

Raja Mahendra Pratap Singh University, Aligarh U.P. (India)



## **Ordinance and Course Structure for**

**MASTER OF EDUCATION (M.Ed.)**

**Two Year Programme (Four Semester Course)**

**With effect from the Academic session 2025-26 Onwards**

**Department of Teacher-Education**

**Raja Mahendra Pratap Singh University, Aligarh**  
**MASTER OF EDUCATION (M.Ed.)**  
**(Two Year Four Semester Course)**

**The Programme:**

It is a regular full time four semesters Master Degree Programme in Education. The programme consists of Four Semesters - Semester I and II in the First Year of the Programme and Semesters III and IV in the Second Year of the programme.

Duration:

The Master Degree Programme in Education (M.Ed.) for a period of two years. Each academic year shall comprise of two semesters' viz. Odd and Even semesters. Odd semesters shall be from July to December and Even Semesters shall be from January to June.

**Eligibility:**

B.Ed. under at Least 10+2+3 pattern securing a Minimum of 55% Marks for General Category / OBC Category Students and Minimum of 50% Marks for SC/ ST Category Students in the aggregate including all subjects studied at B.Ed. Level except those subjects where only pass marks are required and which do not contribute to the total' in the final (Degree) marksheet.

**Fees:**

Every candidate shall pay such fee to the institution / college / University under jurisdiction of the University as the syndicate may prescribe from time to time.

**Duration / Working Days:**

- (a) The Master of Education Programme for a period of two years.
- (b) There shall be at least two hundred working days in each year exclusive of the period of examination and admission.
- (c) The institutions / Colleges shall work for a minimum of thirty-six (36) hours in a week, during which physical presence in the institutions/colleges of all the teachers and students. It is necessary for the teachers to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

**Attendance:**

- (a) Attendance shall be counted and shortage thereof may be condoned for special reasons in accordance with Ordinance 6 of Chapter XXV, subject to the condition that if his actual attendance is less than 80%, he/she shall not be eligible to appear in the examination notwithstanding anything to the contrary in Ordinance 16 of Chapter XXV.
- (b) The minimum attendance of student shall have to be 80% for all course work and practicum and 90% for school internship as per NCTE norms.

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## Evaluation and the Marking System:

1. The Examination shall be held at the end of each semester and result announced thereafter.
2. The M.Ed. Degree Programme divided into four semesters. Each semester carry

Maximum: 400 Marks. Hence, the M. Ed- Degree awarded in Grand Total of 1600 Marks (i.e. First Sem -400 + Second Sem.-400 + Third Sem.-400 + Fourth Sem. -400 = 1600). The Minimum Pass Marks of every paper is 40% in Theory & Practical Paper separately and total aggregate of the semester is 45% minimum.

3. Provided that in respect of the students who have completed and passed all the four semesters of the M.Ed. Programme in the aforesaid manner, the division shall be declared on the basis of the total marks scored in all the four semesters as follows:
  - a) First Division with Distinction, those who obtain 75% or more marks at the end of their course.
  - b) First Division, where student secures 60% or above but less than 75% marks.
  - c) Second Division where student secures 48% or above but less than 60% marks.
  - d) Third Division where student secures 45 % or above but less than 48% marks.

## Re-Examination / Repetition Semester Rules:

1. In case a student fails to score 40% marks in Theory Paper not more than two papers in a semester and not more than four papers in all at a time, but scores an average of 45 % marks in total aggregate or more in the semester concerned, he/she shall be promoted to the next semester (from the first semester to the second semester), subject to the condition that he/she shall reappear in such paper(s) at the respective semester examinations of the ensuing academic session. He/she shall be promoted to the next semester and allowed to re-appear in such paper(s) at the respective semester examinations of the immediately ensuing academic session.
2. In case a student has scored 40% or more in all the theory papers in a semester but fails to score 45% in the total aggregate, he/she shall be declared FAILED. He / she shall be promoted to the next semester, Subject to the condition that he / she will reappear in not more than two papers of the year at the examination of the ensuing academic session. He/she desire at the respective semester examination.
3. In case, a student fails to score 40% marks in more than two theory papers in a semester and 45% marks in the total aggregate in a semester, he/she shall be declared FAILED in the semester concerned and shall have to appear as an EX-STUDENT in all the papers in the respective. semester examination of the immediately ensuing academic session.
4. In case a student fails to score 40 marks in Theory Paper not more than two papers in respective previous semester and in not more than four papers in all at a time, but scores an average of 45% marks in total aggregate or more in the semester concerned, subject to the condition that he/she shall reappear in such papers at the respective semester examinations of the ensuing academic session. He/she again fails in respective re-examination of final semester, the Degree of M.Ed. (Two Year Programme) will be automatically cancelled.
5. In case a student ABSENT in Practical Paper in Second Semester & Fourth Semester, subject to the condition that he/she shall reappear in Practical paper at the respective semester examination of the ensuing academic session. He/she shall be promoted to the

next semester and allowed to reappear in practical exam at the respective semester examinations of the immediately ensuing academic session

6. In case a student fails to score minimum 50% marks in Practical Paper in Second Semester & Fourth Semester, subject to the condition that he/she shall be treated as FAILED in the respective that semester, but University will give only one attempt or chance to attempt all paper of practical exam again in the next year as an EX-STUDENT.
7. The final result (pass/ fail and the division obtained) shall be determined at the end of the successful clearance of all the four semesters.
8. The candidate shall be eligible for the award of the degree after successful clearance of all the courses of M.Ed. (Two Year, four Semester Programme) by the examination of the two-year semester programme or till expiry of registration / enrolment. Maximum duration of passing the course will be three years (counted from the date of admission).
9. The candidate shall not be eligible to get the (a) Grace marks or (b) Notification No. 08 or (c) Grace Division, due to the University has given the provision of RE-EXAM or IMPROVEMENT in Theory & Practical Paper only.
10. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.

# Master of Education (M.Ed.)

## (Two Year Four Semester Course)

### First Semester-

<b>Paper Code</b>	<b>Paper Title</b>	<b>M.M.</b>	<b>Theory (Max/Min)</b>	<b>Internal (Max/Min)</b>	<b>Aggregate Passing Marks</b>
M-101	Psychology of Learning and Development	100	80/32	20/08	100/40
M-102	History and Political Economy of Education	100	80/32	20/08	100/40
M-103	Sociological Foundation of Education	100	80/32	20/08	100/40
M-104	Methodology of Educational Research-I	100	80/32	20/08	100/40

Note Total Marks of First Semester 400 Passing Marks 180

### Second Semester-

<b>Paper Code</b>	<b>Paper Title</b>	<b>M.M.</b>	<b>Theory (Max/Min)</b>	<b>Internal (Max/Min)</b>	<b>Aggregate Passing Marks</b>
M-201	Educational studies	100	80/32	20/08	100/40
M-202	Curriculum Studies	100	80/32	20/08	100/40
M-203	Measurement and Evaluation in Education	100	80/32	20/08	100/40
M-204a	Preparation and Presentation of Synopsis		<b>(Max/Min) -50/25</b>		
M-204b	Internship		<b>(Max/Min) -50/25</b>		

Note-Total Marks of Second Semester 400 Passing Marks 180

### Third Semester-

<b>Paper Code</b>	<b>Paper Title</b>	<b>M.M.</b>	<b>Theory (Max/Min)</b>	<b>Internal (Max/Min)</b>	<b>Aggregate Passing Marks</b>
M-301	School Administration and Leadership	100	80/32	20/08	100/40
M-302	Methodology of Educational Research-II	100	80/32	20/08	100/40
M-303	Teacher Education Issues and challenges	100	80/32	20/08	100/40
M-304	Educational Technology	100	80/32	20/08	100/40

Note- Total Marks of Third Semester 400 Passing Marks 180

#### Fourth Semester-

<b>Paper Code</b>	<b>Paper Title</b>	<b>M.M.</b>	<b>Theory (Max/Min)</b>	<b>Internal (Max/Min)</b>	<b>Aggregate Passing Marks</b>
M-401	Specialization Course (Select any One) Paper 401(A) Guidance & Counselling Paper 401(B) School Education Paper 401(C) contemporary India and Education	100	80/32	20/08	100/40
M-402	Specialization Course (Select any One) Paper 402(A) Child Psychology Paper 402(B) Inclusive Education Paper 402(C) Higher Education in India	100	80/32	20/08	100/40
M-403	Dissertation	100	<b>(Max/Min) 100/50</b>		
M-404	Viva Voce	100	<b>(Max/Min) 100/50</b>		

Note-Total Marks of Fourth Semester 400 Passing Marks 180. (Grant Total of all Semester-1600/720)

1. Maximum Marks of Dissertation and viva-voce will be divided into 50% Internal and 50% External
2. 45% aggregate marks required to pass in Each Semester

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**FIRST SEMESTER DETAILED SYLLABUS**

**PAPER: M-101**  
**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

Objectives: -

- To Understand Meaning, function and Methods of Education Psychology.
- To understand human development and its theories.
- To understand concept of learning and various theories of learning.
- To Understand transfer of learning.
- To develop an understanding of concept of intelligence and adjustment.

Unit-I: Psychology and its nature.

1. Psychology, Meaning, nature of Psychology and contribution of Psychology in Education.
2. Educational Psychology- Meaning, Scope and aims of Educational Psychology.
3. Methods used in Educational Psychology

Unit-II: Human development and its theories

1. Meaning, Principles, stages and aspects of human development.
2. Adolescent Problems and Remedial measures,
3. Cognitive development theory -Piaget
4. Moral development theory -Kohlberg
5. Theory of Psycho-Social development- Erickson.

Unit-III: Theoretical Approaches to learning.

1. Theoretical Approaches to learning.
2. Learning- Concept of learning, factors affecting learning.
3. Learning theory -Thorndike, Pavlov, Skinners Learning theory, Kohler's insight theory of learning.

Unit-IV: Transfer of learning and Motivation

1. Transfer of learning Meaning and Characteristics
2. Theories of transfer of Learning
3. Factors affecting Transfer of learning
4. Motivation Meaning and Theories

## Unit-V: Intelligence and Adjustment

1. Intelligence- Concept and theories of Intelligence.
2. Measurement of Intelligence
3. Concept of adjustment, Mechanism of adjustment.
4. Stress and Coping Behaviour

### Practicum Work:

1. Observe and list the developmental Characteristics of a sample of 10 students.
2. Prepare a review of Research Student related to adolescent Education.

### Reference List for "Psychology of Learning and Development"

1. Chauhan, S. S. (2002). Advanced educational psychology (7th ed.). Vikas Publishing House.
2. Dash, M. (2013). Education psychology. Neelkamal Publications.
3. Hilgard, E. R., & Bower, G. H. (1975). Theories of learning (4th ed.). Prentice Hall.
4. Lefrancois, G. R. (2012). Psychology for teaching (13th ed.). Cengage Learning.
5. Mangal, S. K. (2019). Advanced educational psychology (2nd ed.). PHI Learning.
6. Mishra, B. K. (2008). Psychology of learning and development. A. P. H. Publishing Corporation.
7. Ormrod, J. E. (2016). Human learning (7th ed.). Pearson Education.
8. Piaget, J. (1973). To understand is to invent: The future of education. Grossman Publishers.
9. Santrock, J. W. (2021). Educational psychology (6th ed.). McGraw-Hill Education.
10. Skinner, B. F. (1954). The science of learning and the art of teaching. Harvard Educational Review, 24(2), 86–97.
11. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
12. Woolfolk, A. (2021). Educational psychology (14th ed.). Pearson Education.

**Master of Education (M.Ed.)**  
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**FIRST SEMESTER DETAILED SYLLABUS**

**PAPER: M-102**  
**HISTORY AND POLITICAL ECONOMY OF EDUCATION**

Objectives: -

1. To develop understanding about the relationship between education and social process.
2. To analyse education from economic perspective and to identify the linkage between education and development.
3. To trace the history of education in India and to use sound historical knowledge to
4. To reflect upon the dynamic political context in which educational processes taking place.
5. To critically examine the contemporary concerns and issues of education in the India society.

Unit-I: Historical Perspective:

1. Brief overview of education in ancient, pre independence and post-independence period.
2. Ancient Indian universities — Nalanda, Takshila and Vikramasila.
3. Historical background of the emergence of Buddhism and Jainism.

Unit-II: Political Perspective

1. Educational Provision in Indian Constitution.
2. Education and Human Rights.
3. Right & Duties in constitutions
4. Role of State in education under Panchayati Raj, State Government and Central Government.

Unit-III: Economic Perspective.

4. Educational and Human development Index.
5. Human Capital Theory.
6. Education as an employment
7. Education as an Investment.

Unit-IV: Political and Economic Perspective

1. Relationship between educational and Political System.
2. Politization of Education- Education and state, educational institutions as an instrument of state
3. Privatization, Private Initiative and liberalization in education

## Unit-V: Global Perspective

1. Role of education in ensuring sustainable development.
2. Role of International bodies in educational development- WHO, UNICEF, UNESCO, WORLD Bank with reference to India.
3. Contribution of Science and technology to education

### Practicum Work:

1. Critical analysis on history of Education
2. Political and economic issues like- poverty, unemployment, Beggary and Political instability

### **Reference List for "History and Political Economy of Education:**

1. Aggarwal, J. C. (2010). *Landmarks in the history of modern Indian education (7th ed.)*. Vikas Publishing House.
2. Altekar, A. S. (2009). *Education in ancient India*. Nand Kishore & Bros.
3. Apple, M. W. (2004). *Ideology and curriculum (3rd ed.)*. Routledge.
4. Bhatia, K. K., & Bhatia, B. D. (2009). *The philosophical and sociological foundations of education*. Doaba House.
5. Carnoy, M. (1974). *Education as cultural imperialism*. Longman.
6. Deshpande, S. (Ed.). (2015). *The political economy of higher education in India*. Oxford University Press.
7. Govinda, R. (Ed.). (2002). *India education report: A profile of basic education*. Oxford University Press.
8. Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas (2nd ed.)*. SAGE Publications.
9. Naik, J. P. (1965). *Educational planning in India: A study of social demand and state policy*. Allied Publishers.
10. Nambissan, G. B., & Ball, S. J. (Eds.). (2010). *Globalization and education: Critical perspectives*. Routledge.
11. Tilak, J. B. G. (2006). *Economics of inequality in education*. Poorna Publications.
12. Woodhead, M., & Moss, P. (Eds.). (2007). *Early childhood and primary education: Inequality and diversity*. The Open University/UNESCO.

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**FIRST SEMESTER DETAILED SYLLABUS**

PAPER: M-103  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**

**Objectives:**

1. To enable the students to understand the sociological foundation of education.
2. To equip students with the basic terms and concepts of the subject of sociology of education.
3. To make students aware about the culture and social systems.
4. To help students appreciate the role of agencies like family, community, politics and economy in education /schools in India.
5. To make sensitive the students about the social process and social change.
6. To enable the students to understand the important concerns and issues in education.

**Unit-I: Sociology of Education**

1. Nature and scope of sociology of education.
2. Interrelationship between sociology and education.
3. Methods of study in sociology of education.
4. Basic Sociological Concepts (Individual Group Interaction)

**Unit-II: Education, Culture and Social System**

1. Social System — Concept and elements of social system, education as a social subsystem.
2. Culture — Functional characteristics, cross culture transmission.
3. Role of education in the process of assimilation of Indian tradition.
4. Socio-Cultural diversity in education.

**Unit-III Agencies of Education in India**

1. Education and family — Education and community, concept of the community schools.
2. Politics and education, economy and education.
3. Impact of Social Media and Technology on Socialization

**Unit-IV: Education and Social Process**

1. Education and Social stratification.
2. Modernization and social process.
3. Education and social change.
4. Education and social mobility.
5. Education and Culture.

**Unit-V: Important Concerns and Issues in Education**

1. Social equity and equality of educational opportunities.
2. Education of the socially and economically disadvantaged section of society with special references to scheduled caste, scheduled tribes and issues of women and rural population.

Practicum Work:

1. Survey of recent research trends in education and society.
2. Trace out the local educational history.

Reference Books

1. Bhatia, K. K., & Bhatia, B. D. (2009). The philosophical and sociological foundations of education (Revised ed.). Doaba House.
2. Brown, F. J. (1961). Educational sociology. Prentice-Hall.
3. Durkheim, E. (1956). Education and sociology. Free Press.
4. Gore, M. S. (2003). Education and modernization in India. Rawat Publications.
5. Jayapalan, N. (2002). Sociological foundations of education. Atlantic Publishers & Distributors.
6. Mathur, S. S. (2000). Sociological foundations of education. Vinod Pustak Mandir.
7. Ottaway, A. K. C. (1962). Education and society: An introduction to the sociology of education. Routledge & Kegan Paul.
8. Pandey, K. P. (2005). Shaikshik samajshastra [Educational sociology]. Amitash Prakashan. [Hindi]
9. Pathak, R. P. (2012). Philosophical and sociological perspectives of education. Atlantic Publishers.
10. Sadovnik, A. R. (2007). Sociology of education: A critical reader. Routledge.
11. Sharma, Y. K. (2004). Sociological philosophy of education. Kanishka Publishers.
12. Srinivas, M. N. (1996). Social change in modern India. Orient Blackswan.
13. Yadava, S. (2012). Shaikshik Anusandhan [Educational Research]. Sharda Pustak Bhawan.

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**FIRST SEMESTER DETAILED SYLLABUS**

**PAPER: M-104**  
**METHODOLOGY OF EDUCATIONAL RESEARCH-I**

Objectives: -

1. To understand the meaning, purpose and scope of research in education.
2. To understand the source of research problems.
3. To conduct a literature search in educational research.
4. To understand the meaning and types of research hypothesis.
5. To understand the meaning of sampling and research design.
- 6.

**Unit-I: Scientific Method & Educational Research**

1. Meaning, nature and scope of educational research, Types of research fundamental research, applied research and action research.
2. Meaning and definition of qualitative and quantitative research.
3. Variable definition, types: independent and dependent, continuous and discontinuous, intervening and concomitant.

**Unit-II: Formulation of research Problem**

1. Criteria and source for identifying, the research problem.
2. Characteristics of a good research problem.
3. Reviewing literature and writing the rationale for any research problem based on review.
4. Setting objectives of the study primary, secondary and concomitant.

**Unit-III Formulation of Hypothesis**

1. Definition, characteristics, statements of the Hypothesis.
2. Types: research hypothesis, statistical hypothesis (Null and Directional) and operational hypothesis.

**Unit-IV: Population, Sample & research Design**

1. Definition of population and sample, importance of sampling.
2. Sampling Techniques: Purpose sampling, systematic sampling, random sampling, stratified sampling, cluster and multi stage sampling.
3. Size of sample, sample error and avoidance of sampling bias

## Unit-V: Research Proposal Writing

1. Format, style and essential elements of research proposal.
2. Writing references in research proposal.
3. Computer in Academic Research

### Practicum Work:

1. Writing abstracts/Summary of any two Dissertations.
2. Make a Research Proposal on educational topic

### Reference List for "Methodology of Educational Research:

1. Best, J. W., & Kahn, J. V. (2014). Research in education (10th ed.). Pearson Education.
2. Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education (8th ed.). Routledge.
3. Creswell, J. W. (2014). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson Education.
4. Koul, L. (2014). Methodology of educational research (4th ed.). Vikas Publishing House.
5. McMillan, J. H., & Schumacher, S. (2010). Research in education: Evidence-based inquiry (7th ed.). Pearson.
6. Mishra, B. K. (2014). Siksha me anusandhan ki pravidhiyan [Techniques of research in education]. Radha Publications. [Hindi]
7. Neuman, W. L. (2013). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.
8. Pandey, K. P. (2008). Shiksha mein anusandhan [Research in education]. Amitash Prakashan. [Hindi]
9. Sharma, R. A. (2004). Educational research: Designs, procedures and tools. R. Lall Book Depot.
10. Sidhu, K. B. (2009). Methodology of research in education (Revised ed.). Sterling Publishers.
11. Wiersma, W., & Jurs, S. G. (2009). Research methods in education: An introduction (9th ed.). Pearson Education.
12. Yadava, S. (2012). Shaikshik Anusandhan [Educational Research]. Sharda Pustak Bhawan.

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**SECOND SEMESTER DETAILED SYLLABUS**

PAPER: M-201  
EDUCATIONAL STUDIES

Objectives: -

1. To develop understanding about the philosophical and sociological foundation of education.
2. To know about the western philosophical thoughts
3. To know about the great educationist thoughts about education
4. To understand relationship between education and social process.
5. To analyse education from economic perspective and to identify the linkage between education and development.
6. To trace the history of education in India and to use sound historical knowledge to
7. To reflect upon the dynamic political context in which educational processes taking place.
8. To critically examine the contemporary concerns and issues of education in the India society.

Unit-I: Overview of major Indian philosophical schools

1. Sankhya, Yoga, Vedanta, Buddhism, Jainism
2. Educational aims and methods of acquiring valid knowledge in Indian traditions
3. Dayanand Darshan, Islamic traditions and their contributions to educational thought

Unit-II: Western Philosophical Perspectives and Education

1. Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Their contributions to educational theory and practice
2. Relationship between Information, Knowledge, and Wisdom in Western educational philosophy

Unit-III: Sociological Approaches to Education

1. Key approaches in the Sociology of Education:
  - Symbolic Interactionism
  - Structural Functionalism
  - Conflict Theory
2. Concept and types of social institutions:
3. Functions of Family, School, and Society
4. Interrelationship between Socialization and Education

#### Unit-IV: Concept and significance of Social Movements

1. Theories of Social Movements:
  - Relative Deprivation Theory
  - Resource Mobilization Theory
  - Political Process Theory
  - New Social Movement Theory
2. Role of education in initiating and supporting social change

#### Unit-V: Education and Culture: Interconnections and influences

1. Contributions of prominent thinkers to education for social change:
2. Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurti,
3. Paulo Freire, Mary Wollstonecraft, Nel Noddings, Savitribai Phule
4. Socialism, Secularism, Justice, Liberty, Democracy, Equality, and Freedom — Their educational implications

#### Practicum Work:

1. Comparative Analysis of Indian and Western Philosophical Schools with Reference to Educational Aims, Knowledge Systems, and Pedagogical Approaches"
2. Role of Social Institutions, Movements, and Thinkers in Shaping Education for Social Change"

#### Reference Books on History and Political Economy of Education:

1. J. C. Aggarwal – Landmarks in the History of Modern Indian Education (*7th Edition*), *Vikas Publishing House*, 2010.
2. A. S. Altekar – Education in Ancient India, *Nand Kishore & Bros*, 2009.
3. Michael W. Apple – Ideology and Curriculum (*3rd Edition*), *Routledge*, 2004.
4. K. K. Bhatia & B. D. Bhatia – The Philosophical and Sociological Foundations of Education, *Doaba House*, 2009.
5. Martin Carnoy – Education as Cultural Imperialism, *Longman*, 1974.
6. Satish Deshpande (Ed.) – The Political Economy of Higher Education in India, *Oxford University Press*, 2015.
7. R. Govinda (Ed.) – India Education Report: A Profile of Basic Education, *Oxford University Press*, 2002.
8. Krishna Kumar – Political Agenda of Education: A Study of Colonialist and Nationalist Ideas (*2nd Edition*), *SAGE Publications*, 2005.
9. J. P. Naik- Educational Planning in India: A Study of Social Demand and State Policy, *Allied Publishers*, 1965.
10. Geetha B. Nambissan & Stephen J. Ball (Eds.) Globalization and Education: Critical Perspectives, *Routledge*, 2010.
11. J. B. G. Tilak – Economics of Inequality in Education, *Poorna Publications*, 2006.

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**SECOND SEMESTER DETAILED SYLLABUS**

PAPER: M-202  
CURRICULUM STUDIES

**Objectives**

1. Understand the Concept and Foundations of Curriculum
2. Define curriculum and distinguish it from syllabus, instruction, and pedagogy.
3. Analyse Various Types and Models of Curriculum
4. Understand the Process of Curriculum Development.  
Examine Curriculum Implementation and Evaluation
5. Evaluate methods and tools used for curriculum assessment and effectiveness.
6. Explore Curriculum Change and Innovation
7. Identify issues and challenges in curriculum reforms at school and higher education levels.
8. Develop Critical Perspectives on Curriculum Policy and Practice

**Unit-I: Foundations and Principles of Curriculum**

1. Meaning, Principles, Strategies stages and Concept of Curriculum
2. Philosophical Bases: National and Democratic Values
3. Sociological Bases: Socio-cultural Reconstruction
4. Psychological Bases: Learner's Needs, Interests, and Growth
5. Role of National Statutory Bodies: UGC, NCTE, and Universities

**Unit-II: Models of Curriculum Design**

1. Traditional Models: Academic/Discipline-Based Model and Individual Needs and Interests Model
2. Contemporary Models:
  - Competency-Based Curriculum Model
  - Social Functions/Activities Model (Social Reconstruction)
  - Outcome-Based Integrative Model
  - Intervention Model
  - CIPP Model (Context, Input, Process, Product)

**Unit-III Curriculum Transaction and Instructional Strategies**

1. Instructional Systems and their Role in Curriculum Transaction
2. Instructional Media: Types and Use
3. Instructional Techniques and Materials
4. Approaches to Curriculum and Instruction: Academic Approach and Competency-Based Approach
5. Integration of ICT and Technology in Curriculum Transaction

#### Unit-IV: Evaluation of Curriculum

1. Need and Importance of Curriculum Evaluation
2. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model Scriven's Model and Kirkpatrick's Four-Level Model
3. Approaches to Curriculum Evaluation: Formative and Summative Evaluation and Quantitative and Qualitative Methods

#### Unit-V: Curriculum Change and Research

1. Meaning and Types of Curriculum Change
2. Factors Influencing Curriculum Change
3. Approaches to Curriculum Change
4. Role of Stakeholders: Students, Teachers, and Administrators
5. Scope and Importance of Curriculum Research
6. Types of Research in Curriculum Studies

#### Practicum Work:

1. Curriculum Development in Higher Education: Principles, Foundations, and the Role of National Statutory Bodies
2. Curriculum Design, Evaluation Models, and Curriculum Change: An Analytical Study

#### Reference List for "Curriculum Studies

1. Aggarwal, D. D. (2007). Curriculum development: Concept, methods and techniques. *Book Enclave*.
2. Bobbitt, J. F. (1918). The curriculum. Houghton Mifflin.
3. Kelly, A. V. (2009). The curriculum: Theory and practice (6th ed.). SAGE Publications.
4. Kridel, C. (Ed.). (2010). Encyclopaedia of curriculum studies. SAGE Publications.
5. Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan.
6. NCERT. (2005). National Curriculum Framework (NCF) 2005. National Council of Educational Research and Training. <https://ncert.nic.in>
7. NCERT. (2023). National Curriculum Framework for School Education (NCF-SE) 2023. Ministry of Education, Government of India. <https://ncf.ncert.gov.in/>
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**SECOND SEMESTER DETAILED SYLLABUS**

**PAPER: M-203**  
**MEASUREMENT AND EVALUATION IN EDUCATION**

**Objectives**

1. Define and Differentiate Key Concepts, Understand the meaning, scope, and importance of measurement, assessment, testing, and evaluation in the context of education.
2. Distinguish between formative and summative evaluation, norm-referenced and criterion-referenced tests.
3. Explain the characteristics of a good evaluation system such as validity, reliability, objectivity, and usability.
4. Develop Competence in Constructing Evaluation Tools
5. Design diagnostic and formative tests.
6. Apply Basic Statistical Techniques for Data Analysis

**Unit-I: Foundations of Pedagogy and Critical Pedagogy**

1. Pedagogy: Concept and significance, Pedagogical Analysis: Meaning, stages, and applications in teaching
2. Critical Pedagogy: Meaning, need, features, Implications of Critical Pedagogy in Teacher Education
3. Models of Teaching Organization:
  - Memory Level (Herbartian Model)
  - Understanding Level (Morrison Teaching Model)
  - Reflective Level (Bigge and Hunt Model)

**Unit-II: Concept of Andragogy in Education**

1. Andragogy: Meaning, nature, and principles
2. Self-Directed Learning: Characteristics and core competencies
3. Malcolm Knowles' Theory of Andragogy
4. The Dynamic Model of Learner Autonomy
5. Comparative analysis of Pedagogy and Andragogy

**Unit-III Educational Assessment - Principles and Domains**

1. Assessment: Meaning, nature, and importance
2. Types of Assessment: Placement, Formative, Diagnostic and Summative
3. Perspectives of Assessment: Assessment for learning, Assessment of learning and Assessment as learning
4. Domains of Learning and Assessment:
  - Cognitive Domain (Anderson & Krathwohl's taxonomy)
  - Affective Domain (Krathwohl)
  - Psychomotor Domain (R.H. Dave)

#### Unit-IV: Feedback Devices

1. Meaning, types, and criteria
2. Guidance as Feedback, Portfolio Assessment and Reflective Journals
3. Field Engagement Assessment using Rubrics
4. Competency-Based Evaluation and Assessment of Teacher-Prepared ICT Resources

#### Unit-V: Assessment in Andragogy and Interaction Analysis

1. Interaction Analysis Techniques: Flanders' Interaction Analysis System and Galloway's System (Recording Classroom Events, Interaction Matrix Construction & Interpretation)
2. Teacher Evaluation Criteria: Product, Process and Presage
3. Rubrics: Meaning and significance, Steps for constructing rubrics and Self and Peer Evaluation using Rubrics

#### Practicum Work:

1. A Comparative Study of Pedagogical and Andragogical Approaches in Teaching and Assessment with Special Reference to Teacher Education" Trace out the local educational history.
2. "Assessment of Learning across Cognitive, Affective, and Psychomotor Domains: Tools, Techniques, and Feedback Mechanisms

#### Reference List for "Measurement and Evaluation in Education

1. Aggarwal, Y. P. (2012). Statistical methods: Concepts, applications and computation. Sterling Publishers.
2. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Prentice-Hall.
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6. Kubiszyn, T., & Borich, G. (2016). Educational testing and measurement: Classroom application and practice (11th ed.). Wiley.
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**SECOND SEMESTER DETAILED SYLLABUS**

PAPER: M-204a  
**PREPARATION AND PRESENTATION OF THE SYNOPSIS**

**Objectives:** learners will be able to:

1. Understand the concept and purpose of a research synopsis.
2. Identify and describe each component of a well-structured synopsis.
3. Apply logical and academic procedures to prepare a synopsis.
4. Present their synopsis effectively using appropriate academic language and structure.
5. Develop critical thinking and research planning skills

**Steps in the Preparation and Presentation of a Synopsis (Tentative)**

- Step 1: Selection of the Research Topic
- Step 2: Title of the Study Frame a clear, concise, and meaningful title.
- Step 3: Introduction and Background
- Step 4: Statement of the Problem
- Step 5: Objectives of the Study
- Step 6: Research Questions / Hypotheses
- Step 7: Review of Related Literature
- Step 8: Methodology
- Step 9: Significance of the Study
- Step 10: Limitations and Delimitations
- Step 11: Tentative Cauterization
- Step 12: References

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**SECOND SEMESTER DETAILED SYLLABUS**

PAPER: M-204b  
INTERNSHIP

It will be divided into three sections

**Part A. Observation of activities Class room teaching**

2. Micro teaching practice
3. Preparation of lesson plan
4. Model Lesson
5. Assembly
6. Co-curricular activities
7. Seminar presentation
8. Students counselling
9. Community work
10. Organization of in-service education programme

**Part B. Assisting B.Ed. Students**

1. Assisting B.Ed. Students in lesson plan preparation
2. Assisting B.Ed. students giving seminar preparation
3. Assisting B.Ed. students in T LM preparation
4. Assisting B.Ed. students in SUPW Activities
5. Assisting B.Ed. Students in organizing exhibitions
6. Assisting B.Ed. students in organizing community work.

**Part-C Interviews of pupil teachers, teacher educators, employees**

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**THIRD SEMESTER DETAILED SYLLABUS**

**PAPER: M-301**  
**SCHOOL ADMINISTRATION AND LEADERSHIP**

Objectives: By the end of this course, the students will be able to:

1. Define the concepts of educational management and administration and explain their principles, functions, and importance in institutional development.
2. Analyse different management models and tools such as POSDCORB, CPM, PERT, and SWOT in the context of educational institutions.
3. Differentiate between various administrative theories such as Taylorism, bureaucracy, human relations approach, and management as a system.
4. Understand the concept, nature, and styles of leadership in educational administration, including key leadership theories and models.
5. Explain the concept of quality in education from Indian and international perspectives, including the evolution from inspection to total quality management and six sigma.
6. Evaluate the roles and contributions of quality pioneers like Walter Shewart, Edward Deming, and C.K. Prahalad in educational quality assurance.
7. Understand the need for and process of planned change in education through various models such as Lewin's Three-Step Model and Japanese approaches.

**Unit 1: Educational Management and Administration**

1. Meaning, Nature, and Scope of Educational Management and Administration and Importance of Educational Administration in Institutional Development
2. Principles and Functions of Management (POSDCORB)
3. Institution Building and Decision-Making Tools: CPM (Critical Path Method) and PERT (Program Evaluation and Review Technique)
4. Theories and Approaches: Taylorism (Scientific Management) and SWOT Analysis
5. Organizational Concepts: Organisational Compliance, Organisational Development and Organisational Climate

**Unit 2: Leadership in Educational Administration**

1. Meaning, Nature, and Importance of Leadership in Education
2. Approaches to Leadership: Trait Theor, Transformational and Transactional
3. Leadership and Value-Based, Cultural, Psychodynamic, and charismatic approach.
4. Leadership Models: Blake and Mouton's Managerial Grid, Fiedler's Contingency Mode, Hersey and Blanchard's Situational Leadership
5. Model, Tri-dimensional Model and Leader-Member Exchange (LMX).

**Unit 3: Quality and Quality Management in Education**

1. Concept of Quality: Definitions and Perspectives and Quality in Education: Indian and International Views
2. Evolution of Quality Mechanisms: From Inspection to Quality Control to Assurance, Total Quality Management (TQM) and Six Sigma in Education
3. Contributions of Quality Gurus: Walter Shewhart, Edward Deming and C.K. Prahalad

#### Unit 4: Change Management in Educational Institutions

1. Concept and Importance of Change Management and Planned Change and its Necessity in Education
2. Models of Change: Lewin's Three-Step Model (Unfreezing, Moving, Refreezing), Japanese Models, Just-in-Time (JIT) and Poka-yoke (Error Prevention)
3. Cost Considerations in Quality: Appraisal Costs, Failure Costs and Preventable Costs
4. Economic Evaluations: Cost-Benefit Analysis and Cost-Effectiveness Analysis

#### Unit 5: Quality Assurance Agencies and Performance Indicators

1. National and International Quality Assurance Agencies: NAAC (National Assessment and Accreditation Council), QCI (Quality Council of India and INQAAHE (International Network for Quality Assurance Agencies in Higher Education)
2. Objectives, Roles, and Functions of Quality Agencies
3. Performance Indicators in Education: Input, Process, Output, and Outcome Indicators
4. Recent Quality Initiatives in Indian Higher Education

#### Practicum Work:

1. A Comparative Analysis of Educational Management Theories and Administrative Approaches in Institutional Development.
2. Leadership and Quality Assurance in Education: Theoretical Models and Contemporary Practices.

#### Reference List for School Administration and Leadership

1. Bhatnagar, R. P., & Aggarwal, V. (2009). Educational administration and management (Revised ed.). R. Lall Book Depot.
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6. Kochar, S. K. (2011). Secondary school administration. Sterling Publishers.

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**THIRD SEMESTER DETAILED SYLLABUS**

**PAPER: M-302**  
**METHODOLOGY OF EDUCATIONAL RESEARCH-II**

**Objectives:**

1. The student will be able to
2. Understand tool, design and procedure for collection of data.
3. Understand and explain the method appropriate for a research study.
4. Understand the construction and standardization of tools of educational research.
5. Test specific hypotheses about populations based on sample data.
6. Use appropriate procedure to analyse qualitative data.
7. Understand regression and prediction in relation to correlation
8. Test hypothesis based on a given situation using statistics.
9. Understand the application of parametric tests and analysis of variance.

**Unit 1: Scales of Measurement and Quantitative Data Analysis**

1. Types of Measurement Scales: Nominal, Ordinal, Interval, and Ratio
2. Descriptive Data Analysis:
  - Measures of Central Tendency: Mean, Median, Mode
  - Measures of Variability: Range, Standard Deviation, Variance
  - Fiduciary Limits (Confidence Intervals)
  - Graphical Presentation of Data: Bar Graphs, Histograms, Frequency Polygons, Pie Charts

**Unit 2: Inferential Statistics and Hypothesis Testing**

1. Testing of Hypothesis:
  - Null and Alternative Hypotheses
  - Type I and Type II Errors
  - Levels of Significance
  - Power of a Statistical Test and Effect Size
2. Parametric and Non-Parametric Techniques:
  - Conditions for Using Parametric Tests
  - t-test, z-test, ANOVA

- Chi-square Test (Equal and Normal Probability Hypothesis)
- Correlation (Pearson's and Spearman's)

### Unit 3: Advanced Data Analysis Techniques

1. Inferential Data Analysis: Meaning and Uses
2. Use and Interpretation of Statistical Techniques:
  - Correlation
  - t-test and z-test
  - ANOVA
  - Chi-square Test
3. Introduction to Software Tools for Statistical Analysis (e.g., SPSS, R)

### Unit 4: Qualitative Research and Analysis

1. Qualitative Data Analysis:
  - Data Reduction and Classification
  - Analytical Induction
  - Constant Comparison Method
  - Concept of Triangulation: Importance and Types
2. Qualitative Research Designs:
  - Grounded Theory: Types, Characteristics, Steps, Strengths & Weaknesses
  - Narrative Research: Meaning, Steps, and Key Characteristics
  - Case Study: Types, Components, Steps, Strengths & Weaknesses
  - Ethnography: Meaning, Characteristics, Assumptions, Steps, Writing, Strengths & Weaknesses

### Unit 5: Mixed Method Research (MMR):

1. Characteristics and Rationale
2. Types of MMR Designs:
  - Triangulation Design
  - Explanatory Design
  - Exploratory Design
3. Steps in Conducting MMR
4. Strengths and Weaknesses of Mixed Methods Research
5. Integration of Qualitative and Quantitative Data

### Practicum Work:

1. Application and Interpretation of Quantitative Statistical Techniques in Educational Research

2. Comparative Analysis of Qualitative Research Designs with Emphasis on Grounded Theory, Case Study, and Mixed Method Approaches

### **Reference List for "Methodology of Educational Research"**

1. Best, J. W., & Kahn, J. V. (2014). Research in education (10th ed.). Pearson Education.
2. Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education (8th ed.). Routledge.
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4. Koul, L. (2014). Methodology of educational research (4th ed.). Vikas Publishing House.
5. McMillan, J. H., & Schumacher, S. (2010). Research in education: Evidence-based inquiry (7th ed.). Pearson.
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**THIRD SEMESTER DETAILED SYLLABUS**

PAPER: M-303  
TEACHER EDUCATION ISSUES AND CHALLENGES

**Objectives:** By the end of the course, the students will be able to:

1. Understand the meaning, scope, and structural framework of teacher education in India.
2. Examine major educational curriculum documents (NCTE) and interpret their vision.
3. Analyse various models and perspectives in teacher education and reflective practice.
4. Understand the planning and organization of in-service teacher education and the role of various agencies.
5. Critically evaluate the concept of teaching as a profession and the role of ethics, ICT, and innovation in teacher development.

**Unit 1: Foundations of Teacher Education**

1. Meaning, Nature, and Scope of Teacher Education and Types of Teacher Education Programs
2. Structure and Vision of Teacher Education Curriculum in NCERT & NCTE documents
3. Curriculum for Elementary, Secondary, and Higher Secondary Levels
4. Organization of Components of Pre-service Teacher Education
5. Transactional Approaches: Expository, Collaborative, and Experiential Learning

**Unit 2: Theoretical and Reflective Perspectives**

1. Understanding Knowledge Base of Teacher Education:
  - Schulman's Pedagogical Content Knowledge
  - Deng and Luke's Discursive Knowledge
  - Habermas' Knowledge Interests
2. Meaning and Strategies of Reflective Teaching
3. Models of Teacher Education:
  - Behaviouristic Model
  - Competency-based Model
  - Inquiry-Oriented Model

**Unit 3: In-service Teacher Education**

1. Concept, Need, Purpose, and Scope of In-service Teacher Education

2. Organization and Modes: Face-to-face, Online, Blended
3. Agencies of In-service Teacher Education: SSA, RMSA, SCERT, NCERT, NCTE and UGC
4. Planning In-service Programs: Purpose, Duration, Budget, Resources

#### Unit 4: Professionalism in Teaching

1. Concept of Profession and Professionalism
2. Teaching as a Profession
3. Professional Ethics of Teachers
4. Personal and Contextual Factors Affecting Teacher Development

#### Unit 5: Innovation, ICT, and Quality Enhancement in Teacher Education

1. ICT Integration in Teacher Education
2. Quality Indicators and Quality Assurance Mechanisms
3. Innovations and Best Practices in Teacher Education
4. Role of MOOCs, e-content, DIKSHA, SWAYAM, etc.
5. Future Directions and Policy Considerations

#### Practicum Work:

3. Critically analyse the NCTE (2014) curriculum framework for teacher education. Highlight how it addresses different levels of schooling.
4. Develop a comparative chart of Behaviouristic, Competency-based, and Inquiry-Oriented Models of Teacher Education. Suggest which model is more suitable for 21st-century learners and why.

#### Reference List for "Teacher Education"

1. Aggarwal, J. C. (2011). Teacher and education in a developing society (4th ed.). Vikas Publishing House.
2. Chaurasia, G. (2000). Teacher education and professional organizations.
3. Dash, B. N. (2003). Teacher and education in the emerging Indian society. Neelkamal Publications.
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5. Govt. of India. (1986). National Policy on Education 1986. Ministry of Human Resource Development.
6. Govt. of India. (2020). National Education Policy 2020. Ministry of Education.
7. Joshi, D. (2010). Curriculum and teacher education. S. B. Nangia, APH Publishing.
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9. Mohanty, J. (2003). Teacher education. Deep & Deep Publications.
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**THIRD SEMESTER DETAILED SYLLABUS**

**PAPER: M-304**  
**EDUCATIONAL TECHNOLOGY**

**Objectives-** To enable the prospective teacher educators:

1. To Understand meaning, types and scope of Educational Technology.
2. To develop an awareness about the recent innovations of education technology.
3. To understand models of teaching and learning technology.
4. To know the instructional design and modes of development of self-learning material.
5. To understand the application of ICT in Education.

**Unit 1: Foundations of Educational Technology**

1. Concept, nature, and scope of Educational Technology (ET)
2. Components: Instructional Technology, Information Technology, Communication Technology, ICT
3. Applications of ET in formal, non-formal (ODL), informal and inclusive education
4. Overview of learning theories:
  - Behaviourism (Skinner)
  - Cognitivism (Piaget, Ausubel)
  - Constructivism (Bruner, Vygotsky)
5. Implications of learning theories for instructional design

**Unit 2: Instructional Design and Systems Approach**

1. Systems Approach to teaching and learning
2. Instructional Design Models: ADDIE, ASSURE, Dick and Carey and Mason's model
3. Gagne's Nine Events of Instruction
4. Five E's of Constructivist Learning
5. Nine Elements of Constructivist Instructional Design

**Unit 3: ICT Tools and E-Learning Approaches**

1. Application of Computers in Education:
  - CAI (Computer Assisted Instruction)
  - CAL (Computer Aided Learning)
  - CBT (Computer Based Training)
  - CML (Computer Managed Learning)

2. ODLM (Open and Distance Learning Materials): Concept and development
3. E-learning: Concept and forms (offline, online, synchronous, asynchronous, mobile learning)
4. Blended learning: Models and pedagogy

#### **Unit 4: Emerging Trends and Inclusive E-Learning**

1. Social learning: Concept and tools (Web 2.0, blogs, chats, video conferencing, forums)
2. Open Educational Resources (OER) and MOOCs
3. E-inclusion and assistive technologies
4. Measuring quality of e-learning:
  - Information system models (D&M IS Success Model, 2003)
  - System, service, information, user satisfaction, net benefits
5. Ethical issues in e-learning for learners and teachers

#### **Unit 5: ICT in Evaluation, Administration and Research**

1. Use of ICT in:
  - Evaluation: E-portfolios, online assessment tools, test generators
  - Administration: Data management, digital attendance, ERP systems
  - Research: Online repositories, digital libraries, referencing tools.
2. Concept and development of online/offline surveys and feedback tools.
3. Integrating ICT in research reporting and presentation.

#### **Practicum Work:**

1. Integration of ICT in Teaching-Learning Process: Opportunities, Challenges, and Best Practices"
2. A Critical Review of Educational Technology Models and Their Relevance in the 21st Century Classroom

## Reference List for "Educational Technology

1. Aggarwal, J. C. (2013). Essentials of educational technology: Teaching learning innovations in education (2nd ed.). Vikas Publishing House.
2. Chauhan, S. S. (2007). Innovations in teaching learning process. Vikas Publishing House.
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11. Roblyer, M. D., & Doering, A. H. (2014). Integrating educational technology into teaching (6th ed.). Pearson.
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**FOURTH SEMESTER DETAILED SYLLABUS**

**PAPER: M-401-A**  
**GUIDANCE & COUNSELLING**

**Objectives:** By the end of the course, the students will be able to:

1. To understand the meaning, nature and scope of guidance.
2. To understand the essential guidance services.
3. To understand the meaning and techniques of counselling.
4. To understand the planning of guidance programme.
5. To understand the Theories of vocational development.

**Unit 1:** To understand the meaning, nature and scope of guidance.

1. To understand the essential guidance services.
2. To understand the meaning and techniques of counselling.
3. To understand the planning of guidance programme.
4. To understand the Theories of vocational development.

**Unit 2:** Understanding Counselling

1. Meaning & nature and scope of counselling.
2. Types of counselling
3. Relationship between guidance and counselling
4. Counselling services - psychology of counselling, process and psychology climate of counselling, moral codes of counsellor.

**Unit 3:** Essential guidance services

1. Personal data collecting services for individuals.
2. Information services: - Information centre - its need, Collection of Information., Maintenance of information and Dissemination of information.
3. Group Guidance services: - Orientation of new students, Special classes in guidance, Career Day and career conferences and Field trips, Audio Visual shows and Hobby Clubs, etc.
4. Placement service: -
  - Educational placement, vocational placement.
  - Follow up service.
  - Research service for the improvement of guidance and counselling programme.

#### **Unit 4: Techniques of Counselling.**

1. Directive counselling -Analytical Theory.
2. Non-Directive counselling - client centered therapy.
3. Yoga Therapy.
4. Group Therapy.
5. Play Therapy.

#### **Unit 5: Familiarize with behavioural problems of students.**

1. Nature and causes of behavioural problems, concept of normality and abnormality.
2. Under achievement - its causes, learning disabilities.
3. Concept of stress - stress and its causes, consequences of stress, stress prevention.
4. Promoting psychological well-being and peace.
5. Follow up guidance.

#### **Practicum Work:**

1. Identification of the causes for counselling from a nearby school by discussing with teachers.
2. Conduct a survey of the problems that are most prevalent in schools.
3. Prepare a detailed outline of a class task on need for guidance services in schools.

#### **Reference List for "Guidance and Counselling**

1. Aggarwal, J. C. (2010). Educational, vocational guidance and counselling. Doaba House.
2. Bhatnagar, A., & Gupta, N. (Eds.). (1999). Guidance and counselling: A theoretical perspective (Vol. I). Vikas Publishing House.
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**FOURTH SEMESTER DETAILED SYLLABUS**

**PAPER: M-401-B**  
**SCHOOL EDUCATION**

**Objectives:** After completing this course, the learners will be able to:

1. Understand the historical and philosophical evolution of school education in India.
2. Analyse the structure, levels, and governance of school education.
3. Examine the key policies and reforms influencing school education in India.
4. Evaluate the challenges and issues related to equity, quality, and access in school education.
5. Reflect on the role of curriculum, pedagogy, and teacher education in shaping school outcomes.

**Unit I: Development of School Education in India**

1. Ancient, Medieval, and colonial education systems in India
2. Contributions of thinkers like Gandhi, Tagore, Sri Aurobindo, J. Krishnamurti
3. Constitutional provisions (Articles 21A, 45, 51A)
4. Right to Education Act, 2009
5. Indian Knowledge Systems and their relevance to school education

**Unit II: Structure and Governance of School Education**

1. School stages: Pre-primary, Primary, Upper Primary, Secondary, and Senior Secondary
2. Types of schools: Government, Private, Aided, Alternative, Residential schools
3. National and State level educational institutions: NCERT, SCERT, NIOS, CBSE, State Boards
4. Role of School Management Committees (SMCs), Panchayati Raj Institutions in school governance

**Unit III: Curriculum, Pedagogy and Assessment in School Education**

1. National Curriculum Frameworks (2005, 2023)
2. Key features of NEP 2020 in curriculum and pedagogy
3. Activity-based, experiential, competency-based learning
4. Assessment for learning, formative and summative evaluation
5. Use of ICT and digital platforms in teaching-learning

**Unit IV: Challenges and Reforms in School Education**

1. Issues of access, equity, and quality
2. Dropout, retention, learning outcomes
3. Gender, disability, and inclusive education

4. Public-Private Partnership (PPP) in education
5. Major reform initiatives: SSA, RMSA, Samagra Shiksha

#### Unit V: Teacher Education and Professional Development in Schooling

1. Pre-service and in-service teacher education
2. Role of NCTE, DIETs, CTEs, and IASEs
3. NEP 2020 on teacher preparation and teacher standards
4. School leadership and mentoring
5. Use of online and blended learning for teacher development

#### Practicum Work:

1. Critical Analysis of the National Education Policy (NEP) 2020 in the Context of School Education.
2. A Comparative Study of Government and Private Schools in India: Access, Quality, and Learning Outcomes

#### Reference List for School Education

1. Aggarwal, J. C. (2011). Development and planning of modern education (9th ed.). Vikas Publishing House.
2. Arora, G. L. (2000). Teachers and their teaching: Need for new perspectives. Ravi Books.
3. Govinda, R. (Ed.). (2002). India education report: A profile of basic education. Oxford University Press.
4. Jayapalan, N. (2005). Problems of Indian education. Atlantic Publishers.
5. Kumar, K. (2005). Political agenda of education: A study of colonialist and nationalist ideas (2nd ed.). SAGE Publications.
6. Mehrotra, S. (Ed.). (2005). The economics of elementary education in India: The challenge of public finance, private provision and household costs. SAGE Publications.
7. NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training. <https://ncert.nic.in>
8. NCERT. (2023). National Curriculum Framework for School Education (NCF-SE) 2023. National Council of Educational Research and Training. <https://ncf.ncert.gov.in>
9. NCERT. (2006). Position papers of the National Focus Groups on school curriculum. NCERT.
10. Pathak, A. (2013). Contested terrain: Perspectives on education in India. Aakar Books.
11. Sharma, R. A. (2008). School management. R. Lall Book Depot.
12. Tilak, J. B. G. (2006). Education, society and development: National and international perspectives. APH Publishing.
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14. Yashpal Committee. (1993). Learning without burden. Ministry of Human Resource Development, Government of India.

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**FOURTH SEMESTER DETAILED SYLLABUS**

**PAPER: M-401-C**  
**CONTEMPORARY INDIA AND EDUCATION**

Objectives: After completing this course, the students will be able to:

1. Understand the socio-cultural, political, and economic contexts influencing education in contemporary India.
2. Critically examine the constitutional provisions, policies, and reforms related to education.
3. Analyse the key challenges in school and higher education such as access, equity, and quality.
4. Explore emerging trends, digital transformations, and innovations in education.
5. Evaluate the role of education in national development, global citizenship, and sustainable goals.

**Unit I: Policy Framework of Indian Education**

1. Constitutional Provisions (Articles 14, 15, 21A, 28, 29, 30, 45, 51A)
2. Right to Education Act, 2009
3. National Policy on Education (1986, 1992) and NEP 2020
4. Five-Year Plans and Education
5. Role of MHRD, CABE, NITI Aayog

**Unit II: Social and Cultural Context of Education**

1. Education and social justice
2. Education of marginalized groups: SCs, STs, OBCs, minorities, girls
3. Language and medium of instruction debate
4. Multiculturalism, identity, and education
5. Education for national integration and communal harmony

**Unit III: Educational Development: Issues and Challenges**

1. Access, equity, and quality in school and education
2. Dropout and retention issues
3. Privatization and commercialization of education
4. Regional and gender disparities
5. Role of education in achieving SDGs (esp. SDG 4).

**Unit IV: Globalization, Technology and Education**

1. Impact of globalization on Indian education
2. ICT and digital learning: SWAYAM, DIKSHA, e-Pathshala
3. Online, blended, and open distance learning
4. AI, data analytics, and smart classrooms
5. Role of international organizations: UNESCO, UNICEF, OECD

#### Unit V: Reforms, Innovations and Future of Education

1. NEP 2020: Vision and transformational reforms
2. National Credit Framework, Academic Bank of Credits
3. Innovation in pedagogy: FLN, experiential and competency-based learning
4. Teacher education and professional development
5. Education for sustainable development, peace, and global citizenship

#### Practicum Work:

1. Critical Review of the National Education Policy (NEP) 2020: Transforming Indian Education.
2. Role of Digital Technology in Bridging Educational Gaps in Contemporary India.

#### Reference List for "Contemporary India and Education"

1. Aggarwal, J. C. (2010). Landmarks in the history of modern Indian education (7th ed.). Vikas Publishing House.
2. Bhatia, K. K., & Bhatia, B. D. (2009). The philosophical and sociological foundations of education. Doaba House.
3. Chakrabarti, M., & Biswas, R. N. (2008). Foundation of education: Philosophical and sociological. Kanishka Publishers.
4. Gandhi, M. K. (1956). Basic education. Navajivan Publishing House.
5. Government of India. (1986). National Policy on Education 1986. Ministry of Human Resource Development.
6. Government of India. (2020). National Education Policy 2020. Ministry of Education.
7. Jayapalan, N. (2005). Problems of Indian education. Atlantic Publishers.
8. Kumar, K. (2005). Political agenda of education: A study of colonialist and nationalist ideas (2nd ed.). SAGE Publications.
9. Mathur, S. S. (2000). A sociological approach to Indian education. Vinod Pustak Mandir.
10. NCERT. (2005). National Curriculum Framework 2005. National Council of Educational Research and Training. <https://ncert.nic.in>
11. NCERT. (2023). National Curriculum Framework for School Education (NCF-SE) 2023. <https://ncf.ncert.gov.in>
12. Pathak, A. (2013). Contested terrain: Perspectives on education in India. Aakar Books.
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**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**FOURTH SEMESTER DETAILED SYLLABUS**

**PAPER: M-402-A**  
**CHILD PSYCHOLOGY**

**Objectives:** After completing this course, the students will be able to:

1. To understand the development of child and methods of child study.
2. To understand the process of growth.
3. To understand the problems of child personality.
4. To understand techniques of guidance.
5. To understand child adjustment and mental hygiene.

**Unit I: Child Development**

1. Meaning, Definition and importance of Child psychology
2. Child development and modern education.
3. The methods of child study, school and child.

**Unit II: Growth and Development**

1. Meaning and definition of growth and development
2. Rules and Principles of growth and development.
3. Physical, motor, mental, emotional, social and moral development with reference to the developmental stages

**Unit III: Personality and Adjustment**

1. Meaning and definition of personality
2. Development of the Child's personality.
3. Behavioural problems and treatment.

**Unit IV: Techniques and organization of guidance and counselling:**

1. Role of a teacher in organising guidance and counselling programmes
2. Steps, Areas, Agencies and techniques of guidance.
3. Organization of Child guidance clinics, their possibilities in India.

**Unit V: Child Adjustment and Mental Hygiene.**

1. Meaning and definition of adjustment and Mental hygiene
2. Adjustment problems of Child — causes and cures
3. Assessment of personality and mental Hygiene.

Practicum Work:

3. Cognitive Development in Children: A Study Based on Jean Piaget's Theory".
4. Emotional and Social Development of Children: Role of Family and School Environment.

**Reference List for Child Psychology**

1. Agarwal, J. C. (2001). Essentials of educational psychology. Vikas Publishing House.
2. Berk, L. E. (2013). Child development (9th ed.). Pearson Education.
3. Chauhan, S. S. (2002). Advanced educational psychology. Vikas Publishing House.
4. Hurlock, E. B. (2001). Child development (6th ed.). McGraw Hill Education.
5. Mangal, S. K. (2016). Advanced educational psychology (2nd ed.). PHI Learning.
6. Piaget, J. (1952). The origins of intelligence in children. International Universities Press.
7. Santrock, J. W. (2018). Child development (14th ed.). McGraw-Hill Education.
8. Saraswathi, T. S. (Ed.). (2003). Cross-cultural perspectives in human development: Theory, research, and applications. SAGE Publications.
9. Sharma, R. A. (2007). Child psychology and development. R. Lall Book Depot.
10. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
11. Woolfolk, A. (2016). Educational psychology (13th ed.). Pearson Education.
12. Yadav, R. (2010). Bal manovigyan [Child Psychology in Hindi]. Sharda Pustak Bhawan.

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**FOURTH SEMESTER DETAILED SYLLABUS**

PAPER: M-402-B  
INCLUSIVE EDUCATION

**Objectives:** By the end of this course, learners will be able to:

1. Understand the concept, principles, scope, and evolution of inclusive education.
2. Analyse legal provisions and policies related to inclusive education in India.
3. Identify and address the needs of diverse learners with intellectual, physical, sensory, and multiple disabilities.
4. Plan and manage inclusive classrooms using appropriate infrastructure, human resources, and technologies.
5. Evaluate the barriers and facilitators of inclusive education in India and explore recent trends and research.

**UNIT I: Foundations and Philosophy of Inclusive Education**

1. Concept, Principles, and Scope of Inclusive Education
2. Target Groups: Diverse Learners including Marginalized Groups and Learners with Disabilities
3. Evolution of Inclusive Education: From Special to Integrated to Inclusive
4. International Perspective: Salamanca Statement, UNCRRPD
5. National Initiatives: SSA, Samagra Shiksha Abhiyan

**UNIT II: Policies, Laws, and Legal Frameworks**

1. Persons with Disabilities Act (1995), National Policy on Disabilities (2006)
2. Rehabilitation Council of India Act (1992)
3. National Curriculum Framework (2005): Guidelines on Inclusion
4. Concessions and Facilities: Academic and Financial Provisions
5. UNCRRPD: Key Features and Educational Implications

**UNIT III: Understanding Diverse Learners and Disabilities**

1. Concepts: Impairment, Disability, Handicap
2. Classification of Disabilities (ICF Model)
3. Types, Prevalence, and Characteristics of Disabilities:
  - Intellectual Disabilities
  - Physical Disabilities
  - Multiple Disabilities
4. Causes and Prevention of Disabilities
5. Identification and Educational Evaluation: Methods, Tools, Techniques

## UNIT IV: Inclusive Pedagogy and Classroom Practices

1. Planning and Managing Inclusive Classrooms:
  - Infrastructure
  - Human Resource
  - Teaching-Learning Strategies
2. Curriculum Adaptation and Individualized Education Plan (IEP)
3. Assistive and Adaptive Technologies:
  - Products (Aids & Appliances)
  - Processes (Remedial Teaching, IEPs)
4. Parent-Professional Partnership: Roles of Parents, Teachers, Peers, and Professionals

## UNIT V: Challenges, Research, and Ethical Considerations

1. Barriers to Inclusion: Attitudinal, Social and Institutional
2. Facilitators for Inclusive Education
3. Ethical Issues in Inclusion: Equity, Access, and Rights
4. Current Status of Inclusive Education in India
5. Research Trends in Inclusive Education

### Practicum Work:

1. Critically analyse and compare the National Policy on Education (1986) and the UNCRPD (2006) with respect to inclusive education.
2. Design an inclusive lesson plan for a primary classroom accommodating children with visual impairment and learning disabilities.

### Reference List for Inclusive Education

1. Ainscow, M., & Miles, S. (2008). Making education for all inclusive: Where next? *Prospects*, 38(1), 15–34.
2. Alur, M., & Timmons, V. (Eds.). (2009). *Inclusive education across cultures: Crossing boundaries, sharing ideas*. SAGE Publications.
3. Dash, M. (2006). *Inclusive education for children with special needs*. Atlantic Publishers.
4. Gargiulo, R. M., & Metcalf, D. J. (2020). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
5. Government of India. (2020). *National Education Policy 2020*. Ministry of Education. <https://www.education.gov.in>
6. Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education for visually handicapped children*. National Council of Educational Research and Training.
7. Mittler, P. (2000). *Working towards inclusive education: Social contexts*. David Fulton Publishers.

8. NCERT. (2006). National Focus Group Position Paper on Education of Children with Special Needs. National Council of Educational Research and Training. <https://ncert.nic.in>
9. NCTE. (2009). National Curriculum Framework for Teacher Education (NCFTE). National Council for Teacher Education. <https://ncte.gov.in>
10. Pandey, S. (2015). Inclusive education in the 21st century. Neelkamal Publications.
11. Sharma, U., & Deppeler, J. (2005). Integrated education in India: Challenges and prospects. *Disability Studies Quarterly*, 25(1).
12. Singh, A. (2016). Samaveshi shiksha [Inclusive education in Hindi]. Sharda Pustak Bhawan. [Hindi]
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**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
**FOURTH SEMESTER DETAILED SYLLABUS**

PAPER: M-402-C  
HIGHER EDUCATION IN INDIA

**Objectives: The course aims to:**

1. Develop an understanding of the historical evolution and development of higher education in India.
2. Familiarize students with the structure, types, and governance of higher education institutions.
3. Critically analyse national policies, reforms, and quality assurance mechanisms.
4. Explore contemporary issues, challenges, and innovations in higher education.
5. Understand the role of higher education in national development and global context.

**UNIT I: Historical and Philosophical Foundations of Higher Education in India**

1. Aims and Objectives of Higher Education in India
2. Ancient Indian Higher Education: Takshashila, Nalanda, Vikramshila
3. Medieval and Colonial Period: Islamic Education, Macaulay's Minute, Wood's Despatch (1854), Hunter Commission (1882)
4. Higher Education Post-Independence: University Education Commission (1948-49), Kothari Commission (1964-66)
5. Constitutional Provisions related to Higher Education (Art. 15, 21A, 29, 30, 45)

**UNIT II: Structure and Governance of Higher Education**

1. Types of Institutions: Central, State, Deemed, Private, Autonomous Colleges
2. Structure: Undergraduate, Postgraduate, Doctoral
3. Statutory Bodies: UGC, AICTE, NAAC, NCTE, RCI, ICSSR, NCERT
4. Governance and Management of Higher Education Institutions
5. Role of Universities, Academic Councils, and Regulatory Agencies

**UNIT III: Policy Frameworks and Reforms**

1. Knowledge Commission and Yashpal Committee Reports
2. RUSA (Rashtriya Uchchatar Shiksha Abhiyan)
3. New Education Policy 2020 (NEP 2020) and its Implications on Higher Education
4. Curriculum Reforms, Academic Bank of Credits (ABC), Multidisciplinary Education

#### UNIT IV: Quality, Accreditation, and Internationalization

1. Quality Assurance: Role of NAAC and NBA
2. Criteria and Process of Accreditation
3. Ranking Mechanisms: NIRF, QS Rankings
4. Globalization and Internationalization of Indian Higher Education
5. MOOCs, SWAYAM, and Online Higher Education

#### UNIT V: Contemporary Issues and Challenges in Higher Education

1. Equity and Access: Regional, Gender, and Socio-economic Disparities
2. Privatization and Commercialization
3. Employability and Skill Development
4. Academic Freedom and Autonomy
5. Innovation, Research, and Role of ICT in Higher Education
6. Higher Education for Sustainable Development Goals (SDGs)

#### Practicum Work:

1. Write a critical analysis of the New Education Policy 2020 focusing on higher education reforms.
2. Prepare a case study of any Indian university/college and analyse its governance, curriculum, and accreditation status.

#### Reference List for Higher Education in India

1. Altbach, P. G. (2005). The private higher education revolution in India: Challenge and opportunity. *Economic and Political Weekly*, 40(41), 4241–4246.
2. Agarwal, P. (2009). *Indian higher education: Envisioning the future*. SAGE Publications.
3. Bhushan, S. (Ed.). (2009). *Restructuring higher education in India*. Rawat Publications.
4. Government of India. (2020). *National Education Policy 2020*. Ministry of Education. <https://www.education.gov.in>
5. Kapur, D., & Mehta, P. B. (2007). *Indian higher education reform: From half-baked socialism to half-baked capitalism*. Centre for Policy Research.
6. Kumar, K. (2004). *Learning from conflict: The politics of curriculum in South Asia*. SAGE Publications.
7. Naik, J. P. (1965). *Educational planning in India: A study of social demand and state policy*. Allied Publishers.
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10. Powar, K. B. (2002). *Indian higher education: A conglomerate of concepts, facts and practices*. Concept Publishing.

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12. Singh, A. K. (2013). Higher education: Issues and challenges. Sharda Pustak Bhawan.
13. Tilak, J. B. G. (2017). Higher education, public good and markets. Routledge.
14. UGC. (2003). Higher education in India: Issues, concerns and new directions. University Grants Commission. <https://www.ugc.ac.in>
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**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-403  
DISSERTATION

**Master of Education (M.Ed.)**  
(Two Year Four Semester Course)  
FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-404  
VIVA-VOCE