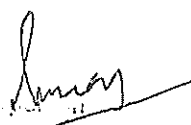


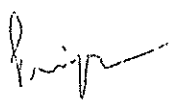
B.P.S. Institute of Teacher Training and Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)  
MASTER OF ARTS (EDUCATION)  
COURSE STRUCTURE AND SCHEME OF EXAMINATION  
(w.e.f. 2018-20)

The M.A. (Education) programme shall be of two academic years (four semesters) and contains 28 papers in all. A brief description of each paper along with nomenclature, paper code, etc. is given below:

**SEMESTER-I**

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Lecture	*Tutorial	Practical		Internal/Sessional	External	Total Marks
<b>Theory Papers :</b>									
1.	PAPER-I (MAE-2101)	Philosophical and Sociological Foundation of Education-I	5	1		6	20	80	100
2.	PAPER -III (MAE-2103)	Psychological Foundation of Education -I	5	1		6	20	80	100
3.	PAPER- V (MAE-2105)	Research Methods in Education-I	5	1		6	20	80	100
4.	PAPER- VII (MAE-2107)	Methods of Data Analysis in Education-I	5	1		6	20	80	100
5.	PAPER IX (MAE-2109)	Optional ( Any one)							
6.	Opt. (i)	Guidance and counseling-I	5	1		6	20	80	100
7.	Opt. (ii)	Value Education and Human Rights-I	5	1		6	20	80	100
8.	Opt. (iii)	Educational Technology -I	5	1		6	20	80	100
9.	Opt. (iv)	Educational Measurement and Evaluation-I	5	1		6	20	80	100
<b>Practical</b>									
10	PAPER- XI (MAE-2111)	Community Participation and Field Work	---	---	3	3	20	80	100
11	PAPER XIII (MAE -2113)	Academic Writing	-	-	3	3	10	40	50
Total						36	130	520	650

  
 Head of the Institute  
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 Sonapat, District Sonapat, Rajasthan  
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 Head of the Faculty

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B.P.S. Institute of Teacher Training and Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Master of Arts (Education)  
PAPER-I  
(MAE-2101)  
Philosophical and Sociological Foundation of Education-I

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 and explain the nature and functions of Educational Philosophy.
- Elaborate the relationship of education and social change.
- Understand and explain the intimate relationship between education and sociology.
- Understand and analyze the contribution of Indian and Western thinkers.

**UNIT:1 Philosophy of Education**

1.1 Philosophy of Education – its nature and functions

1.2 Branches of Educational Philosophy- Metaphysics, Epistemology, Axiology and Logic  
Relationship with Education.

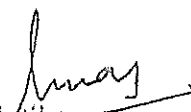
1.3 Epistemology (Science of knowledge) – Sources and Methods of acquiring the following  
types of knowledge: Authoritative, Empirical, Scientific, Rational and Intuitive.

**UNIT-II Educational thinkers**

Educational thinkers and their contribution to the field of Education

2.1 J. Krishnamurthy, Vivekananda, Aurbindo Ghosh, Mahatma Gandhi, Sarvapalli  
Radhakrishnan

2.2 Auguste Comte, William Heard Kilpatrick, Rousseau, Plato, John Dewey

  
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PAPER-I  
(MAE-2101)

### UNIT-III Sociology of Education

- 3.1 Concept and relationship of sociology and Education, Meaning of Educational Sociology and Sociology of Education
- 3.2 Social Change: Concept and determinants of Social Change, Education as an agency of social Change, Constraints of Social Change in India
- 3.3 Education of socially and economically disadvantaged sections of society with special reference to Scheduled Castes and Scheduled Tribes, Women and rural population.
- 3.4 Education for Peace: Meaning and Need of Peace and Role of education for maintaining the peace.

### UNIT-IV Trends in Education

- 4.1 Education & Modernisation.
- 4.2 Education and Politics
- 4.3 Education and Religion
- 4.4 Impact of LPG (Liberalisation, Privatization and Globalization) on education.

#### *Suggested Readings:*

- Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). Philosophy of Education, UK: Blackwell Publishers.
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- > Pathak, R.P. (2012). Philosophical and Sociological Principles of Education, New Delhi: Pearson.
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- > Saxena Swaroop, N.R. (2001). Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
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Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan

Master of Arts (Education)

PAPER-III

(MAE-2103)

Psychological Foundations of Education-I

2167  
0-18

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 concepts and principles of educational Psychology as an applied science.
- Outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand the meaning and concepts of individual differences
- Explain meaning and concepts of special children
- Understand the concept and characteristics of creativity & importance of creativity in education

### UNIT-I Educational Psychology

1.1 Meaning, Nature and Scope of Educational Psychology.

1.2 Relationship between Education and Psychology.

1.3 Recent Trends in Educational Psychology

1.4 Methods of Psychology- Experimental, Clinical and Survey

1.5 Major Schools of psychology:

- a) Structuralism
- b) Functionalism
- c) Behaviourism
- d) Gestalt
- e) Psychoanalysis

### UNIT-II Growth and Development

2.1 Concept and principles of Growth and Development

2.2 Stages of Growth and Development

2.3 Stage specific characteristics during infancy to Adolescence period

2.4 Factors influencing Growth and Development

2.5 Theories of Development and their Educational implications with special reference to:

5

Chief Executive Officer  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Distt. Patiala, Punjab-151001  
Ph: 0191-2611111, 2611112, 2611113

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- Piaget's Cognitive Development Theory
- Freud's Psycho-sexual Development Theory

2.6 Meaning, Dimensions and Causes of Individual Differences

2.7 Role of heredity and environment in developing individual differences.

2.8 Implications of individual difference for organizing educational programmes.

### UNIT-III Intelligence and Creativity

3.1 Meaning and definition of Intelligence

3.2 Theories of Intelligence and their educational implications with special reference to:

- Two Factor Theory by Spearman
- Guilford's Sol Model
- Gardener's Theory of Multiple Intelligences

3.3 Concept of IQ

3.4 Measurement of Intelligence:

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests

### UNIT-IV Special Children

4.1. Special Children (Delinquent, Mentally Challenged and Learning Disabled)

(a) Meaning, identification and Characteristics

(b) Needs and Problems

(c) Educational Programme

4.2 Gifted and Creative Children:

(a) Meaning and Characteristics.

(b) Needs and Problems

(c) Educational Programme

### Suggested Readings:

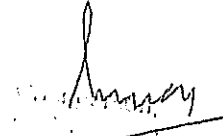
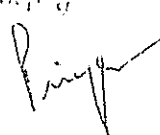
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B.P.S. Institute of Teacher Training and Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)  
Master of Arts (Education)  
Paper-V  
MAE-2105  
Research Methods in Education-I

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:

- Develop scientific and research attitude among students.
- Develop skills in preparing a good and significant research plan.
- Describe the nature of different types of research.
- Select /formulate the design of the study.
- Develop competency to plan, execute and report research.

**Unit -I Educational Research Problem**

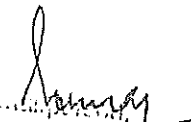
- 1.1 Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method.
- 1.2 Meaning and scope of Educational Research
- 1.3 Types of Educational Research: fundamental, applied, and action

**Unit -II Formulation of Research Problem and Hypothesis**

- 2.1 Criteria and Sources of Identifying the problem
- 2.2 Definition of the problem
- 2.3 Hypothesis: characteristics, types, formulation and testing
- 2.4 Preparation of research proposal

**Unit-III Sampling**

- 3.1 Concept of population and sample
- 3.2 Steps and characteristics of a good sample
- 3.3 Sampling Errors
- 3.4 Methods of Sampling

  
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### Unit-IV Research Tools and Techniques

4.1 Types of data: Qualitative and Quantitative

4.2 Characteristics of a good tool

4.3 Tools of data collection

(a) Questionnaires and Schedules

(b) Interview

(c) Rating Scales

(d) Psychological Tests

4.4 Techniques of data collection

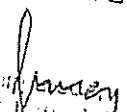
(e) Documentary Sources

(f) Observation

(g) Schedule

### SUGGESTED READINGS

- > Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal , Kurukshetra.
- > Barbour, R. (2013). Introducing qualitative research: A student's guide (2nd edition). Sage.
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- > Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers.
- > Koul, Lokesh (2012) Methodology of Educational Research, Vikas Publishing House, New Delhi .
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- > Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). Measurement and Evaluation in Psychology and Education (8th Ed.). New Delhi: Pearson.

  
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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 Arts (Education)  
Paper-VII  
MAE-2107  
Methods of Data Analysis in Education-I

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:

- Compute different types of Statistical Measures.
- Practical orientation involving selection of appropriate data analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
- Explain the meaning, characteristics, assumptions, computation & uses of Product moment & Rank difference correlation
- Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test & Sign Test.

**UNIT-I Data Analysis and Presentation**

- 1.1 Nature of educational data : Quantitative and Qualitative data, types of data
- 1.2 Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data and observation based data.
- 1.3 Quantitative data: Organization and representation : Frequency distribution, Frequency polygon, Histogram, Ogive, Frequency curve, Pie chart
- 1.4 Scales of measurement: nominal, ordinal, interval, Ratio

**UNIT- II Descriptive Statistics**

- 2.1 Concept, calculation and uses of:
- 2.2 Measures of central tendencies,
- 2.3 Measures of variability.
- 2.4 Percentiles and Percentile Ranks.

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Faculty of Education  
B.P.S. Mahila Vishwavidyalaya  
Khanpur Kalan, Sonapat

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**UNIT-III Correlation:**

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

- 3.1 Rank Difference Method
- 3.2 Pearson's Product Moment Correlation
- 3.3 Partial Correlation
- 3.4 Multiple Correlation

**UNIT-IV Non-Parametric Tests**

- 4.1 Non-parametric Tests: Meaning, assumptions, computation and uses of:
- 4.2 Chi-square tests of equality and independence, setting up cross breaks for contingency table
- 4.3 Sign test

**Suggested Readings**

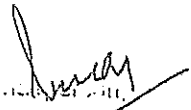
- > Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
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Principal,  
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B.P.S. Institute of Teacher Training and Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Master of Arts (Education)  
PAPER-IX (Opt.-i)  
(MAE-2109)  
Guidance and Counselling -I

2170  
0-18

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

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

Objectives:

- Develop an understanding of the Nature and Scope of guidance.
- Develop an understanding of the role of guidance for the population with special needs
- Develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling.

Unit-I GUIDANCE

- 1.1 Meaning of guidance--Concept, Nature, Principles and Scope and Areas in Guidance
- 1.2 Difference between Guidance and Education, Teaching, Counselling.
- 1.3 Need of Guidance from Point of View: Educational, Sociological, Psychological and Individual
- 1.4 New Trends and Demands in Guidance

Unit-II ELEMENT AND SCOPE OF COUNSELLING

- 2.1 Meaning of Counselling: Concept, Importance and purposes
- 2.2 Function and Element of Counselling
- 2.3 Process of Counselling
- 2.4 Techniques in counselling: Interview, Case Study, and Questionnaire.
- 2.5 The Qualities of good counsellor.

Unit-III ISSUES IN GUIDANCE

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

3.4 Group Guidance Techniques:

- (a) Career Talk
- (b) Career Exhibitions
- (c) Career Conferences

Unit- IV DIFFERENT GUIDANCE SERVICES

- 4.1 Occupational Information service, Concept and Definition, Nature, Principles and Scope of Guidance.
- 4.2 Placement service: Concept and Definition, Nature, Principles and Scope
- 4.3 Follow up service: Concept and Definition, Nature, Principles and Needs .

Suggested Readings

- > Aggarwal, J.C. (1989). Educational, Vocational Guidance and Counselling. Delhi: Doaba House.
- > Bruce, Shetzer and Stone (1976). Fundamentals of Guidance. Houghton: Mifflin Co.
- > Chauhan, S.S. (1982). Principles and Techniques of Guidance. New Delhi: Vikas Publishing House.
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 B. Ed. Teacher Training  
 Government College, Jammu  
 Jammu (Jammu & Kashmir)

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

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Master of Arts (Education)

PAPER-IX (Option-ii)  
(MAE-2109)

Value Education and Human Rights-I

2171  
0-18

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 need and importance of Value Education.
- Understand the need and importance of Human Rights.
- Study the nature and types of values and human rights.
- Acquaint the students with the basis of values in the Context of emotion, reason and action.
- Understand the process and stages of value development.
- Acquaint the students with the application of various strategies of Value development and human rights.

**Unit-I Education for Human Rights**

- 1.1 Meaning & objectives of Human Rights Education.
- 1.2 Need and Importance of value education and Human Rights.
- 1.3 Place of Human Rights in Indian constitution.
- 1.4 Human Rights for Different Sections.

**Unit-II Enforcement of Human Rights Education**

- 2.1 Concern and necessity for enforcement of Human Right Education.
- 2.2 Role of UNESCO in promoting Human Rights Education.
- 2.3 International Labour Organization (ILO) and promotion of Human Rights.
- 2.4 Role of NGOs, Press, Media and School to promote Human Rights Education.

**Unit-III Concept of Value Education**

- 3.1 Meaning, Nature, Scope of Value Education.
- 3.2 Objectives of Value Education.
- 3.3 Methods of imparting of Value Education.
- 3.4 Strategies of Value Education.

Unit-IV Sources of Human Values.

- 4.1 Culture as sources of Values.
- 4.2 Religio-spiritual source of Value.
- 4.3 Constitution as a source of Value.
- 4.5 Human Values in the context of Indian Culture – truth, love, peace, righteousness, non-violence.
- 4.6 Competency based Values – subject wise (languages, Social Sciences, Sciences/Maths, etc).

Suggested Readings:

- Donders, Y. and Vladimir Volodin (Eds) (2007). Human Rights in Education, Science and Culture: Legal Developments and Challenges, UK, UNESCO Publishing.
- Hammarberg, T (1997). A School for Children with Rights. Innocenti lectures, UNICEF, Florence, Italy.
- Kothari, D.S. "Education and Values", Report of the orientation course cum-workshop on Education in Human Values, New Delhi.
- Malhotra, P.L. (1986). Education, Social Values and Social Work- The Task for the New Generation. N.C.E.R.T., New Delhi.
- Morris, Charles (1956). Varieties of Human Values, Chicago University of Chicago Press.
- Tomasevski, K (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
- Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.

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 V. Murthy  
 Director  
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B.P.S. Institute of Teacher Training and Research  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Faculty of Education  
Master of Arts (Education)  
Paper-IX (Option-iii)  
(MAE-2109)  
Educational Technology – 1

2172  
0-18

Max Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours: 90

Exam Hours: 3 Hrs.

Credits: 6

### Objectives

The paper will enable the students to

- Develop the understanding of concept, origin and characteristics of Educational Technology
- Enable the students to differentiate between hardware and software.
- Acquaint the students with skill of framing educational objectives.
- Develop the skill of designing instructional system.
- Enable the students to understand Programme Learning.
- Enable the students to use Educational Technology for improving teacher's behaviour.

### Unit-I Meaning and Scope of Educational Technology

- 1.1 Meaning and Scope of Educational Technology :System approach in Education Technology and its characteristics
- 1.2 Nature, Concept and Significance of Educational Technology
- 1.3 Components of Educational Technology, software and hardware
- 1.4 Multimedia approach in Educational Technology and their significance

### Unit-II Science and Teaching

- 2.1 Teaching: Concept, Nature, Importance of Teaching
- 2.2 Modalities of Teaching -- Teaching as different from indoctrination, instruction, conditioning and training.
- 2.3 Phases of Teaching – Pre-active, Interactive and Post-active
- 2.4 Teaching of Different levels – Memory, Understanding and Reflective Level
- 2.5 Teaching strategies – Meaning, Nature, Function of teaching strategies
- 2.6 Strategies of teaching : Simulation, Brain Storming, Team teaching

### Unit-III Modification of Teacher Behaviour & Communication

- 3.1 Modification of teaching behaviour: Concept of Microteaching and their Advantages and disadvantages
- 3.2 Skills of Microteaching: Questioning, Explaining, Illustration with example and Stimulus variation, Probing Question
- 3.3 Flanders's Interaction Analysis: Concept, Procedure and Significance in Teaching-Learning
- 3.4 Communication Process: Concept and Principles of communication
- 3.5 Mode and Barriers to communication, Classroom communication (Interaction, Verbal and Non-verbal).

### Unit -IV Programmed Instruction and Types

- 4.1 Programmed Instruction: Origin, Principles and Characteristics
- 4.2 Types of Programmed Instruction : Linear, Branching and Mathematics and their implications
- 4.3 Development of a programme: Preparation, Writing, Try out and Evaluation
- 4.4 Concept of Computer Assisted Instruction, Teaching machines

### Suggested Readings

- Abbott, C. (2001). ICT: Changing Education. UK: Psychology Press.
- Huang, R., and Kinshuk, Jon K. Price (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Heidelberg: Springer.
- Joyce, B. & Weil, M.(1992), " Models of teaching", New Delhi, Prentice Hall.
- Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.
- Kozma, R.B. (2003). Technology, innovation and educational change: A global perspective. A report of the second information technology in education study. Module 2. International Society for Technology in Education.
- Kumar, K.L.(1996), "Educational Technology", New Delhi:New Age International Publishers.
- Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota Publishers Ltd.
- Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Mehra, V. (2004). Educational Technology. New Delhi: S.S. Publishers.
- Mukhopadhyay,(1990)M.(Ed.) "Educational Technology". New Delhi: Sterling
- Pandey,S.K.(1997), "Teaching Communication", Commonwealth Publishers, New Delhi.

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- Pelgrum, Willem J., and Law, Nancy (2003). ICT in Education Around the World: Trends, Problems and Prospects (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
- Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R. Lall Book Depot.
- Vrasidas, C., Zembylas, M., and Glass, Gene V. (2009). ICT for Education, Development, and Social Justice: Current perspectives on applied information technologies. Centre for the Advancement of Research & Development in Educational Technology.

*Sanjay*

*Raj*

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

B.P.S. Mahila Vishwavidyalaya, Khanpur Kahan  
Master of Arts (Education)

PAPER-IX (Option-iv)  
(MAE-2109)

Educational Measurement and Evaluation-I

2173  
0-18

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours: 90

Exam Hours: 3Hrs.

Credit: 6

### OBJECTIVES:

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

### Unit-I Educational Measurement and Evaluation

1.1 Concept, Scope and Need

1.2 Levels of Measurement & Evaluation: Functions and basic principles of evaluation

1.3 Inter relationship between Measurement and evaluation: Use of Economic Categories of Educational objectives

### Unit-II New Trends in Measurement and Evaluation

2.1 Grading system: Relative merits and demerits of marking and grading

2.2 Semester system Continuous and Comprehensive evaluation

2.3 Question banks

2.4 Use of computer in evaluation

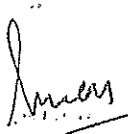
### Unit-III Tools of Measurement and Evaluation

3.1 Essay type tests, objective tests

3.2 Questionnaire and Schedule

3.3 Inventories

3.4 Performance tests

  
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B.P.S. Mahila Vishwavidyalaya, Khanpur Kahan  
District: Jalandhar (Punjab)

  
Head of the Department

## Unit IV: Characteristics of a Good Measuring Instrument

- 4.1 Concept of True and Error Scores
- 4.2 Reliability
- 4.3 Validity
- 4.4 Norms
- 4.5 Usability

### Suggested Readings:

- Aggarwal, Y.P. (1998). Statistical Methods: Concepts, Applications and Computation, New Delhi Sterling.
- Aiken, L.R. & Gary Groth Marhant (2011). Psychological Testing and Assessment (12th edition). New Delhi: Pearson.
- Anastasi, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: Sage Publications.
- Ebel, R.L. and Frisbel, D.A. (1990). Essentials of Educational Measurement, New Delhi Prentice Hall.
- Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International.
- Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.
- Kienowski, V., & Wyatt-Smith, C. (2013). Assessment for education: Standards, judgement and moderation. Sage.
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers.
- Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T. & Borich, G. (2003). Educational Testing and Measurement: Classroom Application and Practice (7th edition). New York: John Wiley and Sons.
- Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching (8th Edition). Delhi: Pearson Publishers.

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- Rao, Aditham Bhujanga (2008). Research Methodology for Management and Social Sciences. New Delhi: Excel Books.
- Reynolds, C.R. and Livingston, R. B. and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Pvt. Ltd.
- Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). Measurement and Evaluation in Psychology and Education (8th Ed.). New Delhi: Pearson.

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Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Master of Arts (Education)  
Paper - XI  
MAE-2111  
Community Participation and Field Work

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours: 45

Credit: 3

**Objectives:**

The paper will enable the students to:

- Sensitize students about the Community
- Acquires themselves with various aspects of Community Work
- Understand the major needs and problems Community
- Observe the functional aspects of various institutional at the Village.
- Understand the working of different agencies in Community

**Community Participation and Field Work**

- ❖ Social Awareness Camp : Awareness Rally, Nukad Natak
- ❖ Identifying the needs of the Community
- ❖ Counselling Drive
- ❖ Field Survey
- ❖ A Case Study of a Problematic Child.
- ❖ Administration, Scoring and Interpretation of any Two of the following:
  - (a) Intelligence Test
  - (b) Personality Test
  - (c) Creativity Test
  - (d) Achievement Test
  - (e) Teaching Aptitude Test
- ❖ Develop an achievement Test on any subject.
- ❖ Any other work related to Community.
- ❖ Awareness programme regarding Various Govt . Scheme





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Master of Arts (Education)  
PAPER-XIII  
(MAE-2113)  
Academic Writing

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours: 45

Credit: 3

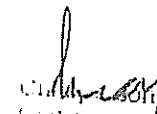
Objectives:

The paper will enable the students to:

- Reflect on their writing skills
- Build capacities for self-criticism and facilitate self-growth.
- Analyse academic sources and how to refer them.
- Understand critical reflection

Practicum

- Academic writing on education for newspaper, educational magazine and journal article etc.
- Review of thesis/book/article
- Workshop/Seminar presentation: Preparing Power Point Presentation, Paper Presentation
- Critical reflections on any three current events/news related to field of education
- Writing research article/papers: Preparation, Analysis and explaining a phenomenon.

  
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