

B.P.S. Institute of Teacher Training and Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
MASTER OF PHILOSOPHY IN EDUCATION (M.Phil.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. 2018-19)


The M.Phil. programme shall be of one academic year (two semesters) and contains 10 papers in all. A brief description of each paper along with the nomenclature, paper code, etc. is given below:

SEMESTER-I

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits per week	Max. Marks		
			Lecture	*Tutorial	Practical		Internal/Sessional	External	Total Marks
Theory Papers:									
1.	PAPER-I (MPE-2101)	Advanced Methodology of Educational Research	5	1	---	6	20	80	100
2.	PAPER -III (MPE-2103)	Principles and Practices of Teacher Education	5	1	---	6	20	80	100
3.	PAPER- V(i) (MPE-2105)	Optional (Any one)							
	Opt. (i)	Mental Health and Hygiene	5	1	---	6	20	80	100
	Opt. (ii)	Educational Perspectives for learner with Special Needs	5	1	---	6	20	80	100
	Opt. (iii)	Information and Communication Technologies in Education	5	1	---	6	20	80	100
	Opt. (iv)	Gender Education	5	1	---	6	20	80	100
4.	PAPER -VII (MPE 2107)	Exploring Research Resources			3	3	10	40	50
6.	PAPER- IX-A) (MPE-2109)	Dissertation (Preparation of Synopsis)+	2	1	---	6	20	80	100
Total						27	90	360	450

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 Co-ordinator
 B.P.S. Mahila Vishwavidyalaya
 Khanpur Kalan (Sonapat)
 District Sonapat (Gurgaon) Haryana

SEMESTER-I

B.P.S. Institute of Teacher Training and Research
Faculty of Education

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)

M. Phil Master of Philosophy (Education)

Paper-I

(MPE-2101)

2210
0-18

Advanced Methodology of Educational Research

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours per week: 05+01

Exam Hours: 3Hrs.

Credit per week: 6

Objectives:

The paper will enable the students to:

- Understand objectivity and ethical concerns in educational research
- Understand different approaches to Research
- Identify and select suitable research problem and provide justification
- Understand various methods and techniques of Educational Research.
- Understand the characteristics and uses of different tools and techniques for data collection.
- Understand various methods of sampling.
- Prepare and review research proposals and research reports.

Unit-I Research Procedure

1.1 Meaning and objectives of Educational Research

1.2 Qualitative and Quantitative approaches to Educational Research

1.3 Mixed Methods and Multi-method Researches.

1.4 Selection of a Problem.

1.4 Review of Literature.

1.5 Formulation of objectives, hypothesis, methodology, conclusions, generalization and identification of further trends.

Unit-II Sampling and Sampling Techniques

2.1 Concept of Population and Sample

2.2 Characteristics of a good Sample

2.3 Methods of Sampling

2.4 Sampling errors

2.5 Hypothesis –Importance, Characteristics and Formulation of Hypothesis, Forms of Hypothesis

2.6 Hypotheses and selection of Research Methods of Educational Research

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Faculty of Education
Department of Philosophy

Unit-III Data Collection

- 3.1 Concept
- 3.2 Characteristics of a good Research Tool –Validity, Reliability, Usability
- 3.3 Types of Tools and Techniques and their Uses: -i) Questionnaire ii) Interview iii) Rating Scale iv) Attitude Scale
- 3.4 Standardised tools, tools developed for the study

Unit-4 Qualitative Research and Report writing

- 4.1 Meaning and types of qualitative research
- 4.2 Naturalistic Inquiry, Ethnographical Research,
- 4.3 Phenomenological Research
- 4.4 Case Studies
- 4.5 Reporting Research: Common Report format- The Beginning - The Main Body – The End – References/bibliography, Appendices

Suggested Readings

- Anpara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. SAGE Publication.
- Best J.W. (1986) *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publication.
- Elliott, Jane (2005). *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983) *How to Design and Evaluate Research in Education*, Singapore: McGraw Hill, Inc.
- Gravetter. F.J. & Wallanau, C.B. (2002). *Essentials of Statistics for the Behavioural Sciences* (4th edition) Australia, Wodsworth.
- Grbich, Carol (2006). *Qualitative Data Analysis: An Introduction*. SAGE Publication.
- Gupta, Santosh (1983) *Research Methodology and Statistical Techniques*, New Delhi : Deep and Deep Publisher.
- Kaul, Lokesh (1984) *Methodology of Educational Research*, New Delhi : Vikas Publications.
- Leary, M.R. (2004). *Introduction to Behavioural research Methods* (4th edition) Boston: Pearson Prentice hall.
- Lichtman, Marilyn (2006). *Qualitative Research in Education-A User Guide*. SAGE Publication.
- Srivastava, G.N.P. (1994) *Advanced Research Methodology*, New Delhi : Radha Publications.
- Salkind, N.J. (2006). *Exploring Research* (Sixth Edition) NJ: Pearson Prentice Hall.
- Wiersma, W.(2000). *Research Methods in Education*. (7th edition) Allyn & Bacon.
- Willis, Jerry W. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. SAGE Publication.

B.P.S. Institute of Teacher Training and Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Master of Philosophy (M.Phil.)
PAPER-III
(MPE-2103)
Principles and Practices of Teacher Education

22/11
0-18

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

Total Inst. Hours per week: 05+01
Exam Hours: 3Hrs.
Credit per week: 6

OBJECTIVES:

The paper will enable the students to:

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

Course Content

UNIT - I: Concept, Structure and Impact of New policies and agencies on Teacher Education:

1.1 Historical development of Teacher Education, Meaning, Need, Scope and Aims of Teacher Education,

1.2 Structure of Teacher education in Indian perspectives:

Pre-service and in- service professional education of teachers at different levels in the present Indian situation.

1.3 Policy and Agencies of teacher education:

Rashhtriya Uchta Shiksha Abhyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE), NAAC, NCTE

1.4 Challenges in Teacher Education

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UNIT – II Instructional Methods, Models of Teaching and Innovations in Teaching Learning Strategies

2.1 Instructional Methods in Teacher Education

Lecture and discussion, Seminars, Workshops, Symposium, Group Discussion, Supervised study, Programmed learning,

2.2 Models of Teaching

Concept Attainment Model, Inquiry Training Model, Problem-Solving Teaching Model, Inductive Teaching Model

2.3 Innovations in teaching learning strategies

Mentoring, Experiential, learning, Reflective Practice, Blended Learning, T-Group training

UNIT – III: Training Technology and Teaching as a Profession

3.1 Impact of technology in teacher education

Web Tools, Online Educational Resources, Digital Literacy, Mobile learning, Digital Games In Education, Interactive Whiteboards, Massive Open Online Course (MOOC)

3.2 Professionalism

Developing Professionalism for Teacher Educators, Development Professional Ethics

Unit -4 Research and New Trends in Evaluation In Teacher Education

4.1 Research in Teacher Education

Nature & Purpose of Research in Teacher Education, Scope of Research in Teacher education, Areas of Research in Teacher Education

4.2 Trends in Evaluation in Teacher Education

Academic Performance indicators (API), Performance appraisal, Choice based credit system, Portfolio assessment

Suggested Readings:

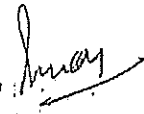
- Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
- Basu, A.M. (1974) : Education in Modern India, Orient Book Co., Calcutta.
- Buch, M.B. and Palasane, M.M. (1968.) : Reading in Inservice Education, Sardar Patel University.
- Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authorspress.

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- Day, C. & J. Sachs. J (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maiden head. Brinks Open University Press.
- Govt. of India (1947) : Secondary Education Commission, Ministry of Education, GOI, New Delhi.
- Govt. of India (1966) : Education and Development; Report of Education Commission (1964-66), GOI, New Delhi
- Hilgard CH (Ed. 1971) : Teaching the Teacher : Trends in Teacher Education, George Allen and Union Ltd., London.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York
- Mangla, Sheela (2000) Teacher Education: Trends Strategies, Radha Publishing, New Delhi.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook: Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.
- NCTE (1998): Perspectives in Teacher Education.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal. NCERT (2005): National Curriculum Framework. NCERT (2006): Teacher Education for Curriculum renewal.


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Master of Philosophy
Paper-V

2212
D-18

Mental Health & Hygiene

MPE-2105 (Opt.1)

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

Total Inst. Hours: 90
Exam Hours: 3Hrs.
Credit: 6

Objectives:

The paper will enable the students to:

- Understand the nature and evolution of the discipline of mental health.
- Focus on developing an informed perspective on the key concepts, issues and debates in the field.
- Facilitate the development of a personal reflective approach in building sensitivity towards mental health concerns within school and community settings.
- Build some basic guidance and counselling skills in student teachers.

Unit I Concept and Historical Perspectives Mental Health & Hygiene

- 1.1 Historical and Contemporary Perspectives ,History and Evolution of Mental Health
- 1.2 Concept of Mental Health
- 1.3 Role of teacher in fostering mental health
- 1.4 Nature, Scope and Principles of Mental Hygiene
- 1.5 Importance & Functions of Mental Hygiene

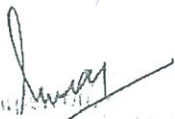
Unit II Adjustment & Mal-adjustment

- 2.1 Concept of Adjustment
- 2.2 Factors of Adjustment
- 2.3 Concept & Factors of Mal-adjustment
- 2.4 Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias)

Unit III Guidance and Counselling in Mental Health and Hygiene

- 3.1 Concept and Principles of Guidance and Counselling for Mental Health and Hygiene
- 3.2 Need and techniques

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Sonapat District, Sonapat (Raj.)

3.3 Notion of teacher as a counsellor

3.4 Designing and evaluating mental health interventions and programmes for Hygiene

Unit IV: Social Issues in Mental Health

4.1 Media, technology and communication

4.2 Contemporary lifestyles and related issues

4.3 Negotiating stereotypes: Gender, caste, class, region, and religion.

4.4 Gender roles and sexual orientations

4.5 Religion and Morality

Suggested Readings

- Agochiya, D. (2010). Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage.
- Archer, S.L. (1994). Interventions for Adolescent Identity Development. New Delhi: Sage.
- Atwater, E. (1994). Psychology for Living: Adjustment, Growth and Behaviour Today. (5th ed.). New Jersey: Prentice Hall.
- Baron, Robert. (2000). Psychology. (3rd ed.). New Delhi: Prentice Hall.
- Bernard, H. W. (1951). Towards Better Personal Adjustment. New York: McGraw Hill.
- Bernard, H. W. (1961). Mental Hygiene for Classroom Teachers. New York: McGraw Hill.
- Carroll, H. A. (1952). Mental Hygiene: The Dynamics of Adjustment. New York: Prentice Hall.
- Carson, R. C., Butcher, J. N., Mineka, S. (2000). Abnormal Psychology and Modern Life. (11th ed.). New Delhi: Pearson Education.
- Chowdhary, G.B. (2014). Adolescence Education. New Delhi: PHI.
- Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.
- Dusek, J. B. (1991). Adolescent Development and Behaviour. New Jersey: Prentice Hall.
- Goode, William. (1994). The Family. (2nd ed.). New Delhi: Prentice Hall.
- Hariharan, M. and Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage.
- Martin, G. L. and Osborne, G. J. (1989). Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
- Nayar, U.S. (Ed.) (2012). Child and Adolescent Mental Health. New Delhi: Sage.
- Paloutzian and Santrock. (2005).
- Psychology of Religion Module. In J. W. Santrock. Psychology. (7th ed.). New Delhi: Tata Mc-Graw Hill.
- Patel, V. and Thara, R. (Ed.) (2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications.
- Ranganathan, N. (Ed.) (2012). Education for Mental Health. New Delhi: Shipra.
- Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). The World's Youth: Adolescence in Eight Regions of the Globe. Cambridge: Cambridge University Press.
- Veeraraghavan, V., Singh, S. and Khandelwal, K. (2002). The Child in the New Millennium. New Delhi: Mosaic Books.
- Verma, S. and Saraswathi, T.S. (2002). Adolescence in India: An Annotated Bibliography. Jaipur: Rawat. Research Papers

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B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Master of Philosophy (M.Phil.)

PAPER-V (Option-ii)
(MPE-2105)

2013
P-18

Educational Perspective for Learner with Special Needs

Total Inst. Hours per week: 05+01

Exam Hours: 3Hrs.

Credit per week: 6

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Objectives:

The Paper will enable the students to:

- Acquaint the learner with the historical perspective of special education
- Promote in the learner an extensive purview of the knowledge about all exceptionalities and comprehend their inter-relatedness
- Enable the learner to understand the policies and legislation in special Education in India.
- Understand the current and future needs, trends and issues related to special education.
- Develop awareness of researches in special education in India.

Course Content

Unit-1 Historical Perspective and Agencies of Education of Children with Special Needs

1.1 Historical Development in India and abroad

1.2 Approaches to special Education: Philosophical, Psychological, Sociological Perspectives of Special Education

1.3 Agencies of education of children with special needs: Regular, Integrated and Special schools Vocational Guidance Institutions and Clinics, Residential rehabilitation centres

Unit-2 Policy and Legislation for special Education in India

2.1 RCI Act, 1992

2.2 PWD Act, 1995.

2.3 National Trust Act, 1999.

2.4 National policy on Education: 1986

2.5 The Integrated Education Scheme 1992 (for children with disabilities)

2.6 The Programme of Action 1992


Unit III- Identification and Overview of Special Needs and Exceptionalities:

3.1 Observable Symptoms, Psychological Testing and Medical Examinations

3.2 Concept, nature, characteristics and causes of Visual Impairment

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Faculty of Education
Department of Education (M.Phil.)

3.3 Concept, nature, characteristics and causes of Hearing, Speech and Language Impairment

3.4 Concept, nature, characteristics and causes of Locomotive and Neuromuscular Disability.

3.5 Concept, nature, characteristics and causes of Learning Disabilities

3.6 Concept, nature, characteristics and causes of Behavioural and emotional Disorders

3.7 Concept, nature, characteristics and causes of Intellectual Impairment

3.8 Concept, nature, characteristics and causes of Giftedness

3.9 Concept, Nature, and Characteristics of Multiple Disabilities.

Unit-4. Current Trends and Future Perspectives of Special Education

4.1 Special education: Normalization, Mainstreaming, Inclusion

4.2 Rehabilitation: Deinstitutionalization, Community based rehabilitation.

4.3 Open School Learning system: non-formal Education

4.4 Parent and Community involvement

4.5 Curriculum and Instruction

4.6 Management of Educational Environment

4.7 Recent Development of research Focus in India

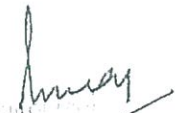
Suggested Readings:

- Allen, K. Eileen and Cowdery, Glynnis E. (2009). The Exceptional Child: Inclusion in Early Childhood Education, Sixth Edition. United States: Delmar Thompson Learning. Available at ACC Bookstores: <http://austinec.bkstore.com>
- Ashman, F. Adrian & Elkins, John (1998). *Educating Children with Special Needs* (3rd edition). Prentice Hall: New York.
- Dash, N., Dash, M. (2005) *Essentials of exceptionality and special education*. Atlantic Publishers and Distributers. New Delhi.
- Devi, Uma (2010) *Special Education*, Neelkamal Publication Pvt. Ltd. Hyderabad
- Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). *The Exceptional Students in the Regular Classroom* (5th edition). Macmillan Publishing Co. New York.
- Mehnduratta, M. (2002) *Special Education*. IVY Publishing house Delhi
- Mishra, A. (2000). "India: Special Education", in C.R. Reynolds, and F.E. Janzen (eds), *Encyclopaedia of Special Education: A Reference for the Education of the Handicapped and other Exceptional Children and Adults*, 2e. USA: John Wiley and Sons

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- Mohapatra, C. S. (2004). Disability Management in India: Challenges & Commitments. New Delhi: National Institute for the Mentally Handicapped (NIMH) and the Indian Institute of Public Administration.
- National Institute for the Mentally Handicapped (NIMH) (2005). Status of Education of Children with Disabilities. Hyderabad: United Nations Development Programme (UNDP) and NIMH.
- NCERT (2000). National Curriculum Framework for School Education (NCFSE). New Delhi: NCERT.
- Panda, K. C. (2009) Education of exceptional Children. Vikas Publishing House PVT. Ltd, New Delhi
- Panda, K.C. (1997) - Education of Exceptional Children. New Delhi: Vikas publishing House.
- Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. New Delhi. Vikas Publishing House.
- Pandey, R.S. and Advani L. (1995) Perspectives in Disability and Rehabilitation, New
- Pollock, J and Waller, E (1997) Day to Day Dyslexia in the Classroom. London, Routledge (Revised edition) ISAN 0415111323 Page 47 of 71
- Rao, L. G. (2010) Perspectives on Special Education. Vol I & II. Neelkamal Publications PVT. Ltd, New Delhi.
- Sabu, S. (2012) Special Education. APH Publishing corporation, New Delhi.
- Sharma, S. (2010) Education of the Gifted. Shipra publications, Delhi.
- Singh, V. P. (2004) Concept and Methods Special Education. Saroup & sons, Darya Ganj, New Delhi
- Thakur Hari Prasad Institute of Research and Rehabilitation of Mentally Retarded (2001) Therapeutic Effect of Dance, Music and Yogasana on Mental Retardation. An internal study, Hyderabad, India


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B.P.S. Institute of Teacher Training and Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Master of Philosophy (Education)
Paper-V (Option iii)
MPE-2105

Information and Communication Technologies in Education

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours per week: 05+01

Exam Hours: 3Hrs.

Credit per week: 6

Objectives:

The paper will enable the students to:

- Make students aware about fundamentals of computer hardware and software.
- Develop capability in students to use computers for teaching-learning activities.
- Use computers for collection and dissemination of information throughout the world

Unit –I: Concept of Educational Technology and ICT

- 1.1 Meaning, Concept, Origin, Types, Need and Importance of Educational Technology
- 1.2 Meaning, Concept, Origin, Need and Importance of ICT in Education
- 1.3 Components of communication process
- 1.4 Barriers of communication, Principles of Effective Communication, Different Communication Channels

Unit-II: Mechanism of feedback


- 2.1 Devises for improving teaching
- 2.2 Micro-teaching, simulated social skill teaching
- 2.3 Interaction analysis technique
- 2.4 T Group training

Unit-III: Programmed Instruction:

- 3.1 Origin, Principles and characteristics
- 3.2 Styles of Programming:
 - Linear,
 - Branching
 - Mathematics, Computers Assisted Instruction (CAI)
 - Development of Programmed Instructional Material
- 3.3 Application Oriented Information- MS Windows
Word Processing and its Creation – M.S. Word
Data Bases and its uses: Excel

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CHIEF EXAMINER
B.P.S. MAHILA VISHWAVIDYALAYA
KHANPUR KALAN (SONEPAT)
SONPAT (R) DISTRICT
SONPAT (R) DISTRICT

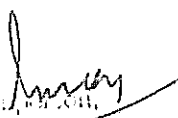


Unit –IV: Educational Multimedia and E-Learning

- 4.1 Multimedia-meaning and its scope, Multimedia tools
- 4.2 E-Learning-Concept, Features, Advantages, Disadvantages, e-Resources, Importance of E-Learning in Teaching Education
- 4.3 MOOC- development and operation

Suggested Readings:

- Alexey Semenov, UNESCO, (2015) Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bhushan, A & Ahuja, M. (1992) Educational Technology, Meerut, Vikas Publication.
- Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Gakhar, S.C. (2008) Educational Technologies, Panipat, N.M. Publication
- Kumar, K.L. (2008) Educational Technology. New Age International Pvt. Ltd Publishers, New Delhi (Second Revised Edition).
- Madan Lal, (2009) Essentials of Educational Technology, Anmol Publications.
- Mason Robin & Frank R. (2006) E-learning - The key concepts. Routledge, New York.
- Mehra, V. (2010) A Textbook of Educational Technology, New Delhi, Sanjay Prakashan.
- Mukhopadhyay, M. (1990) Educational Technology – Challenging Issues, New Delhi, Sterling Publishers Pvt. Ltd.
- N. Sareen, Information and Communication Technology, Anmol Publication.
- Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
- Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE, New Delhi.
- Rosenberg, M.J. (2001). E-learning New York: Mc.Graw Hill.
- Sharma, R.N. & Chandra, S.S. (2003). Advanced Educational Technology, Atlantic Publications Distributor, New Delhi.


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B.P.S. Institute of Teacher Training and Research —
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)
Master of Philosophy (Education)
PAPER-V (Option-iv)

(MPE-2105)

Gender Education

2215
0-18

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours per week: 05+01

Exam Hours: 3Hrs.

Credit per week: 6

Objectives:

The paper will enable the students to:

- Explain the concepts of sex and gender.
- Demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- Explain the social construction of gender with special reference to family.
- Develop critical perspective of status of women in society.
- Develop insight into policy perspectives towards bridging gender gaps in education and empowerment.
- Analyse gender issues in girls' education and empowerment.
- Develop an awareness of legislative measures in favour of women

UNIT: I- Gender Policy frameworks for gender concerns in education

- 1.1 Gender: concept, need and scope,
- 1.2 Culture and the formation of Gender Identities.
- 1.3 National policies and approach to Five Year Plans,
- 1.4 Projects, programmes and schemes to bridge gender gaps in education and women's empowerment

UNIT: II- Social psychology of gender roles

- 2.1 Gender as a social category.
- 2.2 Gender differences and socialisation
- 2.3 Process of socialization and gender disparity in family, school, community, religion and media, Social Exclusion based on gender
- 2.4 Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations
- 2.5 Media images of women


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Khanpur Kalan, Sonapat

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UNIT: III - Gender issues in education and empowerment

- 3.1 Gender differences and Gender discrimination, Causes of discrimination, measures to eradicate discrimination
- 3.2 Gender bias in curriculum, teachers and educational institutions.*
- 3.3 Need of Gender studies for Teachers, Teaching gender sensitization practices in educational institutions*
- 3.4 Interventions – both government and non – government organisations to address gender-based disparities in education and empowerment - A critical review

Unit IV- Empowerment of Women through Legal Awareness

- 4.1 International Conventions
- 4.2 Hindu laws and women; Muslim laws and women; Rights of the girl child
- 4.3 Laws for work and employment
- 4.4 Laws for violence against women

Suggested Readings:

- Kandaswamy Deepa (2005). Gender Insensitivity in School Education: Educational Journal- Gender and Education Internet Version.
- Kingdon Geeta Gandhi (2001). The gender Gap in Educational Attainment in India: How Much Can be Explained? Department of Economics. University of Oxford. August.
- Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. March.
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AB
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 Director
 National Council for Teacher Education
 New Delhi

SEMESTER-I

B.P.S. Institute of Teacher Training and Research
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kanan (Sonapat)
Master of Philosophy (Education)
Paper-VII
MPE-2107
Exploring Research Resources

Max. Marks: 50

Total Inst. Hours per week: 03

External Marks: 40

Credit per week: 3

Internal Marks: 10

- 1.Documentation: Nature, sources, access area of study
- 2.Review of Documents- Trends
- 3.E-Resources: Nature, types, authentication, Search engines
- 4.Resource materials: Analysis, synthesis and trend
- 5.Writing a Review:(Excel) For related literature for the area of study
- 6.Standard Format: For writing bibliography and references


Date: _____
Page: _____
Page: _____
Page: _____

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06/03/2019