

Dr. Monika

B.P.S. Institute of Teacher Training And Research

Faculty of Education

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

MASTER OF EDUCATION (M.Ed.)

COURSE STRUCTURE AND SCHEME OF EXAMINATION

(w.e.f. 2018-20)

The M.Ed. programme shall be of two academic years (four semesters) and contains 24 papers in all. A brief description of each paper along with thenomenclature, title, paper code, etc. is given below:

SEMESTER-I

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks		
			Instructional Hours	Tutorial	Practical		Internal/Sessional	Ex-ternal	Total Marks
Theory Papers : Compulsory									
1.	PAPER-I (MOE-2101)	Philosophy of Education	5	1	---	6	30	70	100
2.	PAPER-III (MOE-2103)	Research Methods in Education-I	5	1	---	6	30	70	100
3.	PAPER-V (MOE-2105)	Psychology of Learning and Development	5	1	---	6	30	70	100
4	PAPER-VII (MOE-2107)	Educational Studies	5	1	---	6	30	70	100
5	PAPER-IX (MOE-2109)	Optional (Any one)							
	Opt. (i)	Planning, Management and Financing of Education	5	1	---	6	30	70	100
	Opt. (ii)	Educational Measurement & Evaluation	5	1	---	6	30	70	100
	Opt. (iii)	Guidance & Counseling	5	1	---	6	30	70	100
	Opt. (iv)	Inclusive Education	5	1	---	6	30	70	100

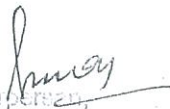
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Practicum									
06.	PAPER-XI (MOE-2111)	Internship Phase-I  (Community Participation Survey)	---	3	---	3	15	35	50
07.	PAPER-XIII (MOE-2113)	Academic Writing	2	1	---	3	15	35	50
Total			27	09	---	36	180	420	600

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Master of Education (M.ED)

Paper –I

(MOE-2101)

Philosophy of Education

Max. Marks: 100

External Marks: 70

Internal Marks: 30

Total Inst. Hours: 90

Exam Hours: 3Hrs.

Credit : 06

Objectives:

This paper will enable the students to:

- Develop the awareness about the relationship between philosophy and education
- Inculcate basic awareness about the major Indian Schools of Philosophies and Western Schools of Philosophies.
- Inculcate the understanding about human values.

Unit-I: Educational Philosophy

- 1.1 Meaning, nature and scope of Educational Philosophy
- 1.2 Functions of Educational Philosophy: - Speculative, Normative and Analytical.
- 1.3 Interrelationship of Philosophy and Education.

Unit-II: Indian Schools of Philosophy

- 2.1 Sankhya, Vedanta, Buddhism, Jainism, Bhagavad Gita and Islamic Traditions with reference to:
  - 2.1.1 Knowledge
  - 2.1.2 Reality
  - 2.1.3 Values and their
- 2.2 Educational Implications in present context.

Unit-III: Different Schools of Thought: Western and Indian

- 3.1 Naturalism, Idealism, Pragmatism, Realism, Existentialism, Marxism with reference to:
  - 3.1.1 Reality
  - 3.1.2 Knowledge
  - 3.1.3 Values and their
- 3.2 Educational Implications in present context.


Unit-IV: Human Values and Education:

- 4.1 Meaning, need and importance of Human Values.
- 4.2 Types of Values – spiritual, moral, social and aesthetic.

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**Suggested Readings:**

- Aggarwal, J.C. (2005) : Theory and Principles of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. (2008). Education in emerging Indian Society, Shipra publication, Delhi.
- Bhatta Charya, S. (2002). Foundations of Education Atlantic publication, New Delhi.
- Bruner, J.S. (2006). In search of Pedagogy Vol. I&II London: Routledge.
- Chaudhary, K. (2008). A handbook of Philosophy of Education, New Delhi MahamayaPublication House.
- Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.
- Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
- Dagar, B. S. and Dhull, I. (1994). Perspectives in moral education, Uppal Publishing house in Delhi
- Gupta, Rainu . (2011). Philosophical, Sociological and Economic basis of education Ludhiana, Tondon Publication.
- Ghanta, R and Dash, B.N, (2006): Foundations of Education (First Edition), New Delhi: Neelkamal Publications PVT. LTD.
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- Jha Arbind Kumar, (2009): Constructivist Epistemology and Pedagogy (Insight into Teaching Learning and Knowing), New Delhi: Atlantic Publishers.
- S. Samuel (2011). Comprehensive Study of Education, PHI Learning Pvt. Ltd., New Delhi.
- Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
- Sodhi, T.S.& Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
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- Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications. 47(631).
- Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
- Taneja, V.R.(2005) : Foundation of Education, Chandigarh 17, Abhishek Publishers.

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**Master of Education (M.ED)**  
**Paper –III**  
**(MOE-2103)**  
**Research Methods in Education-I**

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

Total Inst. Hours: 90  
Exam Hours: 3Hrs.  
Credit : 06

**Objectives:**

The paper will enable the students to:

- Develop scientific attitude among students.
- Develop skills in preparing a comprehensive research proposal.
- Become aware of the importance of inquisitive mind and spirit of inquiry in research.
- Become acquainted with the various tools and research designs.
- Familiarize with the steps of writing a good research proposal.
- Familiarize with the various applications of statistical measures.
- Understand and apply various types of correlation and Normal Probability Curve.

**Unit-1: Introduction to Educational Research.**

- 1.1 Meaning, need and scope of educational research.
  - 1.1.1 Types of Educational Research: fundamental, applied and action research.
  - 1.1.2 Emerging areas in Educational Research.
- 1.2 Formulation of a Research Problem
  - 1.2.1 Selection and nature of the problem.
  - 1.2.2 Sources of identifying the problem.
  - 1.2.3. Describing and Operationalizing variables.
- 1.3 Review of Related Literature.
- 1.3. Need, Importance and various sources of Review of the Related literature.

**Unit-II: Prerequisites for Research Process.**

- 2.1 Hypothesis:
  - 2.1.1 Concept, Types,, Characteristics and Importance of hypothesis.
  - 2.1.2 Formulation of hypothesis.
- 2.2 Sampling:
  - 2.2.1 Concept, Population, Sample, Need, Importance, Methods and Characteristics of good sampling.
  - 2.2.2 Sampling errors and how to minimize them.

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- 2.3 Tools and Techniques of data collection.
- 2.3.1 Characteristics of a good research tool.
- 2.3.2 Questionnaire, Observation, Interview, Focused group discussion.
- 2.3.3 Psychological tests, inventories, rating scales and attitude scales.
- 2.4 Writing of a Research Proposal.
- 2.4.1 Concept Need and importance of a research proposal.
- 2.4.2 Step of writing of a research proposal.

### Unit-III Descriptive Statistics.

- 3.1 Types of Data: Scale of Measurement, Quantitative and qualitative data, Graphical Representation of Data.
- 3.2 Measures of Central Tendency: Meaning, Computation and Uses Mean, Median, Mode.
- 3.3 Measures of Dispersion- Meaning, Computation and Uses Range, Quartile Deviation , Mean Deviation, Standard Deviation.
- 3.4 Measures of Relative Positions- Meaning, Computation and Uses : Percentile , Percentile Ranks.

### UNIT : IV Measures of Relationship and Normal Probability Curve.

- 4.1 Correlation.
- 4.1.1 Meaning and Types of Correlation
- 4.1.2 Computation and Uses of Rank Difference, Correlation, Product Moment Correlation, Partial and Multiple Correlation.
- 4.1.3 Chi- Square test of equality and independence: concept, computation and uses.
- 4.2 Normal Probability Curve:
- 4.2.1 Meaning ,Characteristics and applications of NPC.
- 4.2.2 Skewness and Kurtosis

### Suggested Reading:

- Aggarwal, Y.P. (1998), Statistical Methods, Stealing, New Delhi
- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal , Kurukshetra
- Best, John W. and Kahn, James V (1995). Research in Education, Prentice Hall of India Pvt.Ltd. New Delhi.
- Best, John W and Kahn James V. (2003). Research in Education Prentice Hall, New Delhi.
- Bhandarkar, P.L., Wilkinson, T.S.&Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.
- Chandra, S.S. & Sharma, R.K. (2004). Research in Education, Atlantic Publishers Pvt. Ltd., New Delhi.
- Garg, B.L; Kavdia Aggarwal, S & Aggarwal, U.K. (2002). An Introduction to Research Methodology, RBSA Publishers, Jaipur.
- Garrett, H.E (1973) Statistics in Psychology and Education Bombay: Vakils Feffer and Simon.
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers.
- Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.

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- Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.
- Singh, Amit & Kumar, Dinesh (2013). Elementary Statistical Methods. Patiala: Twenty First Century Publications.
- Singh, Kanwarjit (2012). Methodology of Educational Research. New Delhi: Lotus Press.
- Singh, Pritam (2005). Handbook of Measurement and Evaluation. New Delhi: Doaba House.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications 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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**Master of Education (M.ED)**

**Paper –V**

**(MOE-2105)**

**Psychology of Learning and Development**

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

Total Inst. Hours: 90  
Exam Hours: 3Hrs.  
Credit : 06

**Objectives:**

The paper will enable the students to:

- Develop understanding about theories of learning and their educational implications.
- Identify the factors affecting teaching-learning process.
- Study the various aspects of human development and their implications in teaching-learning process.
- Understand the learner as an individual and as member of classroom group so as to facilitate their holistic development.
- Make aware of the individual differences and learners readiness towards learning.


**UNIT-1; Psychological Bases of Education**

- 1.1 Concept, nature, scope and relevance of Educational Psychology.
- 1.2 Approaches to Educational Psychology-
  - 1.2.1 Observation
  - 1.2.2 Experimental
  - 1.2.3 Differential
  - 1.2.4 Clinical
  - 1.2.5 Psycho-Physical
- 1.4 Recent trends in Educational Psychology.

**Unit-II Growth and Development**

- 2.1 Concept, Principles, Factors influencing Growth and Development.
- 2.3 Various aspects of Growth and Development with focus on Childhood and Adolescence stages:
  - 2.3.1 Physical
  - 2.3.2 Cognitive
  - 2.3.3 Emotional.
  - 2.3.4 Social.

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- 2.4. Needs and problems of Adolescents
- 2.5 Theories of development and their educational implications:
  - 2.5.1 Piaget's theory of Cognitive Development.
  - 2.5.2 Freud's theory of Psycho-sexual Development.
  - 2.5.3 Erikson's theory of Psycho-Social Development.
  - 2.5.4 Kohlberg's theory of Moral Development.

#### UNIT-III Learning and Motivation

- 3.1 Learning: Concept, Factors affecting learning and principles of learning.
- 3.2 Approaches to learning
  - (a.) Behaviourism- (E.L. Thorndike – Basic laws of learning; Skinner; operant conditioning).
  - (b.) Social learning approaches – ( Carl Rogers – Experiential Learning, Bandura-social learning)
  - (c.) Constructivism.
- 3.3 Motivation: Meaning, types, techniques for enhancing learner's motivation and role of teacher.

#### UNIT-IV Individual Differences.

- 4.1 Concept, areas, determinants and Implications of Individual differences.
- 4.2 Theories of intelligence: Stenberg's of triarchic theory and Gardens multiple intelligence theory.
- 4.3 Concept, Characteristics, need and importance of Mental Health and role of teachers in the preservation and promotion of the mental health of students.

#### Suggested Readings:

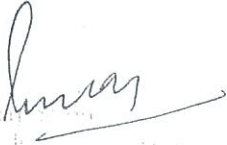
- Aggarwal, J.C. (2009). Essentials of Educational Psychology, Vikas Publishing, New Delhi
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- Bower G.H. and Hilgard E.R. (1980). Theories of Learning Prentice Hall of India, New Delhi.
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- Chauhan, S.S. (1988). Psychology of Adolescence, Allied Publications, New Delhi.
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- Mangal, S.K. (2006). Advanced Education Psychology, New Delhi:: Prentice Hall of India.
- Mathur, S.S., (1986). Educational Psychology, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
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- Panda, B.B. (2009). Fundamentals of educational Psychology, Sangeeta Printers, Cuttack
- R.A. Sharma Educational Psychology
- Singh, Dalip (2000). Emotional Intelligence at work, New Delhi : Sage.
- Wordsworth B.J. Piaget's (1989). Theory of cognitive and affective Development, Longman incorporated, New York.

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M.V.  
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Chief Research Officer  
B.B.S. B. Research  
B.B.S. B. Research  
Khandua Bazar (Cuttack)

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**Master of Education**  
**Paper-- VII**  
**MOE-2107**  
**Educational Studies**

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

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

**Objectives**

The paper will enable the students to:

- (a) Orient about the field of education.
- (b) Became aware of the different perspectives in education.
- (c) Acquaint the learners with the various educational policies and educational programmes.
- (d) Orient themselves to the institutions, systems and structures of education.
- (e) Understand the contemporary concerns of educational policies and practices.

**Unit I Concept and types of Education.**

- 1.1 Meaning and Nature.
- 1.2 Scope of Education as a practice and as a field of study.
- 1.3 Types of Education: Formal, Informal and Non-formal Education.
- 1.4 Aims of Education and Factors determining aims of education.

**Unit II Educational Institutions and Educational Structure**

- 2.1 Vision of Education in Independent India vis-à-vis the national ideals of democracy, secularism, equality and social justice.
- 2.2 Role and responsibilities of various bodies in education: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).
- 2.3 Present educational system- Pre- Primary School System, Higher Secondary Schools System, University System, Technical system.
- 2.4 Educational Structure at central, state, district, block and village level.

**UNIT- III National Programmes and Policies in Education.**

- 3.1 Contemporary concerns of Educational Policies and Practices: Education for All: Initiatives undertaken and their implication for universalization of elementary education in India.

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- 3.2 NCF 2005 & NCFTE 2009, Right to Education Act 2009, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

#### UNIT- IV National Issues and Concerns in Education.

- 4.1. Issues related to equity, equality and quality of Education.  
4.2. Universalization of Elementary Education.  
4.3. Liberalization and Globalization of Education.  
4.4. Expansion of Secondary and Higher Education.

#### SUGGESTED READINGS

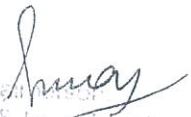
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- Ghosh, S. (2009). Education in Emerging Indian Society: The Challenges and Issues. New Delhi: PHI Learning Private Limited.
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- Habib, S.I. (2010). Moulana Abdul Kalam Azad and the national education system. New Delhi : NUEPA.
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- Mehta, A.C. (2014). Elementary Education : Secondary Education and Education boards New Delhi : Shipra Publication.
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- Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.
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- Yazail, J. (2003). Globlization and Challenges of Education, New Delhi : Shipra Publication.

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E.P.S. Research  
B.F. Research  
Khampani Khatola (New Delhi)

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Master of Education (M.ED)  
Paper –IX  
(MOE-2109)(Opt.i)  
Planning, Management and Financing of Education

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

Total Inst. Hours: 90  
Exam Hours: 3Hrs.  
Credit : 06

**Objectives:**

The paper will enable the students to:

- Get acquainted with the concepts, nature, principles and procedures of educational planning.
- Become aware of the role and contribution of different agencies in educational planning.
- Get acquainted with the changing concepts of educational management and its significance.
- Be sensitized about resources of education and problems of educational finance.
- Know about planning and organizing supervisory programmes in educational institutions.
- Recognize the importance of educational resources and their effective management and implementation for quality education.
- Understand the issues and challenges in Educational Planning and Educational Administration in India.

**UNIT-I Educational Planning.**

- 1.1 Concept, Need, Goals, principles, methods and techniques of Educational Planning.
- 1.2 Approaches to Educational Planning.
  - 1.4.1 Social demand approach.
  - 1.4.2 Man-power approach
  - 1.4.3 Return of Investment approach
  - 1.4.4 Perspective Planning at central, state and local levels: concepts of macro and micro planning.
  - 1.4.5 Institutional Planning.

**Unit- II Educational Finance.**

- 2.1 Meaning , Importance, and Principles of Financing of Education.
- 2.2 Financing policy at Central, State and Local Levels.
- 2.3 Problems & Issues in Financing of Education.

**Unit -III Educational Administration and Educational Management:**

- 3.1 Meaning, nature and scope of Educational Administration and Educational Management.
- 3.2 Basic Principles of Educational Management.
- 3.3 Concept of Administration V/s Human Resource Management and their implications in educational institutions.
- 3.4 Total Quality Management in Education.

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#### Unit -IV Leadership in Educational Organizations:

- 4.1 Meaning, Nature and Styles of Leadership.
- 4.2 Theories of Leadership and Their Relevance in Education.
- 4.3 Leadership Traits & Skills.
- 4.4 Role of a teacher in Leadership.

#### *Suggested Reading:*

- Aggarwal, V.&Bhatnager, R.P.(1997), Supervision, Planning and Financing, Meerut : Surya Publication.
- Bahtanagar, R.P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. Book Depot.
- Bhattacharya, D.K. (2001). Managing People, New Delhi Excel Books
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- Kumar, Alok and Singh, A.P. (2009). Elementary Education In India: Issues and Challenges. New Delhi: Uppal Publishing House.
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- Mudhopadyay,Sudesh and Anil Kumar, K. (2001). Quality Profiles of secondary schools, NIEPA, New Delhi
- Nachimuthu, K. (2015). Educational Planning, Administration and Management, Tamilandu : Iris Publication
- Nair, S.R. (2004). Organisational Behaviour – Texts and Cases, Mumbai : Himalaya Publication.
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- Sharma, R.A. (2009). Educational Administration & Management, meerut : Rlal Book Depot.
- Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.
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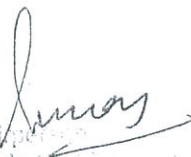
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 Chairperson  
 N.P.S. Institute of Education and Research  
 N.P.S. Matha Vihar, Kalyanpur  
 Mangal Khera (Sonapat)



B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)  
Master of Education (M.ED)  
Paper -IX  
(MOE-2109) (Opt.ii)  
Educational Measurement and Evaluation

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

Total Inst. Hours: 90  
Exam Hours: 3Hrs.  
Credit : 06

**Objectives:**

The paper will enable the students to:

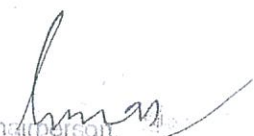
- Know about the basic concepts and practices adopted in educational measurement and evaluation.
- Orient the students with tools and techniques of measurement and evaluation.
- Develop skills and competencies in the preparation and standardization of a tool.
- Develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

**UNIT-1: Educational Measurement and Evaluation.**

- 1.1. Concept, Scope, Need and Level of Measurement.
- 1.2. Functions and basic principles of evaluation.
- 1.3. Inter-relationship of measurement and evaluation.
- 1.4. Use of Taxonomic categories of educational objectives.
- 1.5. New Trends in Measurement and Evaluation.
  - 1.5.1 Grading System: Relative merits and demerits of marking and grading.
  - 1.5.2 Semester system
  - 1.5.3 Credit System. Open book and online examination
  - 1.5.4 Question banks
  - 1.5.5 Use of computer in evaluation
  - 1.5.6 Formative and summative Evaluation

**UNIT- II: Tools of Measurement & Evaluation.**

- 2.1 Subjective type tests and objectives type tests.
- 2.2 Questionnaire and Schedule, Inventories and Performance tests.
- 2.3 Characteristics of a Good Measuring Instrument.
  - 2.3.1 Concepts of True and Error scores
  - 2.3.2 Reliability – Types and factors affecting reliability.
  - 2.3.3 Validity – Types and factors affecting validity.
  - 2.3.4 Norms- age, grade, percentile, standard scores (T-Scores, C-Scores, Z-Scores).

  
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### UNIT- III: Standardization of a Test.

- 3.1 Norms referenced and criteria referenced test.
- 3.2 Construction and Standardization of an achievement test.
- 3.3 Item analysis: Item difficulty, Index Discrimination, Index, effectiveness of distracters
- 3.4 Analysis of Variance.
  - 3.4.1 Analysis of Variance: Concept, assumptions computation and uses.
  - 3.4.2 Chi-square test of independence: (Hypotheses of equality and normality).

### UNIT –IV: Tools and Techniques.

- 4.1 Achievement tests, Aptitude tests, Intelligence tests.
- 4.2 Attitude and Value scales.
- 4.3 Interest Inventories.
- 4.4 Correlation :Concept, computation and significance of the following-
  - 4.4.1 Biserial Correlation.
  - 4.4.2 Point- biserial Correlation.
  - 4.4.3 Phi-coefficient.
  - 4.4.4 Partial Correlation.
  - 4.4.5 Multiple correlation.

### Suggested Readings:

- Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, New Delhi.
- Aggarwal, Y.P. (1998). Statistical Methods, Sterling, New Delhi.
- Aggarwal, Y.P. (1998). The Science of Educational Research : A Source Book, Nirmal Kurukshetra.
- Best, Jobh W. and Kahn James V. (1995), Research in Education, Prentice Hall, New Delhi.
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- L.R. and Frisrie, D.A. (1991) : Essentials of Educational Measurement, New Delhi.,Prentice Hall of India Pvt. Ltd.,
- Movly, A.J. (1963), The Science of Educational Research, Eurosia, New Delhi
- Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1999.

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Chandraseen,  
B.Ed. in Teacher Training & Research  
BPS - a Vishwavidyalaya  
Khanpur kaian (Sonapat)

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**Master of Education (M.ED)**  
**Paper –IX**  
**(MOE-2109) (Opt. iii)**  
**Guidance and Counselling**

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

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

Objectives:

The paper will enable the students to:

- Become aware of the Nature and Scope of guidance.
- Orient about the role of guidance for students with a focus on inclusive classrooms.
- Develop an understanding of the Nature and Scope of Counseling and their Applications.

**Unit 1: GUIDANCE**

- 1.1 Concept, Nature, Principles, Need, Scope and Areas of Guidance.
- 1.2 Relationship of Guidance with Education, Teaching, and Counselling.
- 1.3 Emerging Trends and Challenges in the field of Guidance.

**Unit 2: ELEMENTS AND SCOPE OF COUNSELLING**

- 2.1 Concept, Importance, Purposes and Elements of Counselling.
- 2.2 Process of Counselling.
- 2.3 Techniques in counselling: Interview, Case Study, and Questionnaire.
- 2.4 The Qualities of good counsellor.

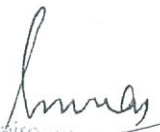
**UNIT 3 ISSUES IN GUIDANCE.**

- 3.1 Meaning and Importance of Research in Guidance.
- 3.2 Problem with Services in Guidance and Counselling.
- 3.3 Group Guidance, Concept, Nature, Principles and Scope of Group guidance.
- 3.4 Group Guidance Techniques:
  - (a) Career Talk.
  - (b) Career Exhibitions.
  - (c) Career Conferences.
  - (d) Sensitization Programmes.

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#### UNIT 4: VARIOUS GUIDANCE SERVICES

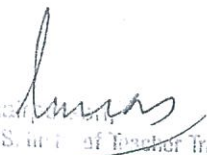
- 4.1 Occupational Information Service: Concept, Nature, Principles and Scope.
- 4.2 Placement Service: Concept, Nature, Principles and Scope.
- 4.3 Follow up Service: Concept, Nature, Principles and Need.

#### Books Recommended

- Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
- Aggarwal, R. (2010). Elementary Guidance and Counselling, New Delhi: Shipra Publication.
- Bala, Rajni. (2007). Guidance and Counselling: Modern Review, New Delhi: Afa Publication.
- Burnard, P. (2005). Counselling Skills Training, New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). Career information and Guidance and Counselling, Delhi: Isha Books.
- Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House.
- Dev, K. (2005). Educational Guidance, New Delhi: Pragun Publication.
- Ghosh J. (1995): Vocational Guidance, New Delhi, U.S.S. Publication.
- Gibson, R. L. and Mitchell, M. H. (2014). Introduction to Counselling and Guidance. New Delhi: PHI Pvt. Ltd.
- Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education, Delhi: Sterling Publications.
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- Koshy, J. (2007). Guidance and Counselling (Vol. IV), New Delhi: Dominant Pub. & Distributors.
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- Pandey, K.P. (2000). Educational and Vocational Guidance in India, Varanasi: Vishwa Vidyalaya Prakashan Chowk.
- Rao, S. N. and Prem Sahajpal (2013). Counselling and Guidance. New Delhi: McGraw Hill Education Pvt. Education.
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**Master of Education (M.ED)**  
**Paper –VII**  
**(MOE-2109)(Opt.iv)**  
**Inclusive Education**

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

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

**Objectives:**

The Paper will enable the students to:

- Become aware of the national and international commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practices and the roles and responsibilities of all concerned personnel.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- Understand the nature of difficulties encountered by students and develop conducive teaching-learning environment in inclusive schools.
- analyze special education, integrated education, mainstream education and inclusive education practices.
- identify and utilize existing resources for promoting inclusive education.

**Unit I- Introduction to Inclusive Education**

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives on education of children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.

**Unit II-Policies and Practices:**

- 2.1 The Persons with Disabilities Act (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009 with respect to inclusive Education
- 2.2 National Policy of Persons with Disabilities Act 2006,
- 2.3 Inclusive Education and Sarva Shiksha Abhiyan: A critical reflection.
- 2.4 Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

**Unit III-Preparation for Inclusive Education.**

- 3.1 Concept and meaning of diverse needs.
- 3.2 Educational approaches and measures for meeting the diverse needs- concept of special education, integrated education and inclusive education.

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- 3.3 Building inclusive learner friendly classrooms, overcoming barriers for inclusion.
- 3.4 Role of teachers, parents and other community members for facilitating of children with diverse needs.

#### Unit IV- Inclusive practices in classrooms

- 4.1 Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, multisensory teaching etc.
- 4.2 Adaptations in curriculum of diverse needs of children
- 4.3 Curricular and co-curricular activities for meeting diverse needs of children.
- 4.4 Role of technology for meeting diverse needs of learners
- Make a list of existing resources in the local area and discuss their uses and limitations based on survey of five inclusive schools.

#### Suggested Reading:

- Advani, L. & Chadha, A. (2003). You and your special Child, New Delhi: UBS Publishers and Distributors.
- Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Publisher and distributors (P Ltd.)
- Hallahan, D.P. & Kauffman, J.M. (1991). Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
- Hans, I.J. (2000). Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas Publication House.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R. I E.
- Sharma, P.L. (1990). *Teachers handbook on IED—Helping children with special needs* N. C. E R T Publication.
- Tomar, M. and Kumari, S. (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.

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BPSM  
Khatrapur Taluk (Sionapat)

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Master of Education (M.ED)  
Paper –XI  
(MOE-2111)  
Internship Phase

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


Total Hours: 45  
Credit: 03

Note: Do any two activities from the following:

- I. Design a course-outline and develop teaching-learning material on any subject.
- II. Suggest some new research studies to be undertaken in the field of education.
- III. Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged.
- IV. Observation of 15 lesson plans of B.Ed. & D.Ed. under the supervision of teacher educator.
- V. Teaching of a lesson from a unit of teacher education curriculum.
- VI. Involvement in various activities of Teacher Education Institute i.e. Organization of Parent Teachers Meet (PTM), Cultural activities on Social Theme etc.
- VII. Administration, scoring and interpretation of any two of the following psychological tests:
  - ❖ Teacher Effectiveness Scale
  - ❖ Organizational Climate scale
  - ❖ Job Satisfaction Scale
  - ❖ Mental Health Inventory
  - ❖ Psychological Hardiness Scale
- VIII. Students will observe the classroom teaching learning behavior of the four fellow-teachers through Flander's interaction analysis system and prepare a report on it.

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Master of Education (M.ED)

Course -XIII

(MOE-2113)

Academic Writing

Total Inst. Hours: 45

Credit: 03

Max. Marks: 50

External Marks: 35

Internal Marks: 15

Objectives:

The paper will enable the students to:

- Understand the different kinds of writings and writing styles.
- understand the various essential requirements of an academic writing.
- differentiate between academic writing to other writings like article writing, news writing, text-book writing, book- writing, report writing etc.
- Develop of various skills for presentation of a paper.

Course Contents:

Students should engage in following activity and prepare a writing of the following :

- 1.1 Seminar papers.
- 1.2 Workshop Reporting.
- 1.3 Writing research articles/papers.
- 1.4 Presentations of papers through Power point presentations.
- 1.5 Dissertation writing.
- 1.6 Focusing on selection of topics and tools of research.
- 1.7 Qualities and Guidelines of a Repertoire.

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Chief Executive Officer  
B.P.S. Institute of Teacher Training And Research

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