

**Raja Mahendra Pratap Singh University,
Aligarh**



**Master of Education (M. Ed.)
Two Year (Four Semester) Programme
Ordinances & Syllabi
w.e.f. Session 2025-26**

Department of Teacher Education

**Raja Mahendra Pratap Singh University, Aligarh
2025**

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1.0 Ordinance Structure for Master of Education (M. Ed.)

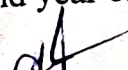
Raja Mahendra Pratap Singh University, Aligarh offers two-year (four semester) programme for the master of education (M.Ed.) degree to Indians and those foreigners who are permitted by government of India to pursue study in the university and affiliated colleges. Raja Mahendra Pratap Singh University, Aligarh makes the following ordinances governing admissions, courses of study, examinations and other issues related to M.Ed. degree, under the faculty of teacher education.

PREAMBLE: The Master of Education programme generally known as M.Ed. It is a professional programme that prepares teachers for the structure of higher education. The objectives of Master of Education programme are:

- (i) To develop competencies, values, skills required to become a reflective teacher.
- (ii) To enable the prospective teachers to understand the nature, purpose, philosophical, psychological and sociological aspects of Education.
- (iii) To empower the teachers to cultivate scientific temper among the students.
- (iv) To train them to conduct relevant research on teaching learning situations and other immediate problems to improve the pedagogical practices.
- (v) To sensitize the prospective teachers towards the promotion of Social Cohesion, National Integration and International understanding.
- (vi) To enable them to address issues of teacher education in changing context of higher education.
- (vii) To develop communication skills, train them to use modern information and communication Technology for higher education.

1.1 The Programme:

The master of education (M.Ed.) shall be a regular, full-time, two-year master degree programme in teacher education. The programme consists of four semesters i.e. semester I and II in the first year and semester III and IV in the second year of the programme.



1.2 Duration:

Each academic year of this programme shall comprise of two semesters viz. odd and even semesters. Odd semesters (Sem. 1&3) shall be from July to December and even semesters (Sem. 2&4) shall be from January to June.

1.3 Eligibility:

Admission in Master of Education programme shall be open for all the candidates with at least 55% marks or an equivalent grade in B.Ed. or equivalent examination for General category/OBC category students and at least 50% marks for SC/ST category students of any University / deemed university / affiliated college recognized by UGC and the NCTE. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.

1.4 Fee:

Every candidate shall pay such fee to the Institution/College/University as UP State Government may prescribe from time to time.

1.5 Working Days:

1.5.1 There shall be at least two hundred working days in each year exclusive of the period of examination and admission.

1.5.2 The institutions/Colleges shall work for a minimum of thirty-six (36) hours in a week. It is necessary for the teachers to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

1.6 Attendance:

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. If attendance of the students is less than 80%, he/she shall not be eligible to appear in the examination.

1.7 Evaluation and the Marking System:

1.7.1 The Examination shall be held at the end of each semester and result announced thereafter.

1.7.2 The M.Ed. degree programme divided into four semesters. Each semester carry maximum: 400 Marks. Hence, the M. Ed- degree awarded in grand total

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of 1600 Marks (i.e. First Sem 400 + Second Sem.400 + Third Sem.400 + Fourth Sem. 400 = 1600). The minimum passing marks of every paper are 40% in theory & practical paper separately and total aggregate of the semester is 45% minimum.

1.7.3 For theory course division of marks shall be 80 marks for theory exam (external) and 20 marks for practical assignments/field engagement (internal) out of 100 marks.

1.7.4 For practical course, weightage of marks shall be as follows:

- (a) Internship (second semester) shall be of 50 marks. The ratio of external and internal assessment shall be 50:50.
- (b) Synopsis and ppt presentation shall be of 50 marks. The ratio of external and internal assessment shall be 50:50.
- (c) Dissertation (fourth semester) shall be of 80 marks. The ratio of external and internal assessment shall be 50:50.
- (d) Viva -voce (fourth semester) shall be of 20 marks. The ratio of external and internal assessment shall be 50:50

1.7.5 For the evaluation of internship and synopsis (second semester) and the evaluation of dissertation and viva voce exam (fourth semester) the panel of examiners shall consist of one member from outside of the university and one member from affiliated PG College within the university.

1.7.6 the list of examiners (internal and external) shall be prepared and approved by the Board of Studies.

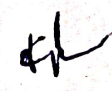
1.7.7 The students who have completed and passed all the four semesters of the M.Ed. programme in the aforesaid manner, the division shall be declared on the basis of the total marks scored in all the four semesters as follows:


- First Division with Distinction, those who obtain 75% or more marks at the end of their course.
- First Division, where student secures 60% or above but less than 75% marks.



- Second Division where student secures 48% or above but less than 60% marks.
- Third Division where student secures 45 % or above but less than 48% marks.

1.8 Re-Examination/Repetition Semester Rules:

- 1.8.1 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.
- 1.8.2 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 theory, 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.
- 1.8.3 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.
- 1.8.4 In case a student fails to score 40% marks in Theory Papers 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. If He/she again fails in respective re-examination of final semester, the Degree of M.Ed. (Two Year Programme) will be automatically CANCELLED.
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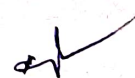
- 1.8.5 In case a student ABSENT in Practical Paper in Second Semester & Fourth Semester, subject to the condition that he/she shall reappear in Practical paper at the respective semester examination of the ensuing academic session. He/she shall be promoted to the next semester and allowed to reappear in practical exam at the respective semester examinations of the immediately ensuing academic session.
- 1.8.6 In case a student fails to score minimum 50% marks in Practical Paper in Second Semester (synopsis/internship) & Fourth Semester (dissertation/viva) subject to the condition that he/she shall be treated as Fail promoted in the respective semester. University shall give only one attempt or chance to attempt practical exam again in the the respective semester examinations of the immediately ensuing academic session.
- 1.8.7 The final result (pass/ fail and the division obtained) shall be determined at the end of the successful clearance of all the four semesters.
- 1.8.8 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).
- 1.8.9 The candidate shall not be eligible to get the Grace marks / Grace Division, as the University has given the provision of RE-EXAM or IMPROVEMENT in theory & practical Paper.
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Raja Mahendra Pratap Singh University, Aligarh
Course structure for Master of Education
(M. Ed.)

First Semester

Paper Code	Paper Title	M.M.	Theory (Max/Min)	Internal (Max/Min)	Aggregate Passing Marks
M-101	Philosophical Foundation of Education	100	80/32	20/08	100/40
M-102	Sociological Foundation of Education	100	80/32	20/08	100/40
M-103	History, Politics and Economy 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 are 400 & Passing Marks are 180.



Second Semester

Paper Code	Paper Title	M.M.	Theory (Max/Min)	Internal (Max/Min)	Aggregate Passing Marks
N-201	Psychological Foundation of Education	100	80/32	20/08	100/40
N-202	Methodology of Educational Research-II	100	80/32	20/08	100/40
N-203	Computer Applications in Educational Research	100	80/32	20/08	100/40
N-204 (a)	Preparation and Presentation of Synopsis	(Max/Min) 50/25			
N-204 (b)	Internship	(Max/Min) 50/25			

~~Note~~ Total Marks of Second Semester are 400 & Passing Marks are 180

Third Semester

Paper Code	Paper Title	M.M.	Theory (Max/Min)	Internal (Max/Min)	Aggregate Passing Marks
M-301	Measurement and Evaluation	100	80/32	20/08	100/40
M-302	Educational Technology	100	80/32	20/08	100/40
M-303	Curriculum Studies	100	80/32	20/08	100/40
M-304	Teacher Education	100	80/32	20/08	100/40

~~Note~~ Total Marks of Third Semester are 400 & Passing Marks are 180.

Fourth Semester

Paper Code	Paper Title	M.M.	Theory (Max/Min)	Internal (Max/Min)	Aggregate Passing Marks
M-401	Specialization-I (A) Elementary Education in India or (B) Secondary and Higher Education in India	100	80/32	20/08	100/40
M-402	Specialization-II (A) Child Psychology or (B) Guidance and Counselling	100	80/32	20/08	100/40
M-403	Specialization-III (A) Inclusive education or (B) Educational Management and Administration	100	80/32	20/08	100/40
M-404	Dissertation & Viva-Voce	100	(Max/Min) 100/50		

Note-Total Marks of Fourth Semester are 400 & Passing Marks are 180.
Grand Total of all Semesters is 1600 and passing marks are 720.

1. Maximum Marks of Dissertation and Viva-Voce will be divided into 50% internal and 50% external.
2. 45% aggregate marks in theory are required to pass in each semester.
3. 50% marks in practical are required to pass in respective semester.

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Raja Mahendra Pratap Singh University, Aligarh

Master of Education (M.Ed.)

(Two Year/ Four Semester Course)

FIRST SEMESTER DETAILED SYLLABUS

PAPER: M-101

Philosophical Foundations of Education

Objectives:

1. To understand the nature of philosophy.
2. To understand the philosophical origin of educational theory and practice.
3. To analyse critically various schools of philosophy.
4. To analyse the vision of great thinkers and their educational implications.
5. To enable the students to develop a philosophical outlook towards educational problems.

Unit-I Philosophy of Education

- a) Meaning, functions, scope and role of philosophy in education.
- b) Relationship between education and philosophy.
- c) Meta physics, Epistemology and Axiology in philosophy.

Unit- II Schools of Indian Philosophy

- a) Introduction of Indian philosophy with special references to their basic tenets.
- a) Study of Indian schools of philosophy: Sankhya, Vedanta, Nyaya and Yoga.
- b) Educational implications of Sankhya, Vedanta, Nyaya and Yoga for aims, curriculum and methodology of education.

Unit- III Schools of Western Philosophy

- a) Introduction of western philosophy with special references to their basic tenets.
- b) Study of western schools of philosophy: Idealism, naturalism, realism, pragmatism, and existentialism, logical empiricism.
- c) educational implications of Idealism, naturalism, realism, pragmatism, and existentialism, logical empiricism for aims, curriculum and methodology of education.

Unit- IV Educational Thoughts of Prominent Philosophers.

- a) Indian Philosophers: Tagore, Aurobindo, Swami Vivekanand, and J. Krishnamurty.
- b) Western Philosophers: Plato, Rousseau, Russell and Dewey.
- c) Contribution of their thoughts with special reference to present context of education.

Unit- V Social Schools of Philosophy

- a) Fundamental Thoughts of Paulo Freire, Mary Wollstonecraft, Nel Noddings, Savitribai Phule.
- b) Educational implications of individualism, democracy, socialism, totalitarianism and communism.
- c) Contribution of individualism, democracy, socialism, totalitarianism and communism with special reference to present context of society and education.

Practicum Work /Assignments: Any One of the following:

- a) Books review of original readings of Rabindra Nath Tagore, Sri Aurobindo, John Dewey, J. Krishnamurty.
- b) Survey of recent researches in philosophy of education.

Reference list:

1. Butler, J.D. (1968) Four Philosophies and their practice in Education and Religion, Third Edition, New York, Harper and Row co., P.528.
2. Brubacher, J.S. (1950) Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pt. Ltd., P.393.
3. Cahn, S.M. The Philosophical Foundations of Education, P.433
4. C.S. Shukla: Development of educational system in India. Loyal book depot, Meerut.
5. John Dewey (1963) Democracy of Education, Mac Millan, New York.
6. K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.
7. Kabir Humayun (1961) Philosophy of Education, Asia Publishing House Bombay.
8. Kabir Humayun (1971) Education in Modern India. Middlemen. England.
9. Kirilenko. And Korshunova, L. (1988). What is philosophy? (Hindi translation by J.C. Pandey), Jaipur: Rajasthan Pupils Publishing House, Pp.272
10. Lal Avam Palode (2007) Shaishik Chinton Avam Prayog, R. Lal Book Depo. Meerut. (in Hindi).
11. Mathur S.S. (2008) 'Shiksha Ke Darshanik tatha Samajik Aadhaar', Agarwal Publications Agra-s.

12. Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books., P.110.
13. Radhakrishnan, S. (2004) Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind Pocket Books., P.116.
14. Radhakrishnan, S. (2004) Hamari Virasat, New Delhi, Hind Pocket Books., P.98.
15. Rusk, R.R. (1928) The Philosophical Bases of Education, London, University of London Press Ltd., P205.
16. Rusk, R.R. and Scotland, J. (1979) Doctrines of the Great Educators, (Fifth Edition), New York, The Macmillan Press Ltd., P.310.
17. Sharma, Y.K. (2002) The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.

Raja Mahendra Pratap Singh University, Aligarh
Master of Education (M.Ed.)
(Two Year Four Semester Course)
FIRST SEMESTER DETAILED SYLLABUS

PAPER:M-102
SOCIOLOGICAL FOUNDATIONS 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

- a) Nature and scope of sociology of education.
- b) Interrelationship between sociology and education.
- c) Methods of study in sociology of education.
- d) Basic Sociological Concepts (Individual Group Interaction)

Unit-II: Education, Culture and Social System

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

Unit-III Agencies of Education in India

- a) Education and family — Education and community, concept of the community schools.
- b) Politics and education, economy and education.
- c) Impact of Social Media and Technology on Socialization

Unit-IV: Education and Social Process

- a) Education and Social stratification.

- b) Modernization and social process.
- c) Education and social change.
- d) Education and social mobility.
- e) Education and Culture.

Unit-V: Important Concerns and Issues in Education

- a) Social equity and equality of educational opportunities.
- b) 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/ Assignments: Any One of the following-

- a. Survey of recent research trends in education and society.
- b. Trace out the local educational history.

Reference List:

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.

Raja Mahendra Pratap Singh University, Aligarh

Master of Education (M.Ed.)

(Two Year Four Semester Course)

FIRST SEMESTER DETAILED SYLLABUS

PAPER: M-103

HISTORY, POLITICS AND ECONOMY OF EDUCATION

Objectives:

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

Unit-I: Historical Perspective:

- a) Brief overview of education in ancient, pre independence and post-independence period.
- b) Ancient Indian universities — Nalanda, Taksh-Shila and Vikrama-Shila.
- c) Historical background of the emergence of Buddhism and Jainism.

Unit-II: Political Perspective:

- a) Educational Provision in Indian Constitution.
- b) Education and Human Rights.
- c) Right & Duties in constitution.
- d) Role of State in education under Panchayati Raj, State Government and Central Government.

Unit-III: Economic Perspective:

- a) Educational and Human Development Index.
- b) Human Capital Theory.
- c) Education as an Employment
- d) Education as an Investment.

Unit-IV: Political and Economic Perspective:

- a) Relationship between Educational and Political System.
- b) Politization of Education- Education and State, Educational Institutions as an Instrument of State.
- c) Privatization, Private Initiative and Liberalization in Education.

Unit-V: Global Perspective:

- a) Role of Education in Ensuring Sustainable Development.
- b) Role of International Bodies in Educational Development- WHO, UNICEF, UNESCO, WORLD Bank with reference to India.
- c) Contribution of Science and Technology to Education

Practicum Work /Assignments: Any One of the following:

- a) Critical analysis of history of Education
- b) Political and Economic issues like- Poverty, Unemployment, Beggary and Political Instability

Reference List:

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.

Raja Mahendra Pratap Singh University, Aligarh

Master of Education (M.Ed.)

(Two Year Four Semester Course)

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 review in educational research.
4. To understand the meaning and types of research hypothesis.
5. To understand the meaning of sampling and research design.

Unit-1 Types and Methods of Research

- (a) Meaning, Steps and Types of Scientific Method (Exploratory, Explanatory and Descriptive).
- (b) Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony).
- (c) Types of research (Fundamental, Applied and Action).

Unit-2 Educational Research

- (a) Meaning and Scope of Educational Research.
- (b) Approaches to Educational Research (Quantitative and Qualitative). Designs in educational research (Descriptive, Experimental and Historical).
- (c) Criteria and Sources for Identifying the Research Problem. Characteristics of a Good Research Problem.
- (d) Research objectives : classification of objectives, writing patterns of research objectives

Unit-3 Review of Related Literature

- (a) The Concept and Importance of Review of Related Literature.
- (b) How to do a good Review of Related Literature
- (c) Writing the Rationale for a Research Problem based on Review.

Unit-4 Variables and Hypothesis

- (a) Variables: Meaning of Concepts, Constructs and Variables. Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator).

- (b) Objectives and Hypothesis – Concept and Sources. Types (Research, Directional, Non-directional, Null).
- (c) Formulating Hypothesis, Characteristics of a good hypothesis.

Unit-5 Sampling Techniques

- (a) Concept of Population and Sample, Characteristics of a good Sample. Techniques of Sampling (Probability and Non-probability Sampling).
- (b) Probability Sampling- Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Systematic Sampling.
- (c) Non-Probability Sampling- Quota Sampling, Purposive Sampling, Incidental Sampling, Snow-Ball Sampling

Practicum Work /Assignments: Any One of the following:

- (a) Select any problem and review of its related literature.
- (b) Make the abstracts of any two dissertations.

Reference List:

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.

Raja Mahendra Pratap Singh University, Aligarh

Master of Education (M.Ed.)

(Two Year Four Semester Course)
SECOND SEMESTER DETAILED SYLLABUS

PAPER: M-201

Psychological Foundations of Education

Objectives:

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

Unit-I: Psychology and its nature.

- (a) Psychology, Meaning, nature of Psychology and contribution of Psychology in Education.
- (b) Educational Psychology- Meaning, Scope and aims of Educational Psychology.
- (c) Methods used in Educational Psychology

Unit-II: Human development and its theories

- a) Meaning, Principles, stages and aspects of human development.
- b) Adolescent Problems and Remedial measures,
- c) Cognitive development theory -Piaget, Moral development theory -Kohlberg, Psycho-Social development theory- Erickson.

Unit-III: Theoretical Approaches to learning.

- a) Theoretical Approaches to learning.
- b) Learning- Concept of learning, factors affecting learning.
- c) Learning theory -Thorndike, Pavlov, Skinners Learning theory, Kohler's insight theory of learning.

Unit-IV: Transfer of learning and Motivation

- a) Transfer of learning: Meaning and Characteristics. Factors affecting Transfer of learning.
- b) Theories of transfer of Learning
- c) Motivation Meaning and Theories

Unit-V: Intelligence and Adjustment

- a) Intelligence- Concept and theories of Intelligence.
- b) Measurement of Intelligence
- c) Concept of adjustment: Mechanism of adjustment.

Practicum Work /Assignments: Any One of the following:

- a) Observe and list the developmental Characteristics of a sample of 10 students.
- b) Comparison of different learning theories.

Reference List:

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.
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9. Santrock, J. W. (2021). Educational psychology (6th ed.). McGraw-Hill Education.
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SECOND SEMESTER DETAILED SYLLABUS

PAPER: M-202

Methodology of Educational Research-II

Objectives:

1. To understand the meaning and purposes of research design.
2. To understand the process of the standardisation of research tool.
3. To understand the basic concepts of statistical techniques.
4. To understand how to analyse the data and its different techniques.
5. To understand the steps of writing a research proposal and research report.
6. To understand the meaning of plagiarism and its types.

Unit-1 Research Design

- (a) Meaning and Characteristics of a Research Design. Purposes of Research Design.
- (b) Types of Research Design (Non-experimental and Experimental).
- (c) Advantage and Disadvantage of Research Design. Criteria of Research Design.

Unit-2 Research Tools and Techniques

- (a) Tools of Research- Reliability, Validity and Norms. Standardisation of a Tool.
- (b) Types of Tools (Rating scale, Attitude scale, Questionnaire, Schedule, Aptitude test and Achievement Test, Inventory).
- (c) Techniques of Research (Observation, Interview and Projective Techniques).

Unit-3 Statistical Techniques

- (a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio).
- (b) Testing of Hypothesis, Type I and Type II Errors, Levels of Significance, Power of a Statistical Test and Effect Size.
- (c) Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using Parametric Techniques.

Unit-4 Data Analysis

- (a) Quantitative Data Analysis- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical representation of data).
- (b) Inferential data analysis- Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, Chi-square (Equal Probability and Normal Probability Hypothesis).
- (c) Qualitative Data Analysis -Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation.

Unit-5 Academic Writing

- (a) Steps of Writing a Research Proposal and Research Report.
- (b) Writing References.
- (c) Meaning and concept of Plagiarism, Types of Plagiarism.

Practicum Work /Assignments: Any One of the following:

- (a) Preparation of a Power Point Presentation (P Pt.) related to any suitable topic.
- (b) Construction of a research tool.

Reference List-

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SECOND SEMESTER DETAILED SYLLABUS

PAPER: M-203

Computer Applications in Educational Research

Objectives:

1. To enable the students to acquire knowledge and skill of using computer.
2. To create awareness among students to improve teaching, learning with the aid of computers.
3. To appreciate the growing trends in computer applications.
4. To enable the students to effectively use computers at different stages of conducting educational researches.
5. To know the instructional applications of internet and web resources.

Unit-I: Computer Fundamentals

- a) History and development of computer, classification of computer, Generation of computers.
- b) Computer Hardware: CPU and other peripheral devices, input, output and auxiliary storage device.
- c) Computer Software, Computer languages and operating systems- types and uses.

Unit-II: Computers in Education

- a) Need and scope of Computer in Education, Application of computers in Education.
- b) Computers in teaching, learning and evaluation: CAI, CBI, CMI, CBT.
- c) Multimedia packages and other software for classroom use, Integration of computer technology into Teacher Education Program.

Unit- III: Internet and E-Education

- a) The Internet and the World Wide Web: Information, services and functions of the Internet and the Web.
- b) Using search engines and Web Utilities: Keywords and search strategies; Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- c) Internet and networking-applications and relevance to education, E education, online education, Virtual technology, smart classroom, web-based learning and cloud computing-concept and its role in education.

Unit- IV: Use of computers in Educational Research

- a) Applications of MS-Word and MS-Excel in educational research.
- b) Introduction to Power Point, creating presentations, Using presentations in educational research.
- c) Qualitative and quantitative data analysis by using computers, preliminary introduction to software of data analysis (SPSS etc). Multimedia, Digital Arts, LATEX.

Unit- V: Computer awareness and literacy

- a) Computer threats and protections, internal and external threats to computer, viruses, Hacking, Computer crime, Cyber law.
- b) Use of Open Access Resources in research: Online journals and abstraction services.
- c) Applications and limitations of A.I. tools. Plagiarism, Intellectual property rights.

Practicum Work /Assignments: Any One of the following:

- a) Preparation a plagiarism report of an original text using open access online tools.
- b) Preparation of at least five different charts/diagrams based on different data using spreadsheet.
- c) Preparation of a power point presentation on ‘data analysis using SPSS.

References:

1. Rajaraman, V. (1998) Fundamentals of Computer, Prentice Hall, India, 1999.
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ren, Inc., N.Y. 13.
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s in Schools: A Handbook for Teachers.
12. Intel Teach to the Future –beginner’s Curriculum (2000)
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SECOND SEMESTER DETAILED SYLLABUS

PAPER: M-204 (a)

PREPARATION AND PRESENTATION OF THE SYNOPSIS

Objectives:

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

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

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

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SECOND SEMESTER DETAILED SYLLABUS

PAPER: M-204 (b)

INTERNSHIP

Internship will be divided into three sections:

Part A. Observation of activities Class room teaching

- a) Micro teaching practice
- b) Preparation of lesson plan
- c) Model Lesson
- d) Assembly
- e) Co-curricular activities
- f) Seminar presentation
- g) Students counselling
- h) Community work
- i) Organization of in-service education programme

Part B. Assisting B.Ed. Students

- a) Assisting B.Ed. Students in lesson plan preparation
- b) Assisting B.Ed. students giving seminar preparation
- c) Assisting B.Ed. students in T LM preparation
- d) Assisting B.Ed. students in SUPW Activities
- e) Assisting B.Ed. Students in organizing exhibitions
- f) Assisting B.Ed. students in organizing community work.

Part-C Interviews of Pupil Teachers, Teacher Educators and Employees

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THIRD SEMESTER DETAILED SYLLABUS

PAPER: M-301

MEASUREMENT AND EVALUATION

Objectives:

1. To define and differentiate key concepts, understand the meaning, scope, and importance of measurement and evaluation in the context of education.
2. To distinguish between formative and summative evaluation, norm-referenced and criterion-referenced tests.
3. To explain the characteristics of a good evaluation system such as validity, reliability, objectivity, and usability.
4. To develop Competence in Constructing Evaluation Tools
5. To design diagnostic and formative tests.
6. To apply basic statistical Techniques for Data Analysis

Unit-I Concept of Measurement and Evaluation

- a. Meaning and Nature of measurement, Need of measurement in guidance.
- b. Meaning of Evaluation, Tools and Techniques of Evaluation
- c. Difference between Measurement and Evaluation.

Unit-II Educational Assessment - Principles and Domains

- a. Assessment: meaning, nature and importance, Types of Assessment: Placement, Formative, Diagnostic and Summative
- b. Perspectives of Assessment: Assessment for learning, Assessment of learning and Assessment as learning
- c. Domains of Learning and Assessment:
 - Cognitive Domain (Anderson & Krathwohl's taxonomy)
 - Affective Domain (Krathwohl)
 - Psychomotor Domain (R.H. Dave)

Unit-III Construction of the Test

- a. Construction and Standardisation of an Achievement Test
- b. Characteristics of a Good Measuring Tool.
- c. Methods of Calculating Reliability, Validity and Norms.

Unit-IV Measurement of Different Tests

- a. Meaning, Nature, Importance and Measurement of Attitude.
- b. Meaning, Nature, Importance and Measurement of Aptitude.
- c. Meaning, Nature, Importance and Measurement of Interest.

Unit-V Measurement of Intelligence, Creativity and Personality

- a. Meaning, Nature, Various Theories and Measurement of Intelligence.
- b. Meaning, Nature, Importance and Measurement of Creativity.
- c. Meaning, Determinants, Various Theories and Assessment of Personality.

Practicum Work /Assignments: Any One of the following:

- a. Construct an Achievement Test of the Subject Taught at Secondary Level.
- b. Select a Sample of Secondary School Students and Administer any three tests from Attitude, Aptitude, Interest, Intelligence, Creativity or Personality.

Reference List-

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THIRD SEMESTER DETAILED SYLLABUS

PAPER: M-302

EDUCATIONAL TECHNOLOGY

Objectives-

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

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

Unit 2: Instructional Design and Systems Approach

- a) Systems Approach to teaching and learning
- b) Instructional Design Models: ADDIE, ASSURE, Dick and Carey and Mason's model, Nine Elements of Constructivist Instructional Design
- c) Gagne's Nine Events of Instruction, Five E of Constructivist Learning

Unit 3: ICT Tools and E-Learning Approaches

- a) Application of Computers in Education: CAI (Computer Assisted Instruction), CAL (Computer Aided Learning), CBT (Computer Based Training), CML (Computer Managed Learning)
- b) ODL (Open and Distance Learning Materials): Concept and development
- c) E-learning: Concept and forms (offline, online, synchronous, asynchronous, mobile learning), Blended learning: Models and pedagogy

Unit 4: Emerging Trends and Inclusive E-Learning

- a) Social learning: Concept and tools (Web 2.0, blogs, chats, video conferencing, forums), Open Educational Resources (OER) and MOOCs

- b) E-inclusion and assistive technologies, Measure the quality of e-learning: Information system models (D&M IS Success Model, 2003) and System, service, information, user satisfaction, net benefits
- c) Ethical issues in e-learning for learners and teachers

Unit 5: ICT in Evaluation, Administration and Research

- a) Use of ICT in:
 - i. Evaluation: E-portfolios, online assessment tools, test generators,
 - ii. Administration: Data management, digital attendance, ERP systems,
 - iii. Research: Online repositories, digital libraries, referencing tools.
- b) Concept and development of online/offline surveys and feedback tools.
- c) Integrating ICT in research reporting and presentation.

Practicum Work /Assignments: Any One of the following:

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

Reference List-

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3. Goel, D. R., & Kumar, P. (2005). ICT and teacher education. IASE, Faculty of Education, M. D. University.
4. Mohanty, J. (2001). Educational technology. Deep & Deep Publications.
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9. Rajasekar, S. (2010). Computer education and educational technology. Neelkamal Publications.
10. Reiser, R. A., & Dempsey, J. V. (2017). Trends and issues in instructional design and technology (4th ed.). Pearson Education.

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THIRD SEMESTER DETAILED SYLLABUS

PAPER: M-303

CURRICULUM STUDIES

Objectives:

1. To understand the Concept and Foundations of Curriculum.
2. To define curriculum and distinguish it from syllabus, instruction, and pedagogy.
3. To analyse Various Types and Models of Curriculum.
4. To understand the Process of Curriculum Development.
5. To examine Curriculum Implementation and Evaluation.
6. To evaluate methods and tools used for curriculum assessment and effectiveness.
7. To identify issues and challenges in curriculum reforms at school and higher education levels.
8. To develop Critical Perspectives on Curriculum Policy and Practice.

UNIT 1. Foundations and Principles of Curriculum

- a) Meaning, Principles, Strategies stages and Concept of Curriculum
- b) Philosophical, Psychological and sociological basis of curriculum.
- c) Role of National Statutory Bodies: UGC, NCTE, and Universities.

UNIT-II. Developmental issues of curriculum

- a) Development of curriculum: Historical perspective, principles of curriculum construction.
- b) Cross curricular issues.
- c) Curriculum renewal and its impact on classroom practices.

UNIT-III. Models of Curriculum Design

- a) Role of Regulatory bodies in curriculum development.
- b) Curriculum evaluation, different models of curriculum evaluation.
- c) Analysis of Curriculum frame work.

UNIT-IV Curriculum Transaction and Instructional Strategies

- a) Concept, need and importance of curriculum transaction.
- b) Essential requirement for transaction of curriculum (duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure facilities.
- c) Instructional Systems and their Role in Curriculum Transaction.

UNIT-V Curriculum Change and Research

- a) Meaning and Types of Curriculum Change. Factors Influencing Curriculum Change. Approaches to Curriculum Change
- b) Role of Stakeholders: Students, Teachers, and Administrators
- c) Types, Scope and Importance in Curriculum Studies.

Practicum Work /Assignments: Any One of the following:

- a) Analysis of different curriculum - CBSE, State Board, ICSE.
- b) Transaction of curriculum at elementary / secondary/higher education.
- c) Comparison of different examination system.

Reference List:

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.
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14. Yadav, K. (2006). Shaikshik curriculum ke siddhant [Principles of educational curriculum]. Sharda Pustak Bhawan.

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THIRD SEMESTER DETAILED SYLLABUS

PAPER: M-304
TEACHER EDUCATION

Objectives:

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

UNIT-1: Teacher education in Indian Scenario.

- a. Meaning, Nature, Concept, Need and importance of teacher education.
- b. Teacher's education in India - Historical perspective.
- c. The dynamics of social, political and economic changes in the society.

UNIT-II: Policies, Programs and Schemes of Teacher Education in India.

- a. UGC, NAAC and NCTE: Structure and Functions.
- b. Recommendations of University education commission (1948-1949), Kothari Commission (1964- 66), NPE (1986-1992), UGC (1994), NCF (2005), NCTE (2009) NEP 2020.
- c. NCTE norms and standards for teacher education programs and teacher education institutions at elementary level, secondary level and master degree level.

UNIT-III: Professional Competence of a teacher at secondary education level.

- a. Selection and recruitment of Teachers at different levels.
- b. Appointments terms and their service conditions (temporary, contract, permanent).
- c. Teacher appraisal and accountability. professional ethics for teacher.

UNIT-IV: Issues and Challenges in Teacher Education.

- a. Problem of pre-service teacher education inadequate planning, privatization and commercialization, economics of teacher education.
- b. Teacher education, leadership, competencies in their planning, implementation and evaluation of pre-service and in-service teacher education program.
- c. Issues related to enhancing teacher education competence, commitment and teacher performance

UNIT-V: Research and Innovation in teacher education.

- a. Research in Teacher Education in India: Need, Importance, Nature and Scope of research.
- b. Areas of research in teacher education. Implications of research in teacher education.
- c. Innovation in teacher education - Preparatory program and professional development of teacher educators.

Practicum Work /Assignments: Any One of the following:

- a. Observation of in-service teacher education program at secondary level and preparation of a report.
- b. A review of National and State Policies on Teacher Education.

Reference List-

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.
4. Goel, D. R., & Goel, C. (2010). Teacher education: Scenario, issues and challenges. Deep & Deep Publications.

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.
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FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-401(A)

Elementary Education in India

Objectives:

1. To understand the concept of Elementary Education and the rationale for the Universalization of Elementary Education (UEE).
2. To understand the programmes and interventions made by central and state governments for the realization of UEE.
3. To understand the Institutions Systems and Structures at the Elementary School level.
4. To examine the development of Elementary Education Policy in India after independence.
5. To develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
6. To describe and discuss the Status, issues and concerns in Elementary Education.

Unit-1 Institutions Systems and Structures at the Elementary School level.

- a. Meaning, significance and structure of Elementary Education in India. Objectives of Elementary Education.
- b. Management and administration of Elementary schools.
- c. Role of local panchayats functions of primary schools.

Unit-II Elementary Education in India after Independence.

- a) Elementary Education as envisaged in different education commissions and policies, Kothari Commission, NPE 1986 and its reviews, Yashpal Committee Report-NCF (2005), KCH (2007), NCFTE (2009).
- b) Basic rights of the child rights legislation in India: National Policy on Children 1974, Ratification of Child Right Conventions (1992), Juvenile Justice Act (1986) and its amendments (2000, 2006).
- c) Child Labour Prohibition and Regulation Act (1986) and the Protection of Children from Sexual Offences Act (2012). Present status of child rights in India.

Unit-III Status, Issues and Concerns in Elementary Education.

- a. Hurdles faced in popularizing elementary education lack of access, problems of non-enrolment and retention-The drop out phenomenon and its causes.
- b. Problems of working children and disadvantaged groups.
- c. Quality of elementary schooling and learning achievement: Quality of the learner, learning environment, process, content and outcomes

Unit-IV Strategies and Programmes - Universal Elementary Education.

- a) Measures towards achievement of elementary education meeting opportunity costs, attendance, scholarships. Mid-day meals,
- b) Improving the internal efficiency of the system: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children.
- c) Dealing with out of school children Alternative schooling, schemes and practices, the un-graded schools and multiple point entry - educating the girl child - imparting gender sensitivity.

Unit-V Curriculum and Evaluation in Elementary Education.

- a) Principles of elementary school curriculum objectives, planning and organization of curriculum.
- b) Evaluation in elementary level (principles, strategies and tools) - Term Evaluation (EE) and Continuous Evaluation (CE).
- c) The concept of negative marketing, evaluation of non-cognitive outcomes, making objectives type test.

Practicum Work /Assignments: Any One of the following:

- a) Collect newspaper evidences related to violation of child rights and analyse the evidences and suggest some measures to prevent it.
- b) Conducting an opinion survey for learning without burden.

References List:

1. Anand, C.L. et. Al. (1989), The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. Bhatia & Bhatia (1989), The Philosophical and Sociological Foundation of Education, Doaba House, Delhi.
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Master of Education (M.Ed.)

(Two Year Four Semester Course)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-401(B)

Secondary and Higher Education in India

Objectives:

1. To develop an understanding of the historical evolution and development of secondary and higher education in India.
2. To familiarize students with the structure, types, and governance of secondary and higher education institutions in India.
3. To critically analyse national policies, reforms, and quality assurance mechanisms of secondary and higher education in India.
4. To explore contemporary issues, challenges, and innovations in secondary and higher education in India.
5. To understand the role of secondary and higher education in national development and global context.

UNIT I: Historical Perspective of Secondary and Higher Education in India

- a) Aims and Objectives of Secondary and Higher Education in India.
- b) Ancient Indian Universities: Taksh-Shila, Nalanda, Vikram-Shila Medieval and Colonial Period: Islamic Education, Macaulay's Minute, Wood's Despatch (1854), Hunter Commission (1882), Sadlar Commission (1917).
- c) Post-Independence Secondary and Higher Education: University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66). NEP (1986 & 2020). Constitutional Provisions related to Secondary and Higher Education (Art. 15, 21A, 29, 30, 45)

UNIT II: Structure and Governance of Secondary and Higher Education in India

- a) Types of Institutions: Central, State, Deemed, Government, Government Aided Self-Financed, Autonomous Colleges.
- b) Statutory Bodies: CBSE, ICSE, State Boards, UGC, AICTE, NAAC, NCTE, RCI, ICSSR, NCERT, NIOS.
- c) Governance and Management of Secondary and Higher Education Institutions. Role of Different Bodies and Regulatory Agencies.

UNIT III: Policy Frameworks and Reforms in Secondary and Higher Education

- a) Knowledge Commission and Yashpal Committee Reports, NCF (2005)
- b) Madhymik Shiksha Abhiyan, Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- c) Curriculum Reforms, Academic Bank of Credits (ABC), Multidisciplinary Education

UNIT IV: Quality, Accreditation, and Internationalization

- a) Quality Assurance: SQAACBSE, Quality Council of India-NABET, NAAC and NBA. Criteria and Process of Assessment and Accreditation
- b) Ranking Mechanisms: NIRF, QS Rankings. Globalization and Internationalization of Indian Higher Education.
- c) MOOCs, SWAYAM, and Online Secondary and Higher Education

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

- a) Equity and Access: Regional, Gender, and Socio-Economic Disparities Privatization and Commercialization.
- b) Employability and Skill Development. Academic Freedom and Autonomy.
- c) Innovation, Research, and Role of ICT in Secondary and Higher Education, Sustainable Development Goals (SDGs).

Practicum Work /Assignments: Any One of the following:

- a) Write a critical analysis of the New Education Policy 2020 focusing on Secondary and Higher Education Reforms.
- b) Prepare a Case Study of any National Body of Secondary/Higher Education and analyse it's Working.

Reference List:

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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:

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

- a. Meaning, Definition and importance of Child psychology
- b. Child development and modern education.
- c. The methods of child study, school and child.

Unit II: Growth and Development

- a) Meaning and definition of growth and development
- b) Rules and Principles of growth and development.
- c) Physical, motor, mental, emotional, social and moral development with reference to the developmental stages

Unit III: Personality and Adjustment

- a. Meaning and definition of personality
- b. Development of the Child's personality.
- c. Behavioural problems and treatment.

Unit IV: Techniques and organization of guidance and counselling:

- a) Role of a teacher in organising guidance and counselling programmes
- b) Steps, Areas, Agencies and techniques of guidance.
- c) Organization of Child guidance clinics, their possibilities in India.

Unit V: Child Adjustment and Mental Hygiene.

- a) Meaning and definition of adjustment and Mental hygiene
- b) Adjustment problems of Child — causes and cures
- c) Assessment of personality and mental Hygiene.

Practicum Work /Assignments: Any One of the following:

- a) Prepare a report on educational implications of Jean Piaget's cognitive development theory
- b) Prepare a survey report on role of family and school environment in emotional and social development of children

Reference List-

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.
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FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-402(B)

GUIDANCE & COUNSELLING

Objectives:

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: Introduction to Guidance

- a. Meaning, nature and scope of guidance.
- b. Types of guidance
- c. Need and Importance of guidance

Unit 2: Introduction to Counselling

- a. Meaning, nature and scope of counselling. Types of counselling.
- b. Relationship between guidance and counselling
- c. Counselling services - psychology of counselling, process and psychology climate of counselling, moral codes of counsellor.

Unit 3: Essential guidance services

- a. Information services: Information centre - its need, Collection of Information., Maintenance of information and Dissemination of information.
- b. 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.
- c. Placement service: -
 - Educational placement and vocational placement.
 - Follow up service.
 - Research service for the improvement of guidance and counselling programme.

Unit 4: Techniques of Counselling

- a. Directive counselling -Analytical Theory.
- b. Non-Directive counselling - Client Centred Therapy.
- c. Yoga Therapy, Group Therapy, Play Therapy.

Unit 5: Behavioural problems of students

- a. Nature and causes of behavioural problems, concept of normality and abnormally. Under achievement - its causes, learning disabilities.
- b. Concept of stress - stress and its causes, consequences of stress, stress prevention. Promoting psychological well-being and peace.
- c. Follow up guidance.

Practicum Work /Assignments: Any One of the following:

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

Reference List-

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.
3. Bhatnagar, A., & Gupta, N. (Eds.). (1999). Guidance and counselling: A practical approach (Vol. II). Vikas Publishing House.
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Master of Education (M.Ed.)

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FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-403(A)

INCLUSIVE EDUCATION

Objectives:

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

- a. Concept, Principles, and Scope of Inclusive Education. Evolution of Inclusive Education: From Special to Integrated to Inclusive
- b. Target Groups: Diverse Learners including Marginalized Groups and Learners with Disabilities
- c. National Initiatives: SSA (Sarva Shiksha Abhiyan), International Perspective: Salamanca Statement, UNCRPD

UNIT II: Policies, Laws, and Legal Frameworks

- a. Program of Action (1992), Persons with Disabilities Act (1995), Rehabilitation Council of India Act (1992). Rights of Persons with Disabilities Act (2016).
- b. National Curriculum Framework (2005): Guidelines on Inclusion. National Policy of Disabilities (2006),
- c. Concessions and Facilities: Academic and Financial Provisions

UNIT III: Understanding Diverse Learners and Disabilities

- a. Concepts: Impairment, Disability, Classification of Disabilities (ICF Model)
- b. Prevalence, and Characteristics of Disabilities: Intellectual Disabilities, Physical Disabilities, Multiple Disabilities

- c. Identification and Educational Evaluation: Methods, Tools, Techniques. Causes and Prevention of Disabilities

UNIT IV: Inclusive Pedagogy and Classroom Practices

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

UNIT V: Challenges, Research, and Ethical Considerations

- a. Barriers to Inclusion: Attitudinal, Social and Institutional. Facilitators for Inclusive Education.
- b. Ethical Issues in Inclusion: Equity, Access, and Rights
- c. Current Status of Inclusive Education in India. Research Trends in Inclusive Education.

Practicum Work /Assignments: Any One of the following:

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

Reference List-

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.
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4. Gargiulo, R. M., & Metcalf, D. J. (2020). Teaching in today's inclusive classrooms: A universal design for learning approach (3rd ed.). Cengage Learning.
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6. Jangira, N. K., & Mani, M. N. G. (1990). Integrated education for visually handicapped children. National Council of Educational Research and Training.
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Master of Education (M.Ed.)

(Two Year Four Semester Course)

FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-403(B)

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Objectives:

1. To define the concepts of educational management and administration and explain their principles, functions, and importance in institutional development.
2. To analyse different management models and tools in the context of educational institutions.
3. To differentiate between various administrative theories.
4. To understand the concept, nature, and styles of leadership in educational administration.
5. To explain the concept of quality in education from Indian and international perspectives.
6. To evaluate the roles and contributions of various pioneers in the field of educational administration.

Unit 1: Educational Management and Administration

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

Unit 2: Leadership in Educational Administration

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

Unit 3: Quality and Quality Management in Education

- a) Concept of Quality: Definitions and Perspectives and Quality in Education: Indian and International Views.

- b) Evolution of Quality Mechanisms: From Inspection to Quality Control to Assurance, Total Quality Management (TQM) and Six Sigma in Education.
- c) Contributions of Quality Gurus: Walter Shewhart, Edward Deming and C.K. Prahalad.

Unit 4: Change Management in Educational Institutions

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

Unit 5: Quality Assurance Agencies and Performance Indicators

- a) 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).
- b) Objectives, Roles, and Functions of Quality Agencies.
- c) Performance Indicators in Education: Input, Process, Output, and Outcome Indicators, Recent Quality Initiatives in Indian Higher Education.

Practicum Work /Assignments: Any One of the following:

- a) A Comparative Analysis of Educational Management Theories.
- b) A Comparative Analysis of Administrative Approaches in Institutional Development.
- c) A Comparative Study of National and International Quality Assurance Agencies.

Reference List-

1. Bhatnagar, R. P., & Aggarwal, V. (2009). Educational administration and management (Revised ed.). R. Lall Book Depot.
2. Bush, T. (2008). Leadership and management development in education. SAGE Publications.
3. Chand, T. (2011). School administration and organization. Surya Publications.
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FOURTH SEMESTER DETAILED SYLLABUS

PAPER: M-404

DISSERTATION & VIVA-VOCE

Objectives:

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

Steps involved in the dissertation and viva voce (Tentative):

- a. Preparation of a Dissertation/short research thesis on an appropriate topic within a fixed period and as per a prescribed procedure.
- b. Submission of two copies to the department and one copy to the supervisor
Out of four copies of the dissertation prepared through proper procedure.
- c. Defending the research work at the end of the semester in the viva voce examination.