Motivation & Theories of Motivation

4.1 Definition and Types of Motivation (Intrinsic, Extrinsic), Factors Influencing Student Motivation (Environment, Culture), Role of Self-Efficacy in Motivation.

4.2 Strategies to Enhance Motivation in the Classroom.

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4.3 Physiological Theories of Motivation, Murray's Need Theory and its Educational Implications, Maslow's Hierarchy of Needs and Student Motivation

4.4 Applying Motivation Theories to Classroom Management.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Observe a classroom, document teaching methods, and relate observations to psychological theories.
- Create a comparative chart of behaviorism, cognitivism, constructivism, and humanism.
- Design and conduct a simple experiment on a psychological principle.
- Observe children or adolescents and document behaviors related to developmental stages.
- Analyze a case study using Piaget's and Vygotsky's cognitive development theories.
- Design educational materials suited for different cognitive stages.
- Administer a personality test, reflect on results using personality theories.
- Role-play scenarios demonstrating different personality theories in educational settings.
- Organize a workshop demonstrating Gestalt principles and their application to personality.
- Develop and administer a survey on student motivation, analyze results.
- Create a comprehensive plan to enhance classroom motivation.
- Propose solutions to classroom management challenges using motivation theories.
- Keeps a journal documenting observations, experiences, and reflections related to educational psychology.
- Prepare and present a seminar integrating practicum activities and theoretical knowledge.
- Compile a portfolio of key theories, observations, and reflections on educational psychology.
- Any other relevant activity, project, or assignment assigned by the teacher

SUGGESTED READINGS:

- Maslow, A. H. (1954). *Motivation and personality*. Harper & Row.
- Sharma, R. N. (2006). *Educational psychology*. Atlantic Publishers.
- Chauhan, S. S. (2006). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
- Aggarwal, J. C. (2004). *Psychology of learning and development*. Shipra Publications.
- Mangal, S. K. (2008). *Psychology of learning and development*. PHI Learning.
- Sharma, R. A. (2008). *Fundamentals of educational psychology*. R. Lall Book Depot.
- Sharma, R. A. (2015). *Psychology of teaching and learning*. Surya Publications.
- Srivastava, K. S. (2017). *Personality theories and assessment*. Atlantic Publishers & Distributors.
- Pathak, R. P. (2012). *Educational psychology*. Pearson Education India.
- Mishra, K. S. (2013). *Educational psychology and guidance*. Shree Publishers & Distributors.
- Mathur, S. S. (2014). *Educational psychology*. Vinod Pustak Mandir.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education.
- Santrock, J. W. (2011). *A topical approach to life-span development*. McGraw-Hill Education India.

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- Rani, A. (2016). *Educational psychology: Concepts, principles, and applications*. Neelkamal Publications.
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- Woolfolk, A. (2016). *Educational psychology* (13th ed.). Pearson Education.
- Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson Education.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson Education.
- Berk, L. E. (2018). *Child development* (10th ed.). Pearson Education.
- Papalia, D. E., & Martorell, G. (2014). *Experience human development* (13th ed.). McGraw-Hill Education.
- Burger, J. M. (2019). *Personality* (10th ed.). Cengage Learning.
- Feist, J., Feist, G. J., & Roberts, T.-A. (2017). *Theories of personality* (9th ed.). McGraw-Hill Education.
- Santrock, J. W. (2021). *Educational psychology* (7th ed.). McGraw-Hill Education.
- Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2017). *How children develop* (5th ed.). Worth Publishers.
- King, L. A. (2018). *The science of psychology: An appreciative view* (4th ed.). McGraw-Hill Education.
- Brophy, J. (2013). *Motivating students to learn* (4th ed.). Routledge.

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FACULTY OF EDUCATION
MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2103
EDUCATIONAL RESEARCH AND DATA ANALYSIS–I

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 research and educational research
- Describe the nature of different types of research.
- Select /formulate the design of the study.
- Develop competency to plan, execute and report a research.
- Compute different types of Statistical Measures.
- Explain and illustrate the concept & application of measures of central tendency, dispersion and relative positions.
- Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test
- Illustrate the preparation of synopsis

COURSE OUTCOMES:

Upon successful completion of the course, students will:

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

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COURSE CONTENT

Unit-1 Nature and Scope of Educational Research

1.1 Meaning, Nature, Scope of Educational Research

1.2 Areas of Educational Research; The Research Process

1.3 Types of Research: Qualitative and Quantitative Research

1.4 Techniques of Research: Interview, Observation, Projective Techniques

1.5 Variables: Concepts and Types of Variables

UNIT-II Formulation of Research Problem

2.1 Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem

2.2 Review of Related Literature: Importance and Various Sources including Internet.

2.3 Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing

2.4 Sampling: Concept, Need, Steps, Characteristics and techniques of sampling

Unit-III Descriptive Statistics

3.1 Descriptive Statistics: Concept, calculation and uses of: Measures of central tendency: Mean, Median and Mode

3.2 Ranks Measures of Relative Positions: Percentile and Percentile Ranks

3.3 Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation

3.4 Skewness and Kurtosis

UNIT- IV: Correlation and Parametric Tests

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

    4.1.1 Rank Difference Method

    4.1.2 Pearson's Product Moment Correlation

    4.1.3 Partial Correlation

4.2 Parametric Tests and Non-Parametric Tests

    4.2.1 Conditions to be satisfied for using parametric techniques

    4.2.2 Non-parametric Tests: Meaning, assumptions, computation and uses of Chi-square tests of equality and independence, setting up cross breaks for contingency table.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Presentation on the application of statistics and characteristics and application of NPC.
- Prepare different types of graphs on any hypothetical data.
- Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan.
- Produce videos or films related to Educational Research and Data Analysis education, focusing on specific strategies or concepts.
- Participate in seminar on a topic related to Educational Research and Data Analysis, utilizing PowerPoint for presentation.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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- Best, J.W. & Kahn, James V. (2006). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Boston: Allyn and Bacon. Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.
- Koul, Lokesh (2012). *Methodology of Educational Research*. New Delhi : Vikas Publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Naseema,C. and Jibin,V. K.(2011). *Research Methodology in Education and Application of Statistics*. New Delhi : Shipra Publications.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Poonia, S. and Poonia, Meenakshi (2009). Research Methodology and Statistical Methods. New Delhi: Vishvabharti Publications.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education* (2nd edition). Sage.
- Rao, Aditham Bhujanga. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics*. 2nd ed. (Reprint). John Wiley and Sons.
- Ruane, Janet M. (2004). *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers.
- Travers, R.M. W. (1978). *An Introduction to Educational Research*. New York: Macmillan.
- Van Dalen, D. B. (1992). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P.V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN

MASTER OF EDUCATION (M.ED.)

SEMESTER-I

MOE-2104

SUBJECT: CURRICULUM DEVELOPMENT–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:

➢ To develop a comprehensive understanding of the concept, meaning, and importance of curriculum.
➢ To explore the historical growth of curriculum in India and analyze modern trends in curriculum organization and development.
➢ To examine the various bases of curriculum development and their implications.
➢ To study different types of curricula and their applications in educational settings.
➢ To critically analyze national curriculum frameworks and their impact on education.

COURSE OUTCOMES:

After completing this course, students will be able to:

➢ Define and explain the concept, characteristics, principles, and components of curriculum.
➢ Differentiate between curriculum planning, designing, development, and framework.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Analyze the historical foundations of curriculum in India and the contributions of modern Indian educators.
- Evaluate the philosophical, psychological, and sociological bases of curriculum development.
- Compare and contrast different types of curricula, including subject-centered, learner-centered, community-centered, and activity-centered approaches.
- Critically examine national curriculum frameworks, including NCF 2000, 2005, and 2023, and their alignment with educational policies.
- Assess the role of national-level statutory bodies in curriculum development.

COURSE CONTENT

UNIT-I CONCEPTUAL FOUNDATIONS AND COMPONENTS OF CURRICULUM

1.1 Concept, Meaning, Need and Importance

1.2 Characteristics, Principles, objectives and components

1.3 Curriculum Planning, curriculum Designing, Curriculum Development and Curriculum Framework

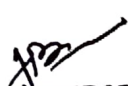## UNIT II: HISTORICAL AND CONTEMPORARY PERSPECTIVES ON CURRICULUM

2.1 Historical Foundations of Curriculum in India

2.2 Modern Indian Educators and their Contributions to Curriculum

2.3 Modern Trends in Curriculum Organisation and Development

2.3 National Curriculum Framework (NCF) 2000and 2005

2.4 National Curriculum Framework for Teacher Education 2009

2.5 National Curriculum Framework (NCF) 2023 in light of NEP 2020

UNIT-III BASES OF CURRICULUM DEVELOPMENT

3.1 Philosophical Basis

3.2 Psychological Basis

3.3 Sociological Basis

3.4 Role of National Level Statutory Bodies -UGC, NCTE, University

3.5 Theories and Approaches of Curriculum

UNIT IV: CURRICULUM TYPOLOGIES AND DESIGNS

4.1 Subject Centered Curriculum

4.2 Learner Centered Curriculum

4.3 Community Centered Curriculum

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4.4 Activity Centered Curriculum

4.5 Emerging Curriculum

4.6 Integrated Curriculum

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Create a concept map that visually represents the key concepts, characteristics, principles, and components of a curriculum.
- .Conduct a timeline project tracing the historical evolution of the curriculum in India, highlighting key reforms, policies, and contributions of modern Indian educators.
- Compare the National Curriculum Frameworks of 2000, 2005, and 2023 in the context of NEP 2020.
- Conduct group presentations on the philosophical, psychological, and sociological bases of curriculum development, linking theories to real-world applications in education.
- Evaluate an existing curriculum (e.g., a school subject syllabus) using philosophical, psychological, and sociological lenses.
- Conduct a role-play activity where students simulate the role of statutory bodies like UGC, NCTE, and University Curriculum Committees in the curriculum development process.
- Design small units or modules for different types of curricula, such as subject-centered, learner-centered, community-centered, and activity-centered approaches.
- Conduct a case study analysis on the implementation of a specific curriculum framework (e.g., NCF 2005) in schools.
- Design an integrated curriculum unit that blends multiple subjects (e.g., science, social studies, and language) around a common theme.
- .Organize a workshop on emerging trends in curriculum design, such as competency-based, digital, or globalized curricula.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J. C. (2009). *Principles, methods & techniques of teaching* (2nd ed.). Vikas Publishing House.
- Kumar, K. (2004). *What is worth teaching?* (3rd ed.). Orient Blackswan.
- National Council for Teacher Education. (2009). *National curriculum framework for teacher education*. NCTE.
- National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. NCERT.
- National Council of Educational Research and Training. (2023). *National curriculum framework 2023*. NCERT.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- Pinar, W. F. (2011). *What is curriculum theory?* (2nd ed.). Routledge.

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- Schiro, M. S. (2012). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). SAGE Publications.
- Tanner, D., & Tanner, L. (2007). *Curriculum development: Theory into practice* (4th ed.). Pearson.
- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2105
PEDAGOGY, ANDRAGOGY AND ASSESSMENT - I

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 student to know about the pedagogy concept.
- Enable the student to understand advanced evaluation techniques.
- Enable the student to explore area in the field of pedagogy, andragogy teacher education.
- Analysis the relationship between objectives and outcomes.

COURSE OUTCOMES:

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

- Understand the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Understand the different techniques of assessment.
- Analysis the changing modes of assessment in education
- Explore area in the field of pedagogy, andragogy and teaching in education.

COURSE CONTENT
UNIT-I: PEDAGOGY AND TEACHING

1.1 Pedagogy: Meaning, concept and importance
1.2 Stages of pedagogical Analysis.
1.3 Critical Pedagogy: Meaning, Need and its implication in Teacher Education.
1.4 Organizing Teaching: Memory Level (Herbartian Model),
1.5 Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model).

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UNIT-II: ANDRAGOGY

2.1 Andragogy: Meaning, nature and need of Andragogy in education.

2.2 Historical perspectives of Andragogy

2.3 Principles of Andragogy

2.4 Competencies of Self-directed Learning.

UNIT-III: ASSESSMENT IN TEACHING AND LEARNING

3.1 Meaning, purpose, objectives and principles of assessment.

3.2 Perspectives of Assessment: Assessment for learning, Assessment of learning.

3.3 Types of Assessment: Placement, formative, diagnostic, summative

3.4 Relationship between objectives and outcomes.

UNIT-IV: TRENDS IN ASSESSMENT

4.1 Techniques of Assessment: Projects and seminars.

4.2 Characteristics of a good Assessment tool.

4.3 Teacher made v/s standardized tests

4.4 Problems in current assessment system

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Make a list of the likely skills that one will need to learn and practice before carrying out various trends in assessment.
- Prepare a lesson Plan on Self-directed Learning Apporach
- Participate a seminar on a topic related to pedagogy, andragogy and assessment,
- Develop a PowerPoint presentation on the stages of pedagogical Analysis.
- Any other relevant activity, project, or assignment assigned by the teacher.
  - **SUGGESTED READINGS:**

- Asthana, Bipin (2011) *Measurment and Evaluation in Psychology and Education.* Agra: Agarwal Publications.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). *A Guide to Teaching Practice-* Fifth Edition; RoutledgeFalmer-Taylor and Francis Group; London.
- *Communication Technologies.* USA: *Informative Science Reference* (Imprint of IGI Global).
- Danielewicz, J. (2001) *Teaching Selves: Identity, Pedagogy and Teacher Education.*USA: State University of New York Press Albany.
- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice.* London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Leach, J., Moon, B. (2006) Learners and Pedagogy. New Delhi: Sage Publications India Pvt. Ltd.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching.* Pearson Education Inc.
- Loughran, J. & Russell, T. (1997) *Teaching About Teaching: Purpose, Passion And Pedagogy In Teacher Education.* London. Washington D.C. The Farmer Press.

- Murphy, Colette. (2016). *Coteaching In Teacher Education: Innovative Pedagogy For Excellence*. St. Albans: Critical Publishing Ltd.
- Osman, R., Hornsby, D. J. (2017). *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context*. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-I)
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:

- To understand the concepts and theories related to gender and gender identity.
- To analyze historical and contemporary gender roles and norms.
- To explore the impact of gender on individuals and societies.
- To develop skills in advocating for gender equity and inclusivity.

COURSE OUTCOMES:

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

- Increased ability to critically analyze social norms, policies, and practices related to gender.

- Improved skills in addressing gender-related issues in therapeutic settings.

- Better ability to analyze and critique economic policies from a gender perspective.

- Improved ability to recognize and counteract gender biases in scientific research and technology development.

UNIT-1 SEX AND GENDER

1.1 Definitions and concepts: Gender vs. Sex, Gender Identity, Gender Expression

1.2 Historical perspectives on gender Education

1.3 Issue and challenges in development gender balance

UNIT-2 GENDER ISSUES AND SOCIALIZATION PROCESS IN INDIA

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2.1 Gender socialization and gender roles

2.2 Gender Discrimination at Different Level Institution

2.3 Gender issues in curriculum

2.4 The role of family, education, and media in shaping gender roles

UNIT-3 WOMEN EMPOWERMENT AND ITS DIMENSIONS

3.1 Women entrepreneurship and its role in economic development

3.2 Public private partnership for the economic empowerment of women

3.3 Role of education in women empowerment

UNIT-4 GENDER INEQUALITIES AND MENTAL HEALTH IN SCHOOLING

4.1 Gender disparities in various sectors (workplace, education, politics)

4.2 Mental health issues related to gender identity

4.3 Hidden curriculum (teacher attitude, classroom interaction and peer culture)

4.4 Gender and Schooling –Education for gender equity

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Analyze popular media (films, TV shows, advertisements) for their portrayal of gender. Create presentations or reports highlighting how media representations conform to or challenge gender stereotypes.

- Develop a mock advertisement or social media campaign that promotes gender inclusivity and challenges stereotypes

- Create collages using magazines, digital images, or found objects to explore different forms of gender expression.

- Design and paint a mural that represents various gender identities and experiences

SUGGESTED READINGS:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Ministry of Education (1959). Report of National Committtee of Women's Education. New Delhi: ME
- Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

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MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-II)
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:

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

COURSE OUTCOMES:

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

➤ Understand nature, importance and approaches to value development and role of values in human life.
➤ Know the Constitutional or national values helping National Integration and international understanding.

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➢ Understand the role of different national, international agencies for promoting human rights education.

➢ Use transactional strategies for teaching value in classroom situation

COURSE CONTENT

UNIT-I: CONCEPTUAL FRAMEWORK: VALUE EDUCATION

1.1 Concept, objectives and Nature of values

1.2 Need and importance of Values Education

1.3 Different types of values-Personal, Social, Moral, Professional, Spiritual and Behavioural values, extrinsic and intrinsic values.

1.4 Deterioration of values

UNIT-II: TRANSACTIONAL STRATEGIES FOR VALUE EDUCATION AND VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT

2.1 Models for Value Education: a) Rationale building model b) Consideration model c) Value classification model d) Social action model e) Just community intervention model

2.2 Approaches to value development- a) Psycho-analytic approach b) Cognitive development approach c) Learning theories approach

2.3 National Integration and international understanding with emphasis on patriotism and nation-building.

UNIT-III: CONCEPTUAL FRAMEWORK: HUMAN RIGHTS

3.1 Meaning and concept of Human Rights, Indian Constitution and Human Rights

3.2 International dimensions of Human Rights.

3.3 Universal declaration of Human Rights.

3.4 Millennium Development Goals and Human Rights.

UNIT-IV: ROLE OF DIFFERENT AGENCIES IN DISSEMINATION OF HUMAN RIGHTS:

4.1 Need and importance of human rights Education - in the existing social scenario

4.2 Role of educational institutions (at school, college and higher education level) in dissemination of human rights.

4.3 Role of media in dissemination of human rights.

4.4 Role of non-governmental organization in promotion of human rights (International, National and State Level).

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values

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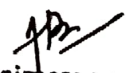BPS Mahila Vishwavidyalaya
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○ among children
- Any other relevant activity, project, or assignment assigned by the teacher.

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':*
- *Revival of Commitments. Vol II*. Jaipur: University Book House.
- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi)*. Chandigarh: Haryana Sahitya Academy.
- Dagar, B. S. and Dhull Indira (1994). Perspective in Moral Education, New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology*. Delhi: Atlantic Publishers and Distributors.
- Dhand, H. (2000): *Teaching Human Rights: A Handbook*, Asian Institute of Human Rights, Bhopal
- Fraenkel, J.R. (1977): *How to Teach about Values: An Analytic Approach*. New Jersey & E. Cliffs: Prentice Hall, Inc.
- Guber, F.C. *Aspects of Value*. University of Pennsylvania Press, Phildelphia, 1963.
- Josta, Hari Ram(1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Khera, Shiv(2014). *You Can Win*. Bloomsbury India .Ltd.
- Khan, Wahiduddin. *Moral Vision*, Goodword Books, 1999.
- Kothari D.S. *"Education and Values"*, Report of the orientation course cum-workshop on education in Human Values. New Delhi.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- Malhotra P.L. *Education, Social Values and Social Work* – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Morris, Charles, *Varieties of Human Values* Chicago University of Chicago press,1956.
- Mujeeb, M. *Education and Traditional Values.*MeenakshiPrakashan, Meerut, 1965.
- Mukerjee, R.K., *Social Structure of Values*. S. Chand and Co., New Delhi, 1969.
- Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.

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- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* USA: Allyn and Bacon Company.
- Mohanty, J. (2005): *Teaching of Human Rights: New Trends and Innovations.* New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): *Human Rights.* New Delhi: Deep and Deep Publications.
- Nanda, R.T. (1997): *Contemporary Approaches to value Education in India.* New Delhi:Regency Publications.
- Pandey, V.C. (2005): *Value Education and Education for Human Rights.* Delhi: Isha Books
- Palai, A.K. (1999): *National Human Rights Commission of India, Formation, Functioning and Future Prospects.* New Delhi: Atlantic Pub.
- Pandey, V.C(2005). *Value Education and Education for Human Rights.* Delhi: IshaBooks.Publications.
- Rokeach, M. (1973): *The Nature of Human Values.* New York: The Free Press.
- Rokeach, M. (1988): *Beliefs, Attitudes and Values.* San Francisco: Jossey Bass.
- Rokeach, M. *The Nature of Human Values,* Jessy Brass, New York 1978
- Sharma, S.R.(1999) *Teaching of Moral Education,* New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values.* Jodhpur: Faith Publications.
- Symonides, J. (2002): *Human Rights Concept and Standards.* Rawat Publications.
- Sheshadri, C., Khader M.A and 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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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-III)
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:

➤ To know about the educational problems of Comparative Education.

➤ Understand the concept of comparative education

➤ To acquaint the students with educational systems in terms of factors and approaches of comparative education.

➤ To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

➤ To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

COURSE OUTCOMES:

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

➤ To Equip with the Understanding of Comparative Education as an Interdisciplinary and Multidisciplinary Field.

➤ To Develop an Insight into the Evolution of Comparative Education as an Indispensable Field of Study to Solve the Issues and Concerns Plaguing Education at all Levels.

➤ To Critically Reflect on the Role and Functions of Comparative Education to Develop Cross Cultural Sensitivity in order to develop a Global Outlook.

➤ Reflect on the balance between localization and globalization in Education.

➤ Develop a critical perspective on the concerns of comparative education.

➤ Develop cross cultural understanding and global outlook through the study of comparative education.

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COURSE CONTENT
UNIT-1 COMPARATIVE EDUCATION: NEED AND CONCEPTUAL UNDERPINNINGS

1.1 Comparative Education: Concept & Historical Perspective of Comparative Education

1.2 Aims, Need & Scope of Comparative Education

1.3 Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach

1.4 Factors influencing Education System of a Country

1.5 Development and Evolution of Comparative Education as a Field of study: History and Present Status.

UNIT-II: COMPARATIVE STUDIES AND EDUCATIONAL PROBLEMS

2.1 Educational Problems related to Elementary, Secondary, Higher and Teacher Education

2.2 Educational Administration, Finance and Planning

2.3 Correspondence, Distance and Open Education

2.4 Education of Minorities

2.5 Educational Reforms for the 21st Century

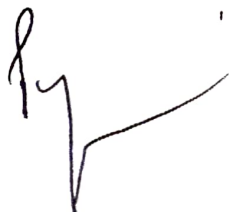### UNIT- III: SECONDARY EDUCATION SYSTEM IN DIFFERENT COUNTIES

3.1 Secondary education system in India

3.2 Secondary education system in UK

3.3 Secondary education system in USA

3.4 Secondary education system in Japan

3.5 Secondary education system in China

UNIT-IV EDUCATION STRUCTURE LIKE ADMINISTRATION, TEACHER AND INNOVATIVE EDUCATION

4.1 Education administration in India, UK and USA

4.2 Teacher education programme in UK, India and USA

4.3 Recent trends and innovation in education of India, UK and USA

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

4.5 Comparative Education Societies: World Council of Comparative Education; Regional and National Organizations/ Societies: Need, Relevance and Functions.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

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- Attend a conference or seminar on comparative education and submit a reflective report.
- Conduct a group project on a selected topic in comparative education, presenting findings in a seminar or exhibition.
- Write a research paper on a comparative education topic, guided by a faculty mentor.
- Create a multimedia presentation on distance education systems in two countries (e.g., India and the USA).
- Create a multimedia presentation (video, podcast, or infographic) on correspondence, distance, or open education.
- Conduct a group discussion on educational reforms for the 21st century, focusing on a specific country or region.
- Write a reflective essay on the evolution of comparative education as a field of study.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The Dialectic of the Global and Local. USA: Rowman and Little field Publisher.
- Arnove, Robert F. &amp; Alberto, Torres Carlos.(2007). Comparative Education: The Dialectic of Global and Local. USA: Rowman and Little field Publisher.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-IV)
EDUCATIONAL MEASUREMENT AND EVALUATION

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

COURSE OUTCOMES

Upon completing this course, students will be able to:

- Define and explain the concepts of educational measurement and evaluation, including levels of measurement, functions, and principles of evaluation.
- Identify and discuss new trends in measurement and evaluation, including grading systems, continuous and comprehensive evaluation, and the use of computers in evaluation.
- Design and construct various types of tests, including essay and objective type tests, and questionnaires.
- Evaluate the reliability and validity of measuring instruments and explain the concepts of norms, including age, grade percentile, and standard scores.
- Develop and standardize achievement tests, including item analysis and interpretation of test scores.
- Apply analysis of variance to compare means and explain its assumptions and uses.
- Understand and distinguish between achievement and aptitude tests.

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➤ Calculate and interpret correlation coefficients, including biserial, partial, and Pearson's product-moment correlation.
➤ Apply measurement and evaluation concepts to real-world educational settings.
➤ Critically evaluate and discuss the strengths and limitations of various measurement and evaluation tools and techniques.

COURSE CONTENTS

UNIT-1: EDUCATIONAL MEASUREMENT AND EVALUATION

1.1. Concept, Scope and Need
1.2. Level of Measurement
1.3. Evaluation: Functions and basic principles of evaluation
1.4 New Trends in Measurement and Evaluation
      1.4.1   Grading System: Relative merits and demerits of marking and grading.
      1.4.2   Continuous and comprehensive Evaluation
      1.4.3   Use of computer in Evaluation
      1.4.4   Formative and Summative Evaluation

UNIT- II: TOOLS OF MEASUREMENT & EVALUATION

2.1 Essay type tests, objectives types tests
2.2 Questionnaire
2.3 Characteristics of a Good Measuring Instruments
      2.3.1   Reliability – Types and factors affecting reliability
      2.3.2   Validity – Types and factors affecting validity
      2.3.3   Norms- Age, grade percentile, standard scores (T-Scores, Z-Scores)

UNIT- III: STANDARDIZATION OF TEST

3.1 Norms referenced and criteria referenced tests.
3.2 Construction and Standardization of an achievement test
3.3 Item analysis: Item difficulty, Index Discrimination,
3.4 Interpretation of Test Scores
3.5 Analysis of Variance: Concept, assumptions and uses

UNIT –IV: CONCEPT OF TESTS AND CORRELATION

4.1 Achievement tests
4.2 Aptitude tests
4.3 Correlation :Concept, computation and significance of the following
      4.3.1   Biserial Correlation
      4.3.2   Partial Correlation
      4.3.3   Pearson's Product Moment Correlation

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Create a presentation on the use of computers in evaluation, highlighting its advantages and limitations.
- Construct an essay test and an objective type test on a selected topic.
- Evaluate the reliability and validity of a measuring instrument used in education

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- Develop an achievement test and an aptitude test on a selected topic.
- Calculate and interpret biserial correlation, point-biserial correlation, partial correlation, and multiple correlation coefficients.
- Conduct a group project on the development and standardization of a test.
- Write a research paper on a selected topic in educational measurement and evaluation.
- Participate in a workshop on item response theory and its applications.
- 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. Kurukshetra: Nirmal Publishing Pvt. Ltd.

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- Young, P. V. (1980). Scientific Social Surveys and Research. New York: Prentice Hall.

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MASTER OF EDUCATION (M.ED)
MOE-2107
DISSERTATION (PHASE -1)

Max. Marks: 50
External Marks:40   **Credit : 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

➤ Develop scientific and research attitude among students.
➤ Critically analyse and synthesize existing research related to topic
➤ Develop skills in preparing a good research topic.
➤ Describe the nature of different types of research.
➤ Select the appropriate research topic for the study.
➤ Develop competency to plan a good research area.
➤ Develop the techniques of reviewing the literature.
➤ Identify a specific and significant research question or problem

COURSE OUTCOMES:
After completing the course, students will be able to:

➤ Demonstrate a scientific and research-oriented mindset, applying critical thinking and curiosity to investigate complex problems.
➤ Critically evaluate and synthesize existing research related to a topic, identifying patterns, gaps, and areas for further investigation.
➤ Design and develop a well-crafted research topic, aligning it with their interests and goals.
➤ Differentiate between various types of research, understanding their methodologies, strengths, and limitations.
➤ Select a suitable research topic for study, justifying its significance and feasibility.
➤ Develop a comprehensive research plan, outlining clear objectives, methods, and expected outcomes.
➤ Employ effective literature review techniques, analyzing and synthesizing existing knowledge to inform their research.
➤ Formulate a specific, significant, and researchable question or problem, providing a clear direction for their investigation.
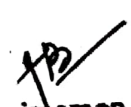
COURSE CONTENT

1.1 Review the literature to discover possible research areas related to Education, Educational Psychology,Educational Technology and Teaching –Learning Process.
1.2 Finalise the topic under the guidance of the research supervisor.
1.3 Formulation of the statement of the problem

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SUGGESTED READINGS:

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

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MOE-2108
EXPOLRING RESEARCH RESOURCES

Max. Marks: 50

External Marks:40

Internal Marks: 10

Total Inst. Hours :04

Credit : 02

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

➤ Understand the different types of research resources (primary, secondary, tertiary) and their significance in academic research.

➤ Develop skills in searching, evaluating, and managing research sources using various databases and tools.

➤ Learn to navigate digital libraries, open educational resources, and institutional repositories.

➤ Understand the ethical use of digital content and apply copyright guidelines in academic research.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

➤ Identify and distinguish between primary, secondary, and tertiary research resources.

➤ Effectively search and retrieve relevant literature from various databases and digital libraries.

➤ Evaluate the credibility of research sources using established criteria.

➤ Organize and manage references using citation and reference management tools.

➤ Access and utilize open educational resources and institutional repositories for research purposes.

➤ Demonstrate an understanding of ethical usage of digital content, including copyright and fair use guidelines.

➤ Apply critical thinking skills to identify predatory journals and misleading information.

➤ Develop a practical understanding of digital libraries, including navigation techniques and access protocols.

UNIT I: UNDERSTANDING RESEARCH RESOURCES (PRACTICAL ORIENTATION)

1. **Introduction to Research Resources:**
   o Types: Primary, Secondary, and Tertiary resources.
   o Digital vs. Physical resources.
   o Understanding Open Access, Subscription-Based, and Peer-Reviewed Journals.
2. **Exploring Research Databases:**
   o Familiarization with databases like ERIC, Google Scholar, JSTOR, Scopus, etc.
   o Hands-on sessions on searching and retrieving relevant literature.

3. **Evaluating Research Sources:**
   o Criteria for evaluating the credibility of sources.
   o Identifying predatory journals and misleading information.
4. **Citation and Reference Management Tools:**
   o Overview of tools like Mendeley, Zotero, EndNote.
   o Practical exercises on organizing references and managing citations.

UNIT II: NAVIGATING DIGITAL LIBRARIES AND OPEN EDUCATIONAL RESOURCES (OERS)

1. **Introduction to Digital Libraries:**

   - Key digital libraries: NDL (National Digital Library), Project Gutenberg, World Digital Library.
   - Access protocols and navigation techniques.

2. **Open Educational Resources (OERs):**

   - Overview of OERs: Types, Access, and Usage.
   - Identifying quality OERs for research purposes.

3. **Accessing Government and Institutional Repositories:**

   - Exploring resources like Shodhganga, e-PG Pathshala, Shodhganga, Vidwan, IRINS, NDLTD (Networked Digital Library of Theses and Dissertations), Shodh-gangotri.
   - Hands-on practice with institutional repositories for accessing theses and dissertations.

4. **Ethical Use of Digital Content:**

   - Understanding copyright, fair use, and creative commons.
   - Practical guidelines on ethical usage of digital resources.

SUGGESTED READING:

- Understanding Research Resources (Practical Orientation)American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
- J. W., & Creswell, J. D. (2018). A foundational text for understanding different types of research resources, evaluating credibility, and managing citations. Creswell,
- Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Godfrey, J., & Parker, J. (2019). How to use an academic library. Oxford University Press.
- Gusenbauer, M., & Haddaway, N. R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses?

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- Beall, J. (2016). Predatory journals: Avoiding publications that prey on researchers. Nature, 534(7609), 326-328.
- Gilmour, R., & Cobus, A. (2020). Mastering citationç and reference management tools: Mendeley, Zotero,and EndNote. Wiley.
- Christensen, G., & Hill, R. (2022). Introduction to digital libraries. Cambridge University Press.
- Hilton, J. (2016). Open educational resources and college textbook choices: A review of research on efficacy and perceptions. Educational Technology Research and Development, 64(4), 573-590.Provides an introduction to OERs and discusses their types, access, and applications in research.UNESCO. (2019). Open educational resources (OER): Global report 2019. UNESCO Publishing.
- Ghosh, M. (2017). Open access repositories in India: Shodhganga, Shodhgangotri, and more. Library Philosophy and Practice.
- Creative Commons. (2021). Creative Commons for educators and librarians. Creative Commons Press.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2109
INTERNSHIP PHASE-I (COMMUNITY SURVEY)

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours: Two Weeks

Credit : 02

SUBJECT-SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

The Internship Phase-I aims to provide students with advanced practical exposure in specialized areas of Elementary and Secondary Education. This phase emphasizes hands-on experience, community engagement, and the application of theoretical knowledge in real educational settings, in line with the Ministry of Education's current initiatives and the National Education Policy (NEP) 2020.

- **Understand the Importance of RTE 2009:** Gain insights into the role and impact of the Right to Education (RTE) Act, 2009, within the current educational framework, promoting inclusive and equitable learning opportunities.
- **Conduct Field Research:** Perform interviews with parents, teachers, and community members to gather perceptions on education, institutional practices, and community engagement.
- **Observe Institutional Functioning:** Analyze the functioning of educational institutions, focusing on administrative, teaching, and learning aspects at village, ward, and locality levels.
- **Engage with the Community:** Participate in socio-economic and cultural activities to understand the role of education within the broader community context.
- **Document and Report:** Compile comprehensive documentation of the internship experience, including a detailed report on the projects undertaken.
- **Collaborate and Reflect:** Work collaboratively with peers, educators, and community members, sharing insights and reflecting on their professional growth and learning experiences.

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

- **Recognize the Role of RTE Act, 2009:** Understand the significance of the RTE Act, 2009, in promoting inclusive education and its impact on school-level practices.
- **Analyze Institutional Dynamics:** Critically evaluate the operational aspects of educational institutions, contributing to improved educational practices.

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- **Enhance Community Engagement Skills:** Actively participate in community activities, fostering a deeper understanding of the socio-cultural influences on education.
- **Develop Collaboration Skills:** Work effectively in team settings, communicate their experiences, and engage with the broader educational community.

COURSE CONTENT

WEEK 1: INTRODUCTION AND BASIC ENGAGEMENT

1. **Institutional Orientation:**
   a) Attend introductory sessions and familiarize with the operational structure of the assigned school or teacher education institute.
   b) **Outcome:** Understand the organizational setup and key roles within educational institutions.
2. **Classroom Observation:**
   a) Observe four different teachers and analyze teaching-learning behaviors using Flanders' Interaction Analysis System.
   b) **Outcome:** Gain insights into various teaching strategies, interaction patterns, and classroom management techniques.
3. **Participation in Institutional Activities:**
   a) Engage in seminars, workshops, Parent-Teacher Meetings (PTMs), and cultural events.
   b) **Outcome:** Enhance understanding of co-curricular activities and their impact on student learning.
4. **Basic Curriculum/Textbook Analysis:**
   a) Conduct an initial analysis of a textbook or curriculum with a focus on representation of gender, caste, class, peace, and health education.
   b) **Outcome:** Develop critical thinking skills about curriculum content and its societal impact.

WEEK 2: APPLIED FIELDWORK AND ASSESSMENT

5. **Administration of Psychological Tests:**
   a) Administer and interpret two psychological tests from the following: Teaching Competency Scale, Job Satisfaction Scale. Teaching Aptitude Test, or Teacher Efficiency Inventory.
   b) **Outcome:** Acquire skills in educational assessment and its application in real-world contexts.
6. **Community Engagement Survey:**
   a) Conduct surveys with parents. teachers, and community members to understand their perceptions of education and the effectiveness of local schools.
   b) **Outcome:** Develop skills in research and community outreach, aligning with NEP 2020's emphasis on stakeholder engagement.
7. **Short Reflective Report:**
   a) Prepare a reflective report on observations and activities, highlighting key learning experiences and areas for improvement.
   b) **Outcome:** Develop reflective and analytical writing skills essential for professional growth.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)

SEMESTER-II

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2110	Philosophical and Sociological Foundation of Education-II	3	2	4	20	80	100
2.	MOE-2111	Psychological Foundation of Education –II	3	2	4	20	80	100
3.	MOE-2112	Educational Research and Data Analysis – II	3	2	4	20	80	100
4.	MOE-2113	Curriculum Development – II	3	2	4	20	80	100
5.	MOE-2114	Pedagogy, Andragogy and Assessment-II	3	2	4	20	80	100
6.	MOE-2115	**Optional Course** (Any one option to be opted)						
	Option (i)	Elementary Education	3	2	4	20	80	100
	Option (ii)	Secondary Education	3	2	4	20	80	100
Practicum Course								
7.	MOE-2116	Dissertation (Phase-II)	--	--	2	10	40	50
8.	MOE-2117	Psychometric Assessment	--	4	2	10	40	50
9.	MOE-2118	Internship Phase-II	--	Two weeks	2	10	40	50
	Total		18	16+ Two Weeks	30	150	600	750

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2110
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION– II

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 meaning, concept and nature of educational sociology.
➤ Understand the concept and types of Social Institutions
➤ Acquire the knowledge about social movements and national values as enshrined in the Indian constitution.
➤ Identify the national values as enshrined in the Indian Constitution.
➤ Explain the meaning and definition of education and culture.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Know about the sociology of education.
➤ Learn about social movements.
➤ Imbibenational values.
➤ Relate education with culture.

COURSE CONTENT
UNIT-I: SOCIOLOGY OF EDUCATION
1.1 Concept of Educational Sociology and Sociology of Education
1.2 Definitions and Nature of Educational Sociology
1.3 Social Institutions: Concept and types
1.4 Functions of Social Institutions – Family, School and Society

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

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2.2.2 Resource Mobilization Theory
2.2.3 New Social Movement Theory

UNIT- III: NATIONAL VALUES
3.1 Education and its role in developing National Values.
3.2 National Values as enshrined in the Indian Constitution
    3.2.1 Secularism
    3.2.2 Democracy
    3.2.3 Equality
    3.2.4 Freedom with special reference to education

UNIT-IV: EDUCATION AND CULTURE
4.1 Meaning and definition of Culture
4.2 Relationship between Education and Culture: Impact of Education on Culture, Impact of Cultureon Education
4.3 Role of Education in Cultural Development, Preservation and Transmission of Culture
4.4 Cultural Heritage of India and Education

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
- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi :Vikas Publishing House.
- Aggarwal, J.C. and Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Brobacher.J.S.(2007). *Modern Philosophies of Education*, New Delhi :Surjeet Publications.
- Chaube, S.P. and Chaube, A. (2002). *Ideals of the Great Western Educators*, New Delhi :Neelkamal Publications.
- Dhiman, O.P.(2014). *Philosophical Foundations of Education*, New Delhi: Kalpaz Publication.
- Gupta, Rainu (2012): *ShikshaKeDarshnik, SamajshastriyaaurArthikAdhar*, Tondon Publications, Ludhiana.
- WaliaJ.S. (2011): *Modern Indian Education and its Problems*, Paul Publishers, Gopal Nagar,•Jalandhar City.
- Walia J.S. (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Pal, S.K. (2016). *Philosophical and Sociological Foundations of Education*, New Delhi: K.S.K Publishers & Distributors
- Pandey, Sanjay (2004). *Peace Education*. New Delhi: NCERT

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- Pathak, R.P. (2009). *Philosophical and Sociological Foundations of Education*, New Delhi: Kanishka Publishers.
- Ravi, S. (2011). *A Comprehensive Study of Education*, New Delhi : PHI Learning Private Limited.
- Sharma, R.R.(2012). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.
- Sharma, Y. (2003). *Foundation in Sociology of Education*, New Delhi : Kaniska Publishers, Distributers.
- Sharma, Y.K. (2004). *Doctrines of the Great Indian Educators*. New Delhi :Kanishka Publishers.
- Taneja, V.R. (2004). *Educational thought and Practice*. New Delhi : Śterling Publishers

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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2111
PSYCHOLOGICAL FOUNDATION OF 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. 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 and apply behaviourist and cognitive learning theories in educational contexts.
- Explore social learning, social competence, and social cognition, and their impact on student interactions.
- Examine various theories of intelligence, including multiple intelligences and emotional intelligence.
- Critically evaluate intelligence assessments, considering cultural and reliability issues.
- Develop strategies to foster problem-solving, critical thinking, and creativity in students.
- Understand and apply metacognitive processes to enhance learning.
- Promote mental health and well-being within educational settings.
- Explore and integrate guidance and counselling approaches into educational practice.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Ability to apply learning theories effectively in classroom settings to improve student engagement and social relationships.
- Competence in analysing and applying intelligence theories, including emotional and social intelligence.
- Skill in fostering critical thinking, problem-solving, and creativity among students.
- Capability to identify and address mental health issues in schools, promoting well-being and utilizing counselling strategies effectively.

COURSE CONTENT

UNIT 1: LEARNING THEORIES & SOCIAL LEARNING, SOCIAL COMPETENCE, AND SOCIAL COGNITION
1.1 Behaviourist Theories of Learning (Pavlov, Skinner),

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1.2 Cognitive Theories of Learning (Bruner, Ausubel), Applications of Learning Theories in the Classroom.

1.3 Concepts of Social Learning and Modelling (Bandura),Developing Social Competence in Students.

1.4 Understanding Social Cognition and its Educational Implications, Promoting Positive Social Relationships in Schools.

UNIT 2: INTELLIGENCE AND ITS THEORIES & ASSESSMENT OF INTELLIGENCE

2.1 Approaches to Intelligence: From Unitary to Multiple: Historical Perspectives on Intelligence (Spearman, Thurstone),

2.2 Concepts of Social Intelligence and Emotional Intelligence.

2.3 Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory of Intelligence

2.4 Types of Intelligence Tests (Stanford-Binet, Wechsler Scales), Issues in the Assessment of Intelligence (Cultural Bias, Reliability etc),Alternative Approaches to Intelligence Assessment

UNIT 3: PROBLEM SOLVING, CRITICAL THINKING, METACOGNITION, AND CREATIVITY

3.1 The Cognitive Process of Problem-Solving

3.2 Techniques to Foster Critical Thinking in Students

3.3 Understanding Metacognition and its Role in Learning

3.4 Concept and Nature of Creativity and Activities Encouraging Creativity in Educational Settings

UNIT 4: MENTAL HEALTH, GUIDANCE, AND COUNSELLING:

4.1 Concepts of Mental Health and its Importance in Education, Mental Hygiene: Prevention and Promotion in Schools.

4.2 Identifying and Supporting Students with Mental Health Issues, Strategies for Promoting Mental Well-Being in Educational Settings

4.3 Definitions, Principles and Importance of Guidance and Counselling in Education, Types of Guidance: Educational, Vocational, Personal, Social, The Role of the Teacher in Student Counselling

4.4 Approaches/theories to Counselling:Cognitive-BehaviouralCounselling (Albert Ellis's REBT),Humanistic Counselling and Person-Centred Approach (Carl Rogers),Eclectic Approach to Counselling, , Integrating Counselling Theories into Educational Practice.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:
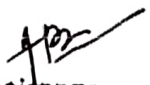
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- **Comparative Analysis of Learning Theories**: Create a comparison chart of behaviourist and cognitive theories, applying them to classroom scenarios.
- **Social Learning Observation**: Observe and document social learning instances in a classroom, focusing on modelling and social competence.
- **Role-Playing Social Cognition**: Develop and conduct a role-play to demonstrate social cognition concepts like empathy and perspective-taking.
- **Intelligence Test Administration**: Administer a simplified intelligence test, analyse results, and discuss issues like cultural bias.
- **Case Study on Multiple Intelligences**: Identify a student's strengths using Gardner's theory and suggest tailored educational strategies.
- **Emotional Intelligence Workshop**: Conduct an EI workshop, assess participants' EI, and discuss its importance in education.
- **Problem-Solving Task**: Design a problem-solving activity, guide students through it, and analyse their strategies.
- **Critical Thinking Exercises**: Develop and implement critical thinking exercises, and evaluate students' responses.
- **Metacognition Self-Reflection**: Have students reflect on their thinking processes during a learning activity.
- **Creativity Enhancement Workshop**: Organize activities like brainstorming and mind mapping to foster creativity.
- **Mental Health Awareness Campaign**: Plan and implement a campaign promoting mental health and well-being in schools.
- **Counselling Role-Play**: Conduct role-play sessions using different counselling approaches and discuss the outcomes.
- **Developing a Guidance Program**: Design a comprehensive guidance program covering educational, vocational, personal, and social aspects.
- **Seminar Presentation**: Prepare and deliver a seminar on a selected topic from the syllabus, integrating theoretical knowledge and practicum experiences.
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- **Spearman, C. (1927).***The abilities of man: Their nature and measurement*. Macmillan.
- **Pavlov, I. P. (1927).***Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*. Oxford University Press.
- **Torrance, E. P. (1965).***Rewarding creative behaviour: Experiments in classroom creativity*. Prentice-Hall.
- **Skinner, B. F. (1953).***Science and human behaviour*. Macmillan.
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- **Wechsler, D. (1949).***Wechsler intelligence scale for children*. The Psychological Corporation.
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- Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications, and theory.* Houghton Mifflin.
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- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence.* Cambridge University Press.
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- Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice.* Basic Books.
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- Narula, M. (2011). *Emotional intelligence and academic achievement in adolescents.* Kalpaz Publications.
- Deb, S. (2011). *Children's mental health in India.* Sage Publications India.
- Mangal, S. K. (2010). *Psychological testing and measurement.* PHI Learning.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance* (7th ed.). Pearson Education.
- Mathur, S. S. (2014). *Educational psychology.* VinodPustakMandir.
- Paul, R., & Elder, L. (2006). *Critical thinking: Tools for taking charge of your learning and your life.* Pearson Education.
- Flavell, J. H. (1985). *Cognitive development* (2nd ed.). Prentice-Hall.
- Sharma, R. N. (2015). *Cognitive psychology.* Atlantic Publishers.
- Corey, G. (2016). *Theory and practice of counselling and psychotherapy* (10th ed.). Cengage Learning.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2112
EDUCATIONAL RESEARCH AND DATA ANALYSIS-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. 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:
- dentify and describe various research methodologies used in educational research, including qualitative, quantitative, and mixed methods.
- Assess the feasibility and significance of research questions within the context of existing literature.
- Construct a detailed research proposal that outlines the study's purpose, methods, and expected outcomes.
- Compare and contrast different research studies to synthesize broader insights into educational phenomena.
- Differentiate between the t-Test and ANOVA

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Demonstrate a deep understanding of key concepts, theories, and methodologies in educational research
- Use statistical software (e.g., SPSS, R) to perform descriptive and inferential statistical analyses.
- Apply digital tools and software for data collection, analysis, and presentation in educational research.
- Analyze the implications of research findings for educational policy and practice.

COURSE CONTENT

UNIT- I. METHODS AND APPROACHES OF RESEARCH & RESEARCH REPORT
1.1 Major Methods and Approaches of Research

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1.1.1 Descriptive Research
1.1.2 Historical Research
1.1.3 Experimental Research
1.1.4 Content Analysis or Documentation Analysis
1.2 Preparation of Research Report
    1.2.1 Concept, Meaning and Need of Research Report
    1.2.2 Format of Research Report
    1.2.3 Evaluation and Technical Suggestions in writing a Research Report

UNIT-II ERRORS WHILE CONDUCTING RESEARCH & RESEARCH DESIGNS

2.1 Sampling Errors
2.2 Measurement Errors
2.3 Qualitative Research Designs:
    2.3.1 Narrative Research Design
    2.3.2 Case Study
    2.3.3 Ethnography

UNIT-III INFERENTIAL STATISTICS

3.1 Concept of Parameter and Statistics
3.2 Type I and Type II errors
3.3 One Tailed and Two Tailed Tests
3.4 Significance of Mean
    3.4.1 Confidence Intervals and Levels of Confidence for the true mean for
        (a) Large Sample
        (b) Small Sample
    3.4.2 Significance of the difference between means (t-test and z-test)
        (a) Means of two independent large samples
        (b) Means of two small independent samples

UNIT-IV: STATISTICAL FOUNDATION

4.1 Advanced Methods of Correlation: Meaning, assumptions, Computation and Uses of:
    4.1.1 Tetrachoric and Phi-coefficient of Correlation
    4.1.2 Biserial and Point –Biserial Correlation
4.2 Concept of Variance and Analysis of Variance
4.3 One Way Analysis of Variance (ANOVA)
4.4 Two Way analysis of Variance

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Conduct a literature review and write a summary of key studies related to your research topic. Identify research gaps that your study will address.
- Administration and interpretation of any one tool i.e. psychological test, questionnaire etc.
- Develop a detailed research proposal outlining your research questions, hypotheses, methodology, and expected outcomes.
- Any other relevant activity, project or assignment assigned by the teacher..

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SUGGESTED READINGS:

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

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2113
CURRICULUM DEVELOPMENT –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. 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 understand the process of curriculum change and the factors influencing it.
➤ To explore various instructional systems and their role in curriculum transaction.
➤ To examine different approaches and models of curriculum evaluation.
➤ To analyze various curriculum design models and their applications.
➤ To develop skills in designing and evaluating curricula using different models and approaches.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➤ Explain the concept of curriculum change and identify factors affecting it.
➤ Analyze the roles of students, teachers, and educational administrators in curriculum change and improvement.
➤ Describe the principles and process of curriculum development.
➤ Evaluate different types of instructional media and their effectiveness in enhancing curriculum transaction.
➤ Apply various approaches to curriculum evaluation, including criterion-referenced and norm-referenced evaluation.
➤ Critically analyze different models of curriculum evaluation, such as Tyler's, Stakes', Scriven's, and Kirkpatrick's models.
➤ Compare and contrast various curriculum design models, including academic/discipline-based, competency-based, and social reconstruction models.
➤ Design a curriculum using appropriate models, such as the Outcome-Based Integrative Model or the CIPP Model.
➤ Evaluate the effectiveness of the Choice Based Credit System in curriculum implementation.

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UNIT-I: CURRICULUM INNOVATION AND IMPLEMENTATION

1.1 Curriculum Change: Meaning, types and factors affecting curriculum change

1.2 Approaches to curriculum Change — Role of students, teachers, and educational administrators in curriculum change and improvement.

1.3 Principles and Process of Curriculum Development

UNIT-II: INSTRUCTIONAL SYSTEMS AND CURRICULUM TRANSACTION

2.1 Instructional System: Concept, Characteristics, Need and uses in education .

2.2 Instructional Media — Types (Textbook, Multimedia and Computer)

2.3 Instructional Techniques and Materials in enhancing curriculum transaction

UNIT III: CURRICULUM EVALUATION: APPROACHES AND MODELS

3.1 Concept, need and Approaches of Curriculum Evaluation

3.2 Criterion-referenced and Norm Referenced Evaluation

   Choice Based Credit System

3.3 Models of Curriculum Evaluation (Tyler's, Stakes' Model, Scriven's Model and Kirkpatrick's Model)

UNIT-IV: CONTEMPORARY CURRICULUM DESIGN MODELS

4.1 Curriculum design models-Academic/Discipline based Models, Competency Based Models

4.2 Social Functions/Activities Model (Social Reconstruction Model)

4.3 Individual Needs and Interests Model

4.4 Outcome Based Integrative Model

4.5 Intervention Model

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

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Conduct a case study analysis of a curriculum change in an educational institution (e.g., introduction of a new subject, pedagogical shift, or technology integration).
- Develop a mini-instructional system for a specific subject or topic, incorporating instructional media like textbooks, multimedia, and digital resources.
- Critically evaluate different types of instructional media (e.g., textbooks, multimedia, computer-based resources) used in current curriculum transactions.

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- Apply a curriculum evaluation model (e.g., Tyler's, Stake's, Scriven's, or Kirkpatrick's) to evaluate an existing curriculum or educational program.
- Design a curriculum unit or course using one of the contemporary curriculum design models (e.g., Competency-Based Model, Outcome-Based Integrative Model, or CIPP Model).
- Conduct a simulated classroom session using a designed curriculum, employing various instructional techniques and media.
- Conduct a group critique of different curriculum models (e.g., Social Reconstruction Model, Academic/Discipline-Based Model) based on their suitability for various educational contexts.
- Analyze the implementation of the Choice Based Credit System (CBCS) in higher education institutions
- Design evaluation tools (e.g., rubrics, checklists) for assessing curriculum effectiveness using different evaluation approaches (criterion-referenced and norm-referenced).Organize a workshop where students present innovative curriculum design ideas or modifications to existing curricula based on current educational needs.
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Pearson.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth Publishing.
- Glatthorn, A. A., Boschee, F., Whitehead, B. M., &Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation* (5th ed.). SAGE Publications.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Pearson.
- Oliva, P. F., & Gordon, W. R. (2018). *Developing the curriculum* (9th ed.). Pearson.
- Posner, G. J. (2003). *Analyzing the curriculum* (3rd ed.). McGraw-Hill.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. Heinemann Educational Books.
- Stufflebeam, D. L., &Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass.
- Wiggins, G., &McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.

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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2114
PEDAGOGY, ANDRAGOGY AND ASSESSMENT-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. 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 Different domains of Assessment.

➢ Understand advanced evaluation techniques.

➢ Explore area in the field of pedagogy, Andragogy in teacher education.

➢ Analysis the innovative practices in assessment, pedagogy and andragogy.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

➢ Understanding the anagogical principles and how they apply to assessment practices in adult education.Understand the feedback device

➢ Explore area in the field of pedagogy, andragogy and teaching in education

➢ Develop and implement assessment tools that are appropriate for adult learners, taking into account their unique characteristics and learning needs.

➢ To analyze and interpret assessment data to evaluate the effectiveness of teaching and the achievement of learning objectives.

COURSE CONTENT

UNIT - I: DOMAINS OF ASSESSMENT:

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Khanpur Kalan (Sonipat)

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1.1 Different domains of Assessment: Cognitive (Anderson and Krathwohl), Affective (Krathwohl), and Psychomotor (R.H. Dave)

1.2 Norm referenced and Criterion referenced assessment.

1.3 Assessment of Teacher Prepared ICT Resources.

UNIT – II: THEORIES IN PEDAGOGY AND ANDRAGOGY

2.1 Component of Pedagogy

2.2 Critical Pedagogy: Meaning, need and its implications in teacher education.

2.3 Theory of Andragogy (Malcolm Knowles)

2.4 The Dynamic Model of Learner Autonomy.

UNIT – III: ASSESSMENT IN PEDAGOGY OF EDUCATION:

3.1 Feedback Devices: Meaning, Types, Criteria

3.2 Guidance as a Feedback Device

3.3 Assessment of Portfolios

3.4 Reflective Journal

3.5 Field Engagement using Rubrics.

3.6 Competency Based Evaluation: Meaning, features and types

UNIT – IV: ASSESSMENT IN ANDRAGOGY OF EDUCATION

4.1 Flanders' Interaction analysis

4.2 Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix)

4.3 Criteria for teacher evaluation: Product, Process and Presage criteria

4.4 Rubrics for Self and Peer evaluation: Meaning, steps of construction.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Design and submit at least three detailed lesson plans for elementary or secondary students, each applying a different pedagogical approach (e.g., inquiry-based learning, cooperative learning).

- Presenting a PPT on assessment techniques.

- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas.

- Flanders' Interaction analysis

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- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS

- Asthana, Bipin (2011).*Measurment and Evaluation in Psychology and Education.* Agra: Agarwal Publications.
- Chopra, R.K. (1993) Status of Teachers in India
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
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- Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
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- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice.* London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Kubiszyn Tom. (2003). *Educational Testing and Measurement*. John Wiley.
- Leach, J., Moon, B. (2006).*Learners and Pedagogy.* New Delhi: Sage Publications India Pvt.Ltd.Linn, Robert L. and Gronlund, Norman E. (2

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2115 (OPT-I)
ELEMENTARY 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:
➢ Define and explain the concept and purpose of elementary education in the broader context of human development and societal progress.
➢ Identify and explain the key constitutional provisions related to elementary education, including the right to education, the role of the state, and the obligations of citizens.
➢ Analyze the role of UEE in national development and its impact on literacy rates, economic growth, and social cohesion.
➢ Evaluate the effectiveness of these programmes in improving access, retention, and quality of elementary education.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Analyze the major challenges and barriers to achieving UEE, such as inadequate infrastructure, teacher shortages, socio-economic disparities, and cultural factors
➢ Analyze the role of educational management in ensuring effective school operations, including the development of a positive school culture and climate.
➢ Apply problem-solving skills to resolve issues that arise in school management, ensuring minimal disruption to the learning process.
➢ Critically examine contemporary educational policies related to UEE, including their objectives, strategies, and implementation mechanisms.

COURSE CONTENT

UNIT- I: ELEMENTARY EDUCATION: CONCEPT AND CONSTITUTIONAL PROVISIONS
1.1 Concept, Objectives, Need of Elementary education.
1.2 Concept, objectives, meaning and justification of UEE.

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Khahpur Kalan (Sonipat)

1.3 Strategies for universalisation of elementary education and challenges for achieving universal elementary education.

1.4 Constitutional interventions for universalization of education, SSA and RTE Act 2009.

UNIT-II: POLICIES, PROGRAMMES AND INITIATIVES FOR UEE

2.1 District Primary Education Programme: Aims& Strategies.NIOS, International schools, Islamic schools (Madrasah) & Autonomous schools.

2.2 Recommendations of various committees and commissions: Secondary EducatioCommission, Kothari commission, IswariBhai Patel Committee NPE – '1986 and POA

92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

2.3 New Education Policy 2020 with special reference to elementary education.

UNIT-III: EDUCATIONAL MANAGEMENT AT ELEMENTARY LEVEL

3.1 National Level: Ministry of Education (MHRD) CABE, NCERT, RIE, NIEPA, NCTE, CIET

3.2 State Level: Ministry of School Education ii, Directorate of School Education, Board of Education SCERT.

3.3 District Level: District Education Administration.

UNIT-IV: TEACHING & ISSUES OF ELEMENTARY EDUCATION

4.1 Methods of Teaching at Elementary Level

4.2 Elementary education in India: Challenges

4.3 Millennium Development Goals in context to UEE in India

4.4 Role of Elementary Teacher as a facilitator of teaching –learning process.

4.5 Recent development and research in Elementary Education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation
- Organize Seminar Presentation
- Prepare a report regarding the protections of rights for children studying in elementary school.
- Report on awareness about the roles and responsibilities of school management committee.
- Class Test
- Assignment
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Government of India (1992) Programme of Action, New Delhi: MHRD.
- Hayes, Denis (2008): *Primary Teaching Today: An Introduction.* Routledge Publications, U.K.
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- Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.
- Lewis, Ramón (2008): *Understanding Pupil Behaviour*. Routledge Publications, U.K.
- Mohanty, J. N. (2002): *Primary and Elementary Education*. Deep & Deep
- *National Curriculum Framework* (NCF)-2005 NCERT, New Delhi.
- Publications, New Delhi
- Rao, J. (2012): *Elementary Education in India: Issues and Concerns*. Viva Books Private Limited.
- Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, New Delhi.
- Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
- Sharma, Ram Nath (2002): *Indian Education at the cross road*. Shubhi Publications.
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- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2115 (OPT-II)
SECONDARY 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 status of secondary and higher secondary education in India.
- Analyse the issues of secondary and higher secondary education in different aspects
- Interpret the outcome of different programmes in different levels.
- Examine condition of teacher education programmes in secondary and higher secondary level.
- Develop critical understanding about current status of Secondary education in India
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
- Analyse the role of various organizations, institutions and agencies in Secondary Education
- Understand the functioning of various student support services at Secondary Level develop critical understanding about significance of vocational education
- Develop critical understanding about issues and challenges in secondary education
- Develop, critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same.

COURSE OUTCOMES:

Upon successful completion of the course, students will:
- Know the status of secondary and higher secondary education in India.
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels

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Khanpur Kalan (Sonipat)

- ➤ Understand the role of various organizations, institutions and agencies in Secondary Education.
- ➤ Develop critical understanding about issues and challenges in secondary education.

UNIT-I: DEVELOPMENT OF SECONDARY EDUCATION IN PRE INDEPENDENCE AND POST-INDEPENDENT INDIA

1.1 Wardha Scheme of Education-1937

1.2 University Education Commission- 1948-49

1.3 Secondary Education Commission-1952-53

1.4 Indian Education Commission-1964-66

1.5 National Policy of Education (NPE-1986) and programmeof action (1992) in relation to Secondary education

1.6 National Education Commission (2005)

UNIT -II SECONDARY EDUCATIONS IN INDIA

2.1 Concept, Need, Aims and Objectives of Secondary Education

2.2 Status of Secondary Education in India

2.3 Structure, Approaches and Strategies for Secondary Education

2.4 Programmes and Strategies of Government of India to Improving the quality of Secondary Education

2.5 National level Organizations and Institutions in administration and management of secondary education (CABE, CBSE, NCERT, NIOS)

UNIT- III: ISSUES AND CONCERNS

3.1 Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout

3.2 Status of Infrastructural facilities- classrooms, library

3.3 Issues relating to drop out of students at Secondary and Higher Secondary Level

3.4 Equity, Equality and Social Justice in Secondary and Higher Secondary Education

3.5 National Vocational Education Qualification Framework (NVEQF)

UNIT-IV ORGANIZATIONS, INSTITUTIONS AND AGENCIES ADMINISTRATION AND MANAGEMENT OF SECONDARY EDUCATION

4.1 Programme objectives, Strategies and Present Status with respect to Implementation of Programmes-

      4.1.1 RMSA (RastriyaMadhyamikaShikshaAbhiyan)

      4.1.2 RUSA (RashtriyaUcchatarShikshaAbhiyan)

4.2 State level Organizations and Institutions in administration and management of secondary education.

4.3 State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET)

4.4 District and sub district levels Organizations and Institutions in administration and management of secondary education -

      4.3.1   District Education Office

      4.3.2   Block Education Office

      4.3.3   Department of Public Instruction,

      4.3.4   SMC (School Management Committee)

      4.3.5   PTA (Parent Teacher Association)

      4.4 .6   International Agencies –UNICEF, UNESCO

      4.5.7   NGOs–focus areas, importance and functions

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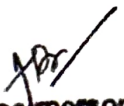Khahpur Kalan (Sonipat)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Write a detailed essay on 'Development of Secondary Education"
- Analysis different Programmes of Government of India to Improving the quality of Secondary Education
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.
- Aggarwal, J.C. (2005). Recent developments and trends in education. New Delhi: Shipra
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT
- Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
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- Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
- Khanna, P.K. (2005) Education in the New Millennium. Jaipur: ABD Pondicherry University
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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2116
DISSERTATION (PHASE –II)

Max Marks: 50

Credits: 02

External Marks: 40

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

- Understanding and applying ethical guidelines in research, including issues related to informed consent, confidentiality, and the respectful treatment of research participants.

- Design and conduct research using appropriate methodologies.

- Critically evaluate existing research, theories, and practices in education.

- Engaging in self-reflection about the research process, the challenges encountered, and the learning gained

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

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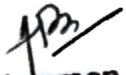BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

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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.(2002).Statistical Methods Concepts, Application and Computation(Third Edition). New Delhi, Sterling Publishers.

- Aggarwal,Y.P.(2008).*The science of Educational Research* (First Edition). Kurukshetrauniversity,Nirmal Book Agency.

- Best,W.J.&Kahn,V.J. (2006).*Research in Education* (Tenth Edition).New Jersey,U.S.A., PHI learning Private limited.

- Creswell,John W.(2014)Research Design:Qualitative ,Quantitative ,and Mixed Methods Approaches(5th Edition).New Delhi,SAGE Publications

- Google Books

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- Kothari, C. R. (2009). *Research Methodology: Methods and techniques*(Second Revised Edition). New Delhi.New Age International (P)Limited ,Publishers.

- NCERT Library

- PROQUEST

- PubMed Central

- Punjab University E-Library

- ResearchGate

- Science direct/ Elsevier

- Science Hub

- Science.gov

- SCOPUS

- Shodhganga

- Singh, J.(2008). *Methodology and Techniques of Social Research*(First Edition) . New Delhi, KanishkaPublisher .

- Springer link

- Taylor and Francis
- Virtual Learning Resources Centre
- Wiley Online Library
- WorldCat

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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2117
PSYCHOMETRIC ASSESSMENT

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Ins. Hours: 04

Credit: 02

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

➤ This course will prepare students for advanced research and professional practice in educational psychology, enhancing their ability to conduct and interpret psychological assessments with ethical and methodological rigour.

➤ Students will master psychological measurement and scaling, including key concepts and methodologies.

➤ They will address ethical issues in testing, understand and use psychological apparatus, and analyze measurement aspects like reliability and validity.

➤ Competence in administering, scoring, and interpreting tests, along with ensuring standardization and accuracy, will also be developed.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

➤ Demonstrate knowledge of psychological measurement and scaling, including key concepts and methodologies used in the field.

➤ Identify and discuss ethical considerations and issues related to psychological testing, ensuring responsible and informed practices.

➤ Familiarize themselves with various psychological apparatus, understanding their purpose, use, and significance in psychological research and assessment.

➤ Analyze and explain the various aspects of psychological measurement, including reliability, validity, and standardization processes.

➤ Effectively utilize different psychological apparatus, demonstrating competence in administering tests and interpreting results.

➤ Understand the principles and procedures for standardizing psychological tests, ensuring they are reliable and valid for diverse populations.

➤ Administer, score, and interpret psychological tests accurately, applying appropriate techniques and methodologies to evaluate psychological constructs.

COURSE CONTENT

UNIT-I: PSYCHOLOGICAL MEASUREMENT AND STANDARDIZATION

1.1 Quality of Psychological Tests: Criteria for evaluating the quality of psychological tests, including validity, reliability, and fairness. Analysis of how these criteria impact test effectiveness and interpretability.

1.2 Standardization of Psychological Tests: Steps for the standardization process of psychological tests. This includes test development, pilot testing, norming, and establishing reliability and validity.

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: Practical use and detailed reporting on three selected psychological apparatus/Test:

2.3 Finger Maze: Understanding the use of the Finger Maze apparatus in assessing motor skills and cognitive functions.

2.4 Koh's Block Test: Application and interpretation of Koh's Block Test in measuring cognitive abilities and spatial perception.

2.5 Bhatia Battery of Intelligence/ Any other available Psychological test:

2.6 Mirror Drawing Apparatus: Use of the Mirror Drawing apparatus with an electrical error counter to study motor learning and coordination.

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.
- Bagchi, KanakKanti (2007). *Research Methodology in Social Sciences:* A Practical Guide. Delhi: Abijeet Publications.
- 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
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2118
INTERNSHIP PHASE-II

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours: Two Weeks

Credit : 02

SUBJECTIVE SPECIFIC OBJECTIVES

Internship Phase-II is designed to immerse M.Ed. students in Practical, field-based experiences that enhance their understanding of educational environments, community engagement, and institutional dynamics. This phase emphasizes advanced observation, project implementation, and critical analysis, aligning with the Ministry of Education's current focus on inclusive, competency-based, and holistic education as outlined in the NEP 2020. The specific objectives are to:

- **Deepen Analytical Skills:** Equip students with the ability to conduct advanced classroom observations, focusing on interaction patterns, instructional strategies, and the use of educational technologies.
- **Enhance Leadership and Project Management:** Enable students to design and implement educational projects that address current societal and educational challenges, fostering leadership and project management skills.
- **Develop Institutional Analysis Competencies:** Provide students with opportunities to analyze institutional functioning, including administrative processes, staff collaboration, and policy implementation, to understand educational leadership and governance.
- **Critically Review Curriculum:** Guide students in evaluating curriculum materials and textbooks in light of the NEP 2020, emphasizing inclusivity, competency-based learning, and alignment with contemporary educational reforms.
- **Strengthen Psychometric Evaluation Skills:** Offer hands-on experience with advanced psychological assessments, focusing on evaluating teacher effectiveness, job satisfaction, and other competencies within real-world educational settings.
- **Foster Reflective and Communication Skills:** Encourage students to document their field experiences comprehensively and present their findings, enhancing their ability to reflect critically on their learning and communicate insights effectively.

COURSE OUTCOMES

Upon successful completion of Internship Phase-II, students will be able to:

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- **Critically Assess Teaching Practices:** Conduct in-depth classroom observations and analyze diverse teaching methods, including differentiated instruction and technology integration, to assess their impact on student learning outcomes.
- **Design and Implement Educational Projects:** Demonstrate the ability to design, plan, and implement small-scale educational projects, such as workshops or awareness programs, addressing key issues like environmental awareness, health education, and digital literacy.
- **Analyze Institutional Functioning:** Develop a nuanced understanding of the operational and administrative aspects of educational institutions, including leadership practices, resource management, and staff collaboration.
- **Evaluate Curriculum Alignment with NEP 2020:** Critically review curricula or textbooks to assess their adherence to NEP 2020 principles, focusing on inclusivity, equity, and the promotion of competency-based education.
- **Apply Advanced Psychological Assessments:** Utilize psychometric tools to evaluate teacher performance and satisfaction, gaining practical skills in psychological evaluation and its application in educational contexts.
- **Compile Reflective Reports and Present Findings:** Synthesize fieldwork experiences into comprehensive reports and articulate insights through presentations, demonstrating effective communication, reflective practice, and the ability to connect theory with practice.

WEEK 1: ADVANCED ENGAGEMENT AND ANALYSIS

1. **Enhanced Classroom Observation:**
   a) Conduct in-depth observations, focusing on advanced interaction patterns, use of technology, and differentiated instruction.
   b) **Outcome:** Critically assess diverse teaching methods and their effectiveness in the classroom.
2. **Project Design and Implementation:**
   a) Design and implement a small-scale project (e.g., awareness programs, student workshops) related to current educational issues such as environmental awareness, health education, or digital literacy.
   b) **Outcome:** Gain leadership skills and experience in project management within an educational context.
3. **Institutional Function Analysis:**
   a) Analyze the administrative and functional aspects of the institution, focusing on areas like staff collaboration, resource management, and policy implementation.
   b) **Outcome:** Develop a comprehensive understanding of institutional governance and leadership.

WEEK 2: SPECIALIZED TASKS AND REPORTING

4. **Curriculum Review in Light of NEP 2020:**
   a) Critically review a curriculum or textbook to evaluate its alignment with NEP 2020's goals, focusing on inclusivity and competency-based education.
   b) **Outcome:** Enhance curriculum evaluation skills, preparing students for roles in curriculum development and reform.
5. **Advanced Psychological Assessment:**
   a) Use advanced psychological tools to assess teacher effectiveness, job satisfaction, and competency in real-time settings.

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b)   **Outcome:** Strengthen skills in psychometric evaluation relevant to teacher education.

6. **Final Reflective Report and Presentation:**
   a)   Compile a detailed report summarizing all activities, analyses, and reflections from the internship, along with a presentation of findings.
   b)   **Outcome:** Demonstrate communication and presentation skills, articulating insights gained from fieldwork.

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MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)
SEMESTER-III

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2201	History, Politics and Economics of Education –I	3	2	4	20	80	100
2.	MOE-2202	Inclusive Education –I	3	2	4	20	80	100
3.	MOE-2203	Teacher Education –I	3	2	4	20	80	100
4.	MOE-2204	Technology In Education-I	3	2	4	20	80	100
5.	MOE-2205	Educational Administration, Management and Leadership –I	3	2	4	20	80	100
6.	MOE-2206	**Optional Course** **(Any one option to be opted)**						
	Option (i)	Pedagogy of Science Education	3	2	4	20	80	100
	Option (ii)	Pedagogy of Mathematics Education	3	2	4	20	80	100
	Option (iii)	Pedagogy of Language Education	3	2	4	20	80	100
	Option (iv)	Pedagogy of Social Science Education	3	2	4	20	80	100
Practicum Course								
7.	MOE-2207	Academic Writing	-	4	2	10	40	50
8.	MOE-2208	Internship Phase-III	-	Four Weeks	4	20	80	100
9.	MOE-2209	Dissertation (Phase-III)	-	-	2	10	40	50
	Total		18	16	32	160	640	800

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2201
HISTORY, POLITICS AND ECONOMICS OF EDUCATION-I

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

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Gain knowledge about the history of education of India.
- Relate education and its economic aspects.
- Learn about economics of education.

COURSE CONTENT
UNIT- I: HISTORY OF EDUCATION

1.1 Education in India during: Vedic, Buddhist, Medieval period
1.2 Yashpal Committee Report (2009) and Justice Verma Committee Report (2012)
1.3 Secondary Education Commission (1952-53)
1.4 Kothari Education Commission (1964-66)

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UNIT - II: EDUCATION AS RELATED TO ECONOMIC ASPECTS

2.1 National development: Concept, aspects and role of Education in national development

2.2 Education for Socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and rural population.

2.3 Role of education in removing poverty

2.4 Impact of economic reforms (Liberalization, Privatization and Globalization) on education

UNIT - III: EDUCATION AND ECONOMIC DEVELOPMENT

3.1 Meaning of Economics

3.2 Meaning of Economic Development

3.3 Impact of Economics on Education

3.4 Role of Education in Economic Development

UNIT - IV: EDUCATION AND POLITICS

4.1 Approaches to understand polities

4.2 Theory of Behaviouralism

4.3 Theory of Systems Analysis

4.4 Theory of Rational (Choice)

4.5 Education for Political Development and Political Socialization

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Write a script on Educational development in ancient India after classroom discussions on the script organize a drama/play on it.
- Which is the landmark educational policy according to you & why? Prepare a detailed record on the effectiveness of the policy.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Altekar, A. S. (1944). Education - In Ancient India. Banaras: Nand Kishore & Bros.
- Education & National Development (n.d.). Report of the Kothari commission on Education (1964-66). New Delhi.
- Ghosh S. C. (2007). History of Education in India. New Delhi: Eastern Book Corporation. • Govt. of India (n.d.). Programme of Action-National policy on Education. New Delhi: Ministry of Human Resources Development, 1986.
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
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- GOI. (2011). Sarva Shiksha Abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2202
INCLUSIVE EDUCATION-I

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:

- To introduce students to the fundamental concepts, principles, and importance of inclusive education.
- To help students identify the diverse target groups within inclusive education, including marginalized groups and learners with disabilities.
- To explore the historical evolution of inclusive education from special education to integrated and finally inclusive education models.
- To familiarize students with international and national legal frameworks that support inclusive education.
- To enable students to critically assess the impact of significant policies, acts, and conventions on the implementation of inclusive education in India.
- To develop students' understanding of diverse learning needs and disabilities using the ICF Model.
- To prepare students to identify diverse learners and propose educational provisions to meet their needs in inclusive classrooms.
- To guide students in creating inclusive learning environments by addressing and overcoming common barriers.
- To emphasize the importance of curriculum adaptations for children with special needs.
- To teach students how to adapt instructional objectives, curriculum content, and co-curricular activities to meet diverse learners' needs.
- To explore the use of assistive technology and virtual reality in supporting and enhancing inclusive education

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Clearly explain the key principles and importance of inclusive education.

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- Identify the scope and target groups within inclusive education, recognizing the diverse needs of marginalized groups and learners with disabilities.
- Understand and describe the evolution of inclusive education and its progression from special education to integrated and inclusive education models.
- Analyse the features and implications of international conventions like the UNCRPD and national policies such as the Right to Persons with Disabilities Act (RPWD Act) 2016.
- Assess the impact of key legislation and policies on the development and implementation of inclusive education in India.
- Evaluate the National Education Policy 2020 and National Curriculum Framework 2023 with a focus on inclusive education.
- Identify and classify diverse learners using the ICF Model and propose suitable educational provisions to meet their needs.
- Design inclusive classroom environments that cater to physical, sensory, intellectual, and multiple disabilities.
- Develop strategies to overcome social, attitudinal, and educational barriers to create an inclusive and supportive learning environment.
- Develop and implement curriculum adaptations that are responsive to the needs of children with special needs.
- Integrate assistive technology and virtual reality into classroom practices to enhance inclusivity and support diverse learners.
- Adapt instructional objectives, curriculum content, and co-curricular activities to ensure all learners can participate and succeed in an inclusive educational setting.

These objectives and outcomes are designed to prepare students with the necessary knowledge, skills, and attitudes to promote and implement inclusive education effectively, ensuring that all learners, regardless of their diverse needs, can achieve their full potential in an inclusive educational environment.

COURSE CONTENT

UNIT 1: CONCEPT OF INCLUSIVE EDUCATION

1.1 Inclusive Education: Concept, Principles and Importance
1.2 Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),
1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.
1.4 Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.

UNIT 2: LEGAL PROVISIONS& POLICIES WITH SPECIAL REFERENCE TO INCLUSIVE EDUCATION

2.1 Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication , Features of The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education
2.2 Rehabilitation Council of India Act, 1992 ,The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995). The National Trust for

the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

2.3 Features of National Policy of Disabilities (2006), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Right to Disabilities Act (RPWD Act) 2016.

2.4 National Education Policy 2020 with special reference to Inclusive Education, Features of National Curriculum Framework (2023) with special reference to Inclusive Education.

UNIT III: PREPARATION FOR INCLUSIVE EDUCATION

3.1 Concept and meaning of diverse needs and classification of disabilities on ICF Model.

3.2 Identification of diverse learners for inclusive classrooms (physical, sensory, intellectual and multiple disabilities)

3.3 Educational provisions and measures for meeting the diverse needs.

3.4 Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

UNIT IV: CURRICULUM ADAPTATIONS FOR CHILDREN WITH DIVERSE NEEDS

4.1 Concept meaning and need for curriculum adaptations for children with special needs.

4.2 Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children .

4.3 Role of assistive technology for meeting diverse needs of learners.

4.4 Concept and meaning of Virtual Reality and its importance in inclusive classrooms.

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

- During the internship period visit, a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.

- Prepare the need profile of all children in a class. Critically analyse the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.

- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.

- Preparation of status report on school education of children with diverse needs. • Evaluation of text books from the perspective of differently abled children.

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices, Visit to special, integrated and inclusive classrooms .Reflective journal writing

- Analysis of policy document (national, international) related to diversity.

- Survey the locality for early identification of children with disabilities.

- Planning and conducting multi-level teaching in the local school.

- 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.

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

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- Any other relevant activity, project, or assignment assigned by the teacher.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2203
TEACHER EDUCATION-I

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:
➢ Study the changing context and concerns in teacher education in India.
➢ Develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
➢ Study student teaching in the light of recent scientific advancement.
➢ Explore the structure of teacher education curriculum and transction approaches.
➢ Enable the student to understand teaching and training techniques including IT enabled training devices.
➢ Enable the students to organize various types of student teaching programmes
➢ Enable the student to know the concept and practice of evaluation in teacher education in the emerging context.
➢ Enable the student to explore recommendations of NEP-2020 for teacher education.
➢ Acquaint the student with the innovative practices in teacher education both in context of India
➢ Develop among the student's professional ethics and sense of commitments.
➢ Enable the students to understand about in-service and pre-service teacher education programme for the profession.

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

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<div align="center">COURSE CONTENT</div>

UNIT- I: CONCEPT AND STRUCTURE OF TEACHER EDUCATION

1.1 Concept of teacher education: Meaning, Nature and Scope of Teacher Education , Aims and objectives of teacher education

1.2 Recommendations of era (Kothari Commission and NCFTE 2009) on Teachers education .

1.3 Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &Habermas

UNIT-II: TEACHER EDUCATION CURRICULUM & INSTRUCTIONAL METHODS

2.1 The structure of Teacher Education curriculum and its vision

2.2 Teacher Education curriculum at different stages i.e. primary, secondary and higher secondary.

2.3 Patterns of student teaching – Internship, Microteaching, simulated teaching

2.4 Reflective Teaching: Meaning and concept, Strategies for Promoting Reflective Teaching,

UNIT III:TYPES AND ORGANIZATION OF TEACHER EDUCATION PROGRAMME

3.1 Pre-Service Teacher Education: Concept and Objectives, Need and Importance

3.2 In-Service Teacher Education: Concept and Objectives, Need and Importance

3.3 Agencies for organizing in service teacher education programmes, SSA, RMSA, CTEs, SCERT, NCERT and UGC

3.4 Qualities and Characteristics of an Effective In-Service Teacher Educator

UNIT - IV: TEACHER EDUCATION IN NEP 2020

4.1 Recommendations of NEP 2020 Regarding Teacher Education

4.2 Role of the Teacher according to NPE 2020

4.3 Challenges & Suggestions of Teacher Education in NEP 2020

4.4 National Curriculum Framework for Teacher Education according to NEP-2020

4.5 Challenges & Suggestions of implementation NEP 2020 regarding Teacher Education curriculum

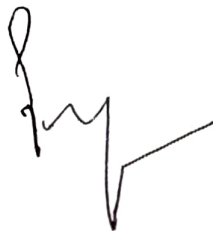## SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities

➢ Presenting Power point Presentation on NEP 2020

➢ Prepare a Report on Transactional Approaches used by Teacher educators of Your Department.

➢ Critical Review of NEP-2020 with special reference to NEP-2020.

➢ Any other relevant activity, project, or assignment assigned by the teacher. '

SUGGESTED READINGS:

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➤ Hilgard, C. H. (2001) *Teaching the Teacher : Trends in Teacher Education*, George Allen and Union Ltd., London.

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➤ NCTE(1998). Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi

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MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2204
TECHNOLOGY IN EDUCATION-I

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

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Understand the concept, types, need and importance of ICT in education.
- Understand the communication process in ICT and social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.

COURSE CONTENT
UNIT - I: EDUCATIONAL TECHNOLOGY

1.1. Meaning and Concept of Educational Technology;
1.2. Nature, Scope and Significance of Educational Technology.
1.3. Components of Educational Technology Hardware and Software.
1.4. Educational Technology and Instructional Technology.
1.5. Application of Educational Technology in-Formal, Non-Formal, Informal, Inclusive Education and Distance Education and Open Learning Systems

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UNIT - II: BASICS OF INFORMATION COMMUNICATION TECHNOLOGY

2.1 ICT: - Meaning, Origin and Growth, Nature and Importance
2.2 Different form of ICT:- Traditional and Modern ICT
2.3 Advantages and Disadvantages of ICT
2.4 Difference between Information Technology, Communication Technology, ICT and Instructional Technology

UNIT- III: INTRODUCTION TO LEARNING THEORIES AND THEIR TECHNOLOGICAL IMPLICATIONS

3.1 Contributions of Key Theorists and their Relevance in a Technology -Integrated Environment : B.F. Skinner, Jean Piaget, David Ausubel, Jerome Bruner, Lev Vygotsky
3.2 Implications of Learning Theories for Technology-Enhanced Instructional Design: Behaviourist Perspective, Cognitive Perspectives and Constructivist Perspective.

UNIT - IV: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

4.1 E-Learning: Meaning, concept, merits and demerits of e-Learning
4.2 Approaches to E- learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning.
4.3 Emerging Trends in e learning:
4.4 Social learning-Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum
    4.4.1 Open Education Resources-Concept and Applications of Creative Common, Massive Open Online Courses
    4.4.2 E-Inclusion-Concept, application of Assistive Technology in E-learning,
    4.4.3 Flipped Learning
4.5 Quality of E-Learning- Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities:
- Set up and explore various educational hardware (interactive whiteboards, projectors) and software (Learning Management Systems, educational apps).
- Create short instructional video using video editing software (e.g., Camtasia, iMovie) on a selected topic.
- Analyze a case study of technology integration in formal, non-formal, or informal education settings.Demonstrate the use of traditional vs. modern ICT tools (e.g., overhead projectors vs. interactive panels).
- Develop a plan for implementing ICT in a classroom or school setting, highlighting advantages and addressing potential disadvantages.
- Create a comparative chart highlighting the differences between Information Technology (IT), Communication Technology (CT), and ICT
- Develop a lesson plan incorporating technology based on a selected learning theory (e.g., constructivist, cognitive).
- .Use educational simulations or gamified tools (e.g., Kahoot, Quizizz) to demonstrate a learning concept.

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- Create a presentation on how key learning theorists (e.g., Skinner, Piaget) influence current educational technology practices.
- Design an e-learning module using tools like Google Classroom or Moodle, incorporating synchronous and asynchronous elements.
- Develop a social media campaign or blog for educational purposes using platforms like Twitter, Facebook, or a personal blog.
- Implement a flipped classroom strategy by providing pre-class online resources and conducting interactive sessions during class time.
- Explore and demonstrate the use of assistive technologies (e.g., screen readers, speech-to-text software) for e-inclusion in learning.
- Any other relevant activity, project, or assignment assigned by the teacher.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2205
EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP -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. 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:
- Acquaint the students with changing concepts of educational management along with their significance.
- Help the students to understand educational management as a process at various levels.
- Develop an understanding in students about education and problems of educational trends.
- Help the students to know about resources of education and problems of educational finance.
- Assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Know changing concepts of educational management along with their significance.
- Understand process of educational management at various levels.
- Understand about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Plan and organize supervisory programmes in educational institutions.

COURSE CONTENT
UNIT - I: EDUCATIONAL MANAGEMENT AND ADMINISTRATION
1.1 Educational Administration: Meaning, nature, scope, importance and function
1.2 Educational Administration and Bureaucracy
1.3 Administrative Management techniques:
    1.3.1 POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting),
    1.3.2. CPM (Critical Path Method),
    1.3.3.PERT (Program, Evaluation, Review Technique)

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1.4 Principles of Educational Administration

UNIT - II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION
2.1 Leadership in Educational Administration: Meaning and nature
2.2 Approaches of Leadership
(a)Trait (b) Transformational (c) Transactional (d) Value based (e) Cultural (f) Psychodynamic
(g) charismatic

UNIT - III: QUALITY IN EDUCATION
3.1 Evolution of quality: Inspection .Quality control. Quality Assurance
3.2 Total Quality Management (TQM),Six Sigma
3.3 Quality Gurus: Walter Shewart, Edward Deming, C.K.Pralhad

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

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete one of the following practicum activities
- Case study of administrative problems in implementation of NEP 2020 in government/private schools
- Assessment of motivation level/job satisfaction/ perception of leadership among teachers in any educational institution
- Identify the Leadership style of administrator of any institution and write report
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2206(OPT-I)
PEDAGOGY OF SCIENCE EDUCATION

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

Total Inst. Hours: 03+02
Exam Hours: 3 hrs
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.*
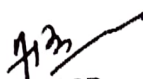
SUBJECT SPECIFIC OUTCOMES:
Students will understand science as a dynamic field and differentiate it from technology and related subjects. They will evaluate curricula, study innovative efforts in science education, and recognize the need for diverse, contextualized instructional materials. They will appreciate the role of co-curricular activities, grasp the Constructivist approach, and understand the significance of assessment, exploring various modes and innovative trends.

COURSE OUTCOMES:
Upon completion of this course, the students will be able to:
- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the differences and complementarily between Science and Technology and other related subjects..
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- Understand the Constructivist approach to science instruction and its implication .
- Understand the role of assessment in the teaching–learning process in science.
- Understand various modes of assessment and their application.
- Familiarize with new, innovative trends in assessment.

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COURSE CONTENT:

UNIT I - NATURE OF SCIENCE

1.1 What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge.

1.2 Development of scientific knowledge; Scientific method and Structure of Science

1.3 Science and Technology, complementarities between Science and Technology.

1.4 Common misconceptions of pupils about the nature of science.

1.5 Characteristics of different disciplines of science, their interrelationship and integration.

UNIT II -CURRICULUM TRENDS IN SCIENCE EDUCATION

2.1 Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical.

2.2 Recommendations of NCF 2023 on curriculum of Science.

2.3 Curriculum at different stages- at primary, upper primary secondary, higher secondary as per NCF 2023

2.4 Integrating co-curricular activities with science education Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

UNIT III- APPROACHES TO SCIENCE LEARNING

3.1 Constructivist paradigm and its implications for Science

3.2 Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, inductive method, project based learning, cooperative and collaborative learning, activity based learning

3.3 Role of experiments in science, integration of theories and experiments in science

3.4 Development of laboratory design, planning and organisation of laboratory work, reporting skills, procedural knowledge

3.5 Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.

UNIT IV-ASSESSMENT IN SCIENCE EDUCATION

4.1 Role of assessment in Science Teaching and Learning.

4.2 Formative and Summative evaluation.

4.3 Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills, reporting students achievement by comparing students prior and current learning achievement and relevant feedback to students

4.5 Assessment of effective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews

4.6 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

4.7 Portfolios: Planning and assessment of Portfolios in Science learning.
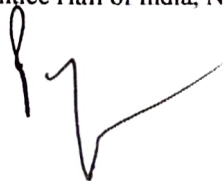
SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Assignment/term paper on selected themes from the course.

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- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics.
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- Development of a constructivist based lesson plan in a collaborative mode;
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

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- Barba R. H. (1995). Science in the Multicultural Classroom, Boston Allyn and Bacon.
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-II)
PEDAGOGY OF MATHEMATICS 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. 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 deep understanding of the nature and essence of mathematics.
- Comprehend the characteristics and structure of mathematical language.
- Explore and appreciate the historical evolution of mathematical concepts.
- Analyse and articulate the contributions of Indian mathematicians to the field.
- Relate mathematics to other academic disciplines and understand its interdisciplinary connections.
- Formulate specific instructional objectives in behavioural terms.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through Mathematics
- Develop the understanding of using constructivist approach in mathematics
- Highlight the significance of mathematics laboratory
- Gain knowledge of principles of curriculum construction
- Know and use various methodologies of teaching mathematics
- Develop the skill of using various methods of teaching mathematics
- Evaluate students' performance in mathematics

COURSE CONTENTS

UNIT-1: NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS

1.1   Meaning, Nature and significance of mathematics.
1.2   Distinction between mathematics and science
1.3   Distinct roles of pure and applied Mathematics
1.4   Historical Development of Mathematics with some famous anecdotes like Aryabhatta, Ramanujam, Brahmagupta, Archimedes, Pythagoras etc.

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Khanpur Kalan (Sonipat)

1.5 Aims and Objectives of Teaching Mathematics at various School levels.
1.6 Recreational and Aesthetic aspect of Mathematics: Games, Puzzles, Riddles, Symmetry etc. and their role in learning mathematics.

UNIT-2: CURRICULUM DEVELOPMENT OF MATHEMATICS AT SCHOOL LEVEL

2.1 Curriculum: Meaning, Principles of Curriculum Construction and Organisation at different stages of school education – at elementary, secondary and senior secondary.
2.2 Approaches to Organization of Mathematics Curriculum at various stages of School Education.
2.3 Development of Curriculum in Mathematics
2.4 Integrating Co-curricular activities with Mathematics Education.
2.5 Mathematics Club: Objectives, Need, Importance, Organization and Activities.
2.6 Mathematics Laboratory: Need, Importance, Materials and Procedure to set up
2.7 Methodology of development of Curricular materials viz. Textbooks, Workbooks, Teacher Handbooks

UNIT-3: METHODS AND STRATEGIES OF MATHEMATICS EDUCATION

3.1 Teaching Methods: Inductive and Deductive Method, Analytic and Synthetic Method, Problem solving Method, Project Method, Laboratory Method
3.2 Modern Techniques: Brain Storming, Quiz, Seminar, Discussion, Drill, Self Study, Supervised Study, Group Study
3.3 Pedagogical Approaches: Constructivist Approach, Discovery Approach, Collaborative Approach, Reflective Approach
3.4 Teaching gifted /Slow learners in Mathematics
3.5 Uses and Preparation of Teaching Aids

UNIT-4: EVALUATION IN MATHEMATICS
4.1 Concept of Evaluation in teaching – learning process (Formative, Summative, Diagnostic)
4.2 Norm Referenced and Criterion Referenced Test
4.3 Types of common mistakes in Mathematics; their identification and analysis with a purpose of prevention and remedial measures
4.4 Types of Test Items in Mathematics
4.5 Meaning, Merits, Limitations and Construction of Long Answer Type Items, Short Answer Type Items and Objective Type Items
4.6 Precautions taken while constructing test items
4.7 Action Research in Mathematics

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

- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of Mathematics. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- A critical study of Mathematics curriculum of secondary school stage of Haryana.

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Khahpur Kalan (Sonipat)

- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of Mathematics.
- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- Development of criteria for evaluation of laboratory work and using it in laboratory.
- Make a study of the evaluation practices in selected schools making critical analysis of examination papers.
- Prepare low cost and no cost teaching aids and study their effectiveness in a Mathematics classroom transaction.
- Analyze famous quotations on Mathematics and prepare a report.

- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-III)
PEDAGOGY OF LANGUAGE 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 OBJECTIVE:
After completing the course, students will be able to:
➢ Understand the differences and complementarily between language other related subjects.
➢ Understand the Constructivist approach to science instruction and its implication.
➢ Understand the role of assessment in the teaching–learning process in language.
➢ Understand various modes of assessment and their application.
➢ Familiarize with new, innovative trends in assessment.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Understand the nature of language as a dynamic, expanding body of knowledge and as a social endeavour.
➢ Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
➢ Understand diversity of instructional materials, their role and the need for contextualization in language.
➢ Appreciate the role of co-curricular activities in language.

COURSE CONTENT
UNIT I - GENERAL INTRODUCTION ON LANGUAGE
1.1 What is Language? Various components of language;
1.2 Functions of language;
1.3 How different are different languages?
1.4 Critical analysis of the following terms: Dialect, Standard and Non-standard language,
1.5 Characterizing mother tongue, first language, and second language, bilingual and multilingual

UNIT II - LANGUAGE ACQUISITION
2.1 Language learning in early childhood

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2.2 Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher

2.3 Second language acquisition

UNIT III- LANGUAGE PROCESSES AND THE CLASSROOM CONTEXT

3.1 Oral language in the classrooms: Participation in the classroom

3.2 Reading: Engaging with books of different types

3.3 Comprehension of stories and non-fiction (content area texts)

3.4 Writing as a composing process

3.5 Problem solving. developing a sense of audience, purpose, and understanding the process of writing

UNIT IV-ASSESSMENT IN SCIENCE EDUCATION

4.1 Role of assessment in language Teaching and Learning.

4.2 Formative and Summative evaluation.

4.3 Changing trends in assessment

4.4 Assessment of effective measures in language: use of tools and techniques such as observation and interviews

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- A critical study of a curricular project selected from any area of science (level Curricula, NCERT etc.).
- Development of a constructivist based lesson plan in a collaborative mode
- Any other relevant activity, project, or assignment assigned by the teacher.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-IV)
PEDAGOGY OF SOCIAL SCIENCE 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:
➢ To develop an understanding about the concept of Social Studies.
➢ To develop an understanding of aims and objectives of teaching of Social Studies.
➢ To develop ability to organize curriculum of Social Studies.
➢ To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
➢ To develop proper understanding of modern concepts and tools of evaluation.
➢ To acquaint the pupil-teachers with current events and Community Resources.

COURSE OUTCOMES:
Upon successful completion of the course, students will:
➢ Understand about the concept, aims and objectives of Social Studies.
➢ Able to organize curriculum of Social Studies.
➢ Use different methods, devices and techniques of Social Studies.
➢ Understand modern concepts and tools of evaluation.
➢ Know about current events and Community Resources.

COURSE CONTENT

UNIT - I: CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

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

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UNIT - II: APPROACHES TO PEDAGOGY OF SOCIAL SCIENCE

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

UNIT - III: SOCIAL SCIENCE CURRICULUM METHODS, AND TEACHING LEARNING MATERIAL

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

UNIT - IV: COMMUNITY RESOURCES AND EVALUATION OF TEACHING LEARNING OF SOCIAL SCIENCE

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

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

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

- Write a detailed essay on 'Evolution of Social Science as a discipline.
- Development of a lesson design based on Activity based approach
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any subject.
- Any other assignment/ project given by the teacher.

SUGGESTED READINGS:

➢ Aggarwal, J.C. (1982). *Teaching of Social Studies.* New Delhi: Vikas Publisher.
➢ Burton, W. H. (2016). Principles of History Teaching, London: Methuen
➢ Chaudhary, K. P. (2015). The Effective Teaching of History in India, New Delhi: NCERT
➢ Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies.* New Delhi : Kalyani Publication.
➢ Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies.* New Delhi : Harman Publishing House.
➢ Dhamija, N. (2013). Multimedia, Approaches in Teaching Social Studies, New Delhi: Harman Publishing House
➢ Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools.* New York: Longman Publication.
➢ Hamming, J. (2019). The Teaching of Social Studies in Secondary Schools. New York: Longman Publication.

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- Kevin,S. (2019). Research Methodology for Social Sciences. Delhi: ANE Books Private Limited.
- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Singh, Gurmit (2008). ;wkfienfXn?BdknfXnkgB (SamajikAdhain da Adhiapan). Ludhiana: ChetnaParkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: ChetnaParkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Publication.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies*. Boston: D.C. Herth and Company.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2207
ACADEMIC WRITING

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

Total Inst. Hours : 04

Credit: 02

SUBJECT SPECIFIC OBJECTIVES:

Upon completing this course, students will understand academic writing fundamentals and various styles. They will demonstrate skills in paraphrasing, citation, editing, and adhering to formats. They will produce professional reports and diverse articles, format theses according to style guides, write insightful book reviews, and draft effective professional correspondence. Additionally, students will distinguish and apply different writing styles, prepare resumes and professional profiles, and conduct content analysis.

COURSE OUTCOMES:

After the completion of this course the student will be able to:
➢ 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

Students should engage in the following activities:

1.1 Introduction to Academic Writing and Styles of Writing

1.2 Essentials of good academic writing, Paraphrasing and acknowledging, Editing and Proofreading, Style and Type of Writing in different formats

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1.3 Report writing: Sample Reports of Seminars, Project Reports, Research reports, and Field visit reports will be explained and students will write a professional report of any of these workshops/seminars/field visits.

1.4 Articles: Thematic article, research article, article reviews, editorials

1.5 Thesis: Writing a thesis, chapters included, RRL, Bibliography, Format of Tables, Figures, Appendix. Referencing as per an accepted style guide (E.g. APA), Pagination, header, footnote etc

1.6 Book review writing

1.7 Writing or drafting professional letters and mail etc.

1.8 Use & differentiate different kinds of writing and writing styles

1.9 Preparation of resume/effective profile for an interview by each student

1.10   Content analysis & reporting any one event/ news (from electronic/ print medi a) related to the field of education.

TASKS AND ASSIGNMENTS:

Students are required to maintain a comprehensive record of their activities in the form of a detailed file. This file should include documentation of all tasks completed, assignments undertaken, and relevant reflections or analyses of each activity.

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 Researc h. 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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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2208
INTERNSHIP PHASE-III

Max Marks: 100

Total Inst. Hours: Four Weeks

External Marks: 80

Internal Marks: 20

Credits :04

SUBJECT SPECIFIC OBJECTIVES

The Internship Phase-III aims to provide students with advanced practical exposure in specialized areas of Elementary and Secondary Education. This phase emphasizes hands-on experience, community engagement, and the application of theoretical knowledge in real educational settings, in line with the Ministry of Education's current initiatives and the National Education Policy (NEP) 2020. By the end of this course, students will:

- **Understand the Importance of RTE 2009:** Gain insights into the role and impact of the Right to Education (RTE) Act, 2009, within the current educational framework, promoting inclusive and equitable learning opportunities.
- **Conduct Field Research:** Perform interviews with parents, teachers, and community members to gather perceptions on education, institutional practices, and community engagement.
- **Observe Institutional Functioning:** Analyze the functioning of educational institutions, focusing on administrative, teaching, and learning aspects at village, ward, and locality levels.
- **Engage with the Community:** Participate in socio-economic and cultural activities to understand the role of education within the broader community context.
- **Document and Report:** Compile comprehensive documentation of the internship experience, including a detailed report on the projects undertaken.
- **Collaborate and Reflect:** Work collaboratively with peers, educators, and community members, sharing insights and reflecting on their professional growth and learning experiences.

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

- **Recognize the Role of RTE Act, 2009:** Understand the significance of the RTE Act, 2009, in promoting inclusive education and its impact on school-level practices.
- **Analyze Institutional Dynamics:** Critically evaluate the operational aspects of educational institutions, contributing to improved educational practices.

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- **Enhance Community Engagement Skills:** Actively participate in community activities, fostering a deeper understanding of the socio-cultural influences on education.
- **Develop Collaboration Skills:** Work effectively in team settings, communicate their experiences, and engage with the broader educational community.

COURSE CONTENT

The third phase of the internship is designed to develop the competencies of future teacher educators by immersing them in real-world educational environments. Students specializing in Secondary Education will be placed in secondary teacher education institutions, while those in Elementary Education will be placed in District Institutes of Education and Training (DIETs) or similar institutions.

WEEK 1: ORIENTATION AND FAMILIARIZATION

- **Institutional Orientation:** Acquaint students with the functioning, policies, and practices of the assigned teacher education institutions.
- **Outcome:** Understand institutional structures, key roles, and operational dynamics, setting the stage for active engagement in subsequent weeks.

WEEKS 2-4: PRACTICAL ENGAGEMENT AND FIELD ACTIVITIES

1. Teaching and Lesson Planning

- **Activity:** Deliver six lessons from the B.Ed. or D.Ed. curriculum, ensuring that at least two lessons incorporate technology integration.
- **Outcome:** Develop skills in lesson planning, use of teaching aids, and effective teaching methodologies under the guidance of mentor educators.

2 Community Engagement and Awareness Activities (Choose Any Three)

Activities:

- Literacy and Social Awareness Camp
- Nukkad Natak (Street Play)
- Voting Awareness Rally
- Anti-Ragging Awareness Campaign
- Poster Making, Skit, Slogan Writing, Art & Craft Activities
- Any other relevant educational activity approved by school authorities
- **Outcome:** Strengthen community engagement skills and raise awareness on critical social issues through active participation.

3. Awareness Programs on Government Schemes (Choose Any Two)

- **Activity:** Conduct awareness sessions on government initiatives like Samagra Shiksha, Beti Bachao Beti Padhao, and other schemes relevant to education and social welfare.
- **Outcome:** Increase awareness and understanding of government programs that impact educational and social outcomes.

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4. Institutional Survey

- **Activity:** Conduct a survey focusing on specialized areas (Elementary/Secondary Education) to evaluate institutional effectiveness and areas for improvement.
- **Outcome:** Gain practical skills in research, data collection, and analysis, aligning with field-based educational practices.

5. Curriculum Review

- **Activity:** Critically review existing Elementary or Secondary school curricula in Haryana in light of NCF 2023 recommendations.
- **Outcome:** Develop a critical perspective on curriculum content, inclusivity, and alignment with current educational standards.

6. Project Design for School Children (Choose Any One)

- **Activity:** Develop a project that includes counseling and organizing an exhibition on relevant themes such as:
  - Save Trees, Save Water
  - Population Explosion, Female Foeticide
  - Say 'No to Polybags'
  - Vermiculture, Rainwater Harvesting
  - Solid Waste Management, Tree Plantation
  - Any other relevant educational project approved by school authorities
  - **Outcome:** Enhance project management skills, fostering creativity and leadership in educational settings.

7. Evaluation of ICT Integration

- **Activity:** Prepare an evaluation report on the integration of ICT in the Teacher Education Curriculum at the Elementary/Secondary level in the state.
- **Outcome:** Develop evaluation and reporting skills, highlighting the impact of technology on teaching and learning.

8. Development of Educational Resources

- **Activity:** Create an animated video on an educational topic using appropriate software, targeting Elementary or Secondary level students.
- **Outcome:** Build skills in educational technology and resource development, promoting digital literacy.

9. Monitoring Mechanism Analysis

- **Activity:** Prepare a detailed flowchart and report on the existing monitoring mechanisms at the Elementary or Secondary school level in the state, providing suggestions for improvement.

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- **Outcome:** Understand institutional monitoring and accountability frameworks, contributing to institutional improvement.

10. Effectiveness of RTE 2009

- **Activity:** Measure and analyze the effectiveness of the Right to Education Act, 2009, in enhancing access and quality of education.
- **Outcome:** Gain insights into policy impact assessment, aligning with the goals of inclusive and equitable education.

ASSESSMENT AND REPORTING

- **Documentation:** Students are required to maintain a detailed portfolio documenting all observations, activities, and reflections during the internship.
- **Assessment Criteria:** Evaluation will be based on active participation, quality of documentation, reflective practices, and the comprehensiveness of submitted reports.
- **Internal and External Marks:** Marks will be awarded based on demonstrated competencies, adherence to internship objectives, and the quality of the final project reports.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2209
DISSERTATION (PHASE-III)

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

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.

COURSE OUTCOMES

Upon successful completion of the course, students will:

➢ Understanding and applying ethical guidelines in research, including issues related to informed consent, confidentiality, and the respectful treatment of research participants.
➢ Design and conduct research using appropriate methodologies.
➢ Critically evaluate existing research, theories, and practices in education.
➢ Engaging in self-reflection about the research process, the challenges encountered, and the learning gained
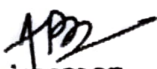
COURSE CONTENT

1.1 Develop relevant tools for data collection.
1.2 Develop data analysis plans and procedures
1.3 Collection of data with the help of developed/standardized tools.
1.4 Determine the data analysis methods and Techniques
1.5 Presentation depicting development of research tool and procedure of data collection.

SUGGESTED READINGS:

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

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

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MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)
SEMESTER-IV

Sr. No.	Course-Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2210	History, Politics and Economics of Education –II	3	2	4	20	80	100
2.	MOE-2211	Inclusive Education –II	3	2	4	20	80	100
3.	MOE-2212	Teacher Education –II	3	2	4	20	80	100
4.	MOE-2213	Technology In Education-II	3	2	4	20	80	100
5.	MOE-2214	Educational Administration, Management and Leadership –II	3	2	4	20	80	100
6.		CBCS (Choice Based Credit System)			4	20	80	100
Practicum Course								
7.	MOE-2215	Dissertation (Phase-IV)	-	-	3	15	60	75
8.	MOE-2216	Self-Development	-	2	1	05	20	25
9.	MOE-2217	Information & Communication Technology	-	4	2	10	40	50
		Total	15	16	30	150	600	750
		Grand Total (Semester- I to Semester- IV)			122	610	2440	3050

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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2202
HISTORY, POLITICS AND ECONOMICS OF 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:

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

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

➢ Know about the evolution of education in india.
➢ Understand education for equality in a global society.
➢ Learn about educational finance.
➢ Gain knowledge about education and human development.

COURSE CONTENT

UNIT – I: EVOLUTION OF EDUCATION IN INDIA

1.1 National Policy of Education (1986)
1.2 National Policy of Education (1992)
1.3 National Education Policy (2020)

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1.4 Macaulay's Minutes
1.5 Indian Education Commission

UNIT - II: NATIONAL POLICY AND EDUCATION SYSTEM

2.1 Inclusive Education: Focus on marginalized Groups, Women Education and Inclusiv it
2.2 Empowering Girls in Education: Breaking Barriers and Fostering Equality
2.3 Addressing Socio-Economic Disparities in Education: A call for Equity
2.4 Right to Education Act (2009)

UNIT – III: EDUCATIONAL FINANCE

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

UNIT – IV: EDUCATION AND HUMAN DEVELOPMENT

4.1 Education and Human capital development
4.2 Education and Human development index
4.3 Education for Human Resource Development
4.4 National integration and International understanding

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):

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

- Prepare a report on estimation of institutional cost of a secondary school/ Estimation of unit cost of education in a school taking student as a unit.
- Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Altekar, A. S. (1944). Education - In Ancient India. Banaras: Nand Kishore & Bros.
- Education & National Development (n.d.). Report of the Kothari commission on Education (1964-66). New Delhi.
- Ghosh S. C. (2007). History of Education in India. New Delhi: Eastern Book Corporation. • Govt. of India (n.d.). Programme of Action-National policy on Education. New Delhi: Ministry of Human Resources Development, 1986.
- GOI. (1986). National policy of education. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf\

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- GOI. (2011). Sarva Shiksha Abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.
- Joshi, K. L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan.
- Kaul, J. N. (1975). Higher education, social change & national development. Shimla: Indian Institute of Advanced Study.
- Kneller, G. F. (1993). Foundation of Education. New York: John Wiley & Sons, Inc.
- Lall, M. (2005). The Challenges for India's Education System. London: Chatham House.
- Ministry of Education (1978). Report of the Education Commission (1964-66). New Delhi: Govt. of India.
- NCERT (2005). National curriculum framework-200. Sri AurobindoMarg, New Delhi: NCERT.
- Taneja, V. R. (2005). Foundation of Education. Chandigarh: Abhishek Publishers.
- http://libdcms.nida.ac.th/thesis6/2011/b171170.pdf
- https://www.hillsroad.ac.uk/docs/default-source/summer-word-2020/politics-ideologies.pdf?sfvrsn=2
- https://www.sunypress.edu/pdf/60700.pdf
- https://www.researchgate.net/publication/319007951_Liberalism_in_Education
- https://www.researchgate.net/publication/227888552_Five_Critical_Stances_Towards_Liberal_Philosophy_of_Education_in_Britain
- https://liberal-arts.eu/wp-content/uploads/2017/10/Dirksen-Kontowski-Kretz-Eds.-2017-What-is-Liberal-Education-and-what-could-it-be.pdf
- https://www.researchgate.net/publication/263809277_Conservatism
- https://www.researchgate.net/publication/227585013_Conservative_Ideology_and_Curriculum
- https://www.researchgate.net/publication/319266838_Critical_perspectives_in_education_Introduction_to_the_Special_Issue
- https://www.researchgate.net/publication/255982603_On_Critical_Theory_and_Educational_Practice
- https://pages.gseis.ucla.edu/faculty/kellner/essays/towardcriticaltheoryofed.pdf
- https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1002.9463&rep=rep1&type=pdf
- http://cerc.edu.hku.hk/wp-content/uploads/2013/11/Education-and-National-Development-Priorities-Policies-and-Planning.pdf
- https://core.ac.uk/download/pdf/55754.pdf
- http://libdcms.nida.ac.th/thesis6/2011/b171170.pdf
- http://www.igntu.ac.in/eContent/IGNTU-eContent-344137278034-MA-PoliticalScience-4-Dr.GeorgeT.HaokipPaper401PublicPolicyandDevelopmentinIndia-Unit1.pdf

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2204
INCLUSIVE 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:

- To explore and critically analyse the various theories and models underpinning inclusive education.
- To understand the concepts of social justice and equity in education and their implications for inclusive practices.
- To examine the essential elements of inclusive school environments, focusing on ensuring physical, social, and academic accessibility for all students.
- To identify and evaluate the roles of teachers, special educators, and collaborative practices in fostering inclusive school communities.
- To develop proficiency in inclusive pedagogical approaches such as Differentiated Instruction, Universal Design for Learning (UDL), and Culturally Responsive Teaching.
- To explore and apply collaborative teaching models, including co-teaching and peer-assisted learning, in inclusive classroom settings.
- To design inclusive lesson plans that effectively integrate technology and interactive methods, ensuring all students can access and engage with the curriculum.
- To critically assess the importance of pre-service and in-service teacher education for effective inclusive practices.
- To understand and apply professional ethics and standards required of inclusive educators.

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- To explore leadership roles in inclusive education, including the responsibilities of school leaders, administrators, and policymakers.
- To examine the role of national and international agencies in promoting and supporting inclusive education.
- To analyse current research trends and developments in inclusive education, identifying emerging issues and best practices.
- To develop skills in evaluating inclusive education programs using appropriate tools and techniques.
- To engage in action research within inclusive classrooms, identifying challenges and implementing solutions to improve practices.
- To understand the concept, meaning, and importance of adapted physical education and sports within inclusive education frameworks.

COURSE OUTCOMES:

Upon successful completion of the course, students will:
- Students will be able to critically evaluate and apply various theories and models related to inclusive education.
- Students will demonstrate an understanding of social justice and equity issues in education and how they influence inclusive practices.
- Students will be able to design and assess inclusive school environments that ensure accessibility for all students.
- Students will identify the roles and collaborative strategies necessary for teachers, special educators, and other stakeholders to effectively support inclusion in schools.
- Students will demonstrate competence in applying differentiated instruction, UDL, and culturally responsive teaching methods in inclusive classrooms.
- Students will be able to implement collaborative teaching models and design inclusive lesson plans that utilize technology and interactive strategies to enhance learning for all students.
- Students will critically analyse the significance of ongoing professional development for inclusive educators and apply ethical standards in their practice.
- Students will understand the leadership roles required in inclusive education and the contribution of various agencies in fostering inclusive practices globally.
- Students will engage in and contribute to current research in inclusive education, demonstrating the ability to evaluate inclusive programs and conduct action research to address classroom challenges.
- Students will articulate the importance of adapted physical education and sports, integrating these concepts into inclusive education strategies.

These objectives and outcomes are designed to equip students with the knowledge, skills, and ethical grounding necessary to become effective educators and leaders in the field of inclusive education.

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COURSE CONTENT

UNIT I: THEORETICAL FOUNDATIONS OF INCLUSIVE EDUCATION &BUILDING INCLUSIVE SCHOOL

1.1 Theories and models underpinning inclusive practices., Social justice and equity in education, The social model of disability vs. the medical model, Vygotsky's Social Development Theory. Bronfenbrenner's Ecological Systems Theory

1.2 Inclusive School Environments and Accessibility: Ensuring physical, social, academic access.

1.3 Role of teachers and special educators in inclusive classrooms.

1.4 Collaborative Practices in Inclusive Schools: Strategies for promoting collaboration among teachers, parents, and students, Role of teamwork and shared responsibility in supporting inclusion

UNIT II: INCLUSIVE PEDAGOGY AND TEACHING STRATEGIES

2.1 Pedagogical Approaches: Differentiated Instruction, Universal Design for Learning (UDL), and Culturally Responsive Teaching

2.2 Collaborative Teaching Models: Co-Teaching, Team Teaching, and Peer-Assisted Learning

2.3 Assessment for Learning in Inclusive Classrooms: Formative and Summative Approaches

2.4 Designing Inclusive Lesson Plans: Integrating Technology and Interactive Methods

UNIT III: PROFESSIONAL DEVELOPMENT AND ETHICS IN INCLUSIVE EDUCATION

3.1 Teacher Education for Inclusive Education: Pre-Service and In-Service Training

3.2 Professional Ethics and Standards for Inclusive Educators

3.3 Leadership in Inclusive Education: Roles of School Leaders, Administrators, and Policymakers

3.4 Role of different national and international agencies {institutions, universities} in promoting inclusive education.

UNIT IV: RESEARCH AND EVALUATION IN INCLUSIVE EDUCATION

4.1 Research trends and recent development in Inclusive Education.

4.2 Evaluating Inclusive Education Programs: Tools and Techniques

4.3 Action Research in Inclusive Classrooms: Identifying Issues and Implementing Solutions

4.4 Concept, meaning and importance of adapted physical education and sports.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:
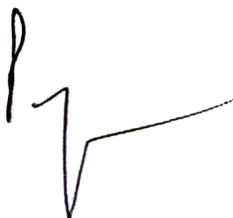
- During the internship period visit, a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.

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BPS Mahila Vishwavidyalaya
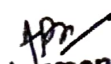Khahpur Kalan (Seonipat)

- Prepare the need profile of all children in a class. Critically analyse the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Preparation of status report on school education of children with diverse needs. Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices, Visit to special, integrated and inclusive classrooms .Reflective journal writing
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi-level teaching in the local school.
- 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.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
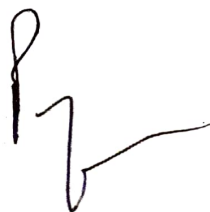- Any other relevant activity, project, or assignment assigned by the teacher.

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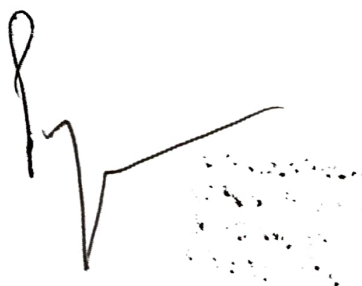
Chairperson
Department of Education
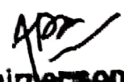BP S Mahila Vishwavidyalaya
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2206
TEACHER EDUCATION-II

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:

➢ 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 be able to:

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

COURSE CONTENT

UNIT I: MODELS OF TEACHING & ACCREDITATION OF INSTITUTION

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1.1 Models of Teaching: Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

1.2 Recognition, assessment and accreditation of Teacher Education Institutions: Concept & Need

1.3 Different Agencies for recognition, assessment and accreditation: UGC, NCTE, NAAC

UNIT II: II: PROFESSIONAL DEVELOPMENT IN TEACHER EDUCATION

2.1 Strategies of Continuous Professional Development: Seminars, Workshops, Group Discussion, Conferences, Symposium. Distance Education, Refresher Courses, Orientation courses

2.2 Problems and issues related to CPD of teachers and Teacher Educators

2.3 Personal and Contextual factors affecting Teacher Development.

2.4 Teacher Effectiveness: Concept, Importance & factors

UNIT III: TEACHER EDUCATION AS PROFESSION

3.1 Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers

3.2 Factors Influencing Teaching profession as first Choice in India

3.3 Quality Enhancement for Professionalization of Teacher Education:

3.4 GOI initiatives across all the levels

UNIT IV: CURRENT TRENDS AND RESEARCH IN TEACHER EDUCATION

4.1 Innovations in teacher education

4.2 Use of ICT in teacher education

4.3 Challenges in 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:

- Critical appraisal of teacher education programme (ETT/B.Ed. /M.Ed.) being implemented in a teacher education institution.
- Evaluation of an in-service training programme for school teachers.
- Attitudinal survey of teacher trainees.
- Class Test
- Assignment
- Attendance
- Any other relevant activity, project, or assignment assigned by the teacher.

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2208
TECHNOLOGY IN 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 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:

➢ 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 be able to:

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

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

UNIT I: COMMUNICATION PROCESS IN EDUCATION

1.1 Concept of communication.

1.2 Components of communication process

1.3 Principles of Communication.

1.4 Barriers and Facilitators of Communication

1.5 Classroom Communication.

1.6 Tele-communication and Satellite-communication-Teleconferencing, Video Conferencing

UNIT II: MULTIMEDIA APPROACH IN EDUCATION

2.1 Multi media: Concept, nature and importance

2.2 Different medias of multimedia

2.3 Principles for Selection of Multimedia in Education

2.4 Uses and applications of Multimedia Approach

UNIT III: INNOVATIVE INSTRUCTION: THEORIES, TECHNOLOGY AND DESIGN

3.1 Designing Technology-Supported Instruction for Large Groups (Blended Learning Environments, MOOCs and Webinar Platforms)

3.2 Technology Supported Strategies for Small Groups (Collaborative Tools, Online Group Discussions and Peer Review Systems)

3.3 Adapting instruction for Formal and Non- Formal Settings Using Technology (Digital Learning Management Systems (LMS) for Formal Education; Mobile Learning Apps and Community-Based Learning Networks for Non-Formal Education)

3.4 Exploring Technology Driven Models: ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events in Digital Learning and 5E's of Constructivism

UNIT IV: ASSESSMENT AND RESEARCH IN ICT

4.1 Use of ICT in Assessment, Administration and Research: E portfolios

4.2 ICT for Research - Online Repositories and Online Libraries

4.3 Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

4.4 Effective pedagogical practices :Teacher's role in use of ICT

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Conduct role-playing sessions to simulate various classroom communication scenarios, highlighting barriers and facilitators.
- Organize a teleconference or video conference session with external experts or peer groups. Use platforms like Zoom, Google Meet, or Microsoft Teams.
- Explore and compare different online communication tools (e.g., discussion forums, live chats) and their effectiveness in educational contexts.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Soni pat)

- Create an educational multimedia presentation using various media types (images, videos, animations) with tools like PowerPoint, Prezi, or Canva.
- Evaluate different multimedia resources (educational videos, interactive simulations) and assess their suitability for classroom use based on set principles.
- Understand criteria for selecting multimedia in educational settings and their impact on learning outcomes.
- Design a multimedia learning module for a specific topic, incorporating videos, audio, interactive quizzes, and graphics.
- Create a lesson plan incorporating blended learning strategies using platforms like Google Classroom, Moodle, or other LMS.
- Participate in a mock webinar or MOOC and present a reflection on the experience, focusing on instructional design and delivery.
- Select and apply one of the instructional design models (ADDIE, ASSURE, Dick and Carey) to create a short educational module.
- Create an e-portfolio showcasing your work, projects, and reflections on the use of ICT in assessment and research.
- Develop an online quiz or survey using tools like Google Forms, Kahoot, or Quizizz to assess learning outcomes.
- Explore and present on the use of online research repositories (e.g., Google Scholar, ERIC) and libraries for conducting educational research.
- Create a video or presentation highlighting best practices for teachers in integrating ICT in the classroom, focusing on the teacher's role in facilitating technology use.
- Any other relevant activity, project, or assignment assigned by the teacher.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2210
EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP-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:

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

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:
➢ Understand about developmental process of educational administration and management
➢ Know the basic concepts and process of educational administration and management.
➢ Understand about the role of different agencies in educational administration and management.
➢ Know recent trends in educational administration in India.

- Examine the present administrative/managerial practice and related issues.
- Use concept of management in areas of educational system.
- Understand the challenges and opportunities emerging in the management.

COURSE CONTENT

UNIT I: DEVELOPMENTAL PROCESS OF EDUCATIONAL ADMINISTRATION

1.1 Process of educational administration
(Purposing. Planning. Organizing. Operating direction, coordination and control and Evaluating)
1.2 Specific trends in Educational Administration;
1.2.1. Organizational climate
1.2.2. Organizational Compliance
1.2.3. Organizational Development

UNIT II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

2.1 Models of Leadership
2.2 Tri- dimensional Model
2.2.1 Hersey and Blanchard's Model
2.2.2 Leader-Member Exchange Model
2.2.3 Blake and Mouton's Managerial Grid

UNIT III: EDUCATIONAL MANAGEMENT

3.1 Educational Management System : SWOT Analysis
3.2 Cost of Quality in Education:
3.2.1 Appraisal Costs,
3.2.2 Failure Costs
3.3.3 Preventable costs

UNIT IV: ANALYSIS IN EDUCATION

4.1 Structural positions and expected roles of special agencies in Indian education:
4.1.1 NAAC
4.1.2 QCI (Quality Council of India)
4.1.3 INQAAHE (International Network for Quality Assurance Agencies in Higher Education)
4.2 Cost Effective Analysis in Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

The students may undertake any one of the following activities:

- Prepare a detail report on the cost effective strategies implemented in education institutions.
- Do the SWOT Analysis of an educational institution.
- Any other relevant activity, project, or assignment assigned by the teacher.

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SUGGESTED READINGS

- Kimbrough, S.Ralph, Michall& Nunnery.(2010) Educational Administration New York: McMillan company Maleya,
- K.C. Shiksha Prashaasan and Paryaveshana. Bhopal : Madhya Pradesh Granth (2009) Academy. James M. Liphem : Leadership and administrative in Behavioral Science and administration edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- Mehta, Deepa (2023) Educational Management, PHI Learning Private Limited, Delhi
- Newman and Summer. The process of Management : Concept, Behaviour and Practice. New Delhi : Prentice Hall of India Pvt. Ltd.
- Priorities for research Campbell R. F. and Gogg R. T. Administrative Behavioral in Education, Harper Brothers, New York, 1957.
- Rita((2020). Educational Management, Administration and Leadership, The Readers Paradise, New Delhi.
- Robin Stepher P. Organizational Behaviour. Prentice Hall Pub. Pvt. Ltd.
- Sharma, Rajesh Kumar (2020). Leadership in Educational Administration, SSDN Publishers & Distributors.
- Simon, Herbart A. Administrative Behaviour. New York : McMillan Company

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2212
DISSERTATION

Max Marks: 50
External Marks/Theory: 40
Internal Marks/Practicum: 10   **Credits: 02**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

➢ Implement measuresto 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 be able to:

➢ Understand the enhance your ability to critically evaluate literature and evidence.
➢ Know contribute to your personal and professional growth. For instance:
➢ Understand theanalyze complex data sets using statistical methods.
➢ Understand thesynthesize information from various sources to construct a coherent argument.
➢ Understand theevaluate the effectiveness of different methodologies in addressing your research question.

COURSE CONTENT

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

SUGGESTED READINGS

- Google Scholar
- Google Books

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- 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
- Mendeley

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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2214
SELF DEVELOPMENT

Max Marks: 25

External Marks/Theory: 20

Internal Marks/Practicum: 05

Total Inst. Hours: 02

Credits: 01

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

➢ Understand the self through self exploration and self evaluation.
➢ Help them in achieving mental and physical well-being
➢ To know about the human conduct, human character and to live accordingly in the society
➢ Enable to understand the harmony with one self and in harmony with entire existence.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:
➢ Understand the development of self as resource to exercise their professionalism.
➢ Know the integrated development and physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
➢ Know the process of achieving mental and physical well-being.

COURSE CONTENT

1.1 Self: Meaning, nature, and functional model of the self
1.2 Self-Concept : concept and components
1.3 SWOT analysis: Strength, weakness, opportunity and threats
1.4 Self-Esteem: Meaning, nature, and functional model of the self esteem
1.5 Stress management: Concept, components, types of stress
1.6 Techniques to cope with stress

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

• Prepare a file on above mentioned activities
• Prepare a Power point presentation
• Project work
• Inspirational readings

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- SWOT analysis
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Bahadur, K.P. (1977). *The wisdom of yoga. Delhi:* Sterling Publishers.
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo.* Puducherry, Sri Aurobindo Ashram Pub.
- Joseph & Lilian Le Page (2013). *Mudras for Healing and Transformation.* USA: Integrative Yoga Therapy.
- Krishnamurti, J. (2000). *Education and Significance of Life.* Chennai, Krishnamurtifoundation India.
- Palmer, J. A. (ed) (2001). *Fifty modern thinkers of education.* UK,Routledge Publishers.
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology-Understanding and Addressing Social and Practical Problems*(2nd Edition). New Delhi: Sage Publications Pvt. Limited.
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills (4*th edition), Pearson Education

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2216
INFORMATION &COMMUNICATION TECHNOLOGY

Total Inst. Hours: 04

Max Marks: 50
External Marks/Theory: 40
Internal Marks/Practicum: 10

Credits: 02

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to
- ➤ To understand the role of ICT in education and its application in teaching-learning processes.
- ➤ To develop skills in using various ICT tools and platforms for educational purposes.
- ➤ To analyze the impact of ICT on the educational environment, pedagogy, and assessment.
- ➤ To explore the ethical and legal issues related to the use of ICT in education.
- ➤ To create and manage digital content for educational purposes.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:
- ➤ Understand the Evolution and Role of ICT in Education.
- ➤ Apply ICT Tools in Educational Settings.
- ➤ Utilize Virtual Learning Environments and Online Collaboration Tools.
- ➤ Implement ICT-Based Assessment Tools.
- ➤ Manage Databases and Perform Data Analysis.
- ➤ Engage in Ethical Considerations with AI and Data Analytics.

COURSE CONTENT

1.1. Evolution and importance of ICT in Education.
1.2. Introduction to various ICT tools (e.g., interactive whiteboards, projectors, learning management systems).
1.3. Multimedia tools: Creating and using audio, video, and animation in education.
1.4. Virtual learning environments and online collaboration tools.
1.5. ICT-based assessment tools and techniques.
1.6. Open Educational Resources (OER) and Massive Open Online Courses (MOOCs).
1.7. Data Basesand its uses- M.S. Power Points, M.S Word, Excel, Web pages, Websites, search enginesetc.
1.8. Emerging Technologies in Education: Blended learning, flipped classroom learning and Mobile learning.
1.9. E-Mail: (Creation of Email id and uses of various Google apps i.e Google forms, Google drive, Google sheets etc.

Google drive, Google sheets etc.
1.10. Cyber security and Privacy concerns in Education.
1.11. Intellectual property rights and copyright issues in digital content.
1.12. Ethical considerations in using AI and data analytics in education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Developing a digital lesson plan using ICT tool.
- Hands-on sessions where students set up and operate various ICT tools like interactive whiteboards, projectors, and LMS
- Develop multimedia content (audio, video, animations) for a specific educational topic.
- Design and implement an ICT-based assessment using tools like Google Forms.
- Data analysis and visualization using MS Excel and present the findings in a report.
- Designing a multimedia presentation for a specific educational topic.
- Students will create their email ID and utilize Google Apps (e.g., Google Forms, Google Drive) to organize and manage academic projects.
- Participating in an online discussion forum or webinar on ICT in education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C., & Gupta, S. (2016). *ICT in teacher education*. New Delhi: Shipra Publications.
- Bajpai, R. P. (2017). *ICT in education*. New Delhi: APH Publishing Corporation.
- Bhogal, D. S. (2018). *Intellectual property rights and education*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd
- Kozma, R.B. (2003). *Technology, innovation and educational change: A global perspective. report of the second information technology in education study*. Module 2. International Society for Technology in Education.
- Kulshreshtha, S. P. (2019). *Educational technology and ICT*. Meerut: R. Lall Book Depot.
- Kumar, A. (2021). *Ethical issues in the use of ICT in education*. New Delhi: Discovery Publishing House Pvt. Ltd.
- Mangal, S. K., & Mangal, U. (2019). *Emerging technologies in education*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K.(2004). *Development of Learner and Teaching Learning Process*. Ludhiana: Tandon Publication.
- Rao, M. S. (2018). *Digital learning: Tools, applications and contexts*. Mumbai: Himalaya Publishing House.
- Ravindran, V. (2020). *Cyber security in education: Understanding issues and strategies*. New Delhi:: Prentice Hall India.
- Sachdeva,M.S., Sharma K.K., Kumar, S. (2007). *Educational Technology and Management*.Patiala: Twenty First Century Publication.
- Saini, J. K. (2018). *Information and communication technology in education* New Delhi, India: S. Chand Publishing.

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