

**M.Ed. CURRICULUM**  
**(TWO YEAR - FOUR SEMESTER)**

As per  
**NCTE Regulation - 2014**

**Syllabus**  
**M.Ed. I Semester**

**JIWAJI UNIVERSITY GWALIOR**  
**2020-2022**



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## M.Ed. SEMESTER –I

### COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION Course Code: 101

Marks: 100  
External : 80  
Internal : 20

#### OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

#### CONTENT

##### UNIT I: PHILOSOPHY OF EDUCATION

- (a) Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- (b) Metaphysics, Axiology and Epistemology in Philosophy.

##### UNIT II: THEORY BUILDING

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.
- (d) Process of Theory building.

  
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### **UNIT III: SCHOOLS OF INDIAN PHILOSOPHY**

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

### **UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY**

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

### **UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS**

Indian Philosophers: Tagore, Aurobindo and Krishnamurti. Western Philosophers: Rousseau, Russell and Dewey.

### **ACTIVITIES**

- Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference.
- Reviews of two Doctoral Level Research Works of Standard
- Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

### **REFERENCES**

- Agrawal, S.K.: *Shiksha ke Darshnic Evam Samaj Shastriya Siddant*, Modern Publishers, Meerut, 1981. Belford, T.O.: *Toward a Philosophy of Education*, New York: Holt Rinehart, 1969.
- Aurobindo Society: *Teaching of Aurobindo*, Aurobindo Society, Pondicherry, 1952.
- Brubacher, L.S.: *Modern Philosophies of Education* McGraw Hill Co. New York, 1962. Butler, L.D.: *Four Philosophies*, Harper, New York, 1951.
- Butler, J.D. *Four Philosophies and their practice in Education and Religion*, Third Edition, New York, Harper and Row co., 1968.
- Brubacher, J.S. *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., 1950.
- Canker, W.: *Hindu Personality of Education*. Tagore, Gandhi, Aurobindo, Manohar Book Service, New Delhi: 1976.



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## **COURSE 2: EDUCATIONAL RESEARCH – I**

**Course Code: 102**

**Marks: 100**  
**External : 80**  
**Internal : 20**

### **OBJECTIVES**

- To make students aware of importance and need of research in education.
- To make them Familiar with the nature of research in education.
- To impart them concepts of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.
- To make students learn the reasoning and its use in educational research.
- To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating research proposal.

### **CONTENT**

#### **UNIT I: SCIENTIFIC METHOD, EDUCATIONAL RESEARCH**

- (a) Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- (b) Meaning and Definition of Qualitative and Quantitative Research.
- (c) Variable - Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

#### **UNIT II: FORMULATION OF RESEARCH PROBLEM**

- (a) Criteria and sources for identifying the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing Literature and Writing the rationale for any research problem based on review.
- (d) Setting objectives of the study: primary, secondary and concomitant

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### **UNIT III: HYPOTHESIS**

- (a) Definition, Characteristics, Statement of the Hypothesis. Types: Research Hypothesis,
- (b) Statistical Hypothesis (Null and Directional), and Operational Hypothesis.

### **UNIT IV: POPULATION, SAMPLE, AND RESEARCH DESIGN**

Definition of Population and Sample Importance of Sampling

- (a) Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
- (b) Size of Sample, Sample Error and Avoidance of Sampling Bias.
- (c) Research Design: Concept of Experimental Design.

### **UNIT V: RESEARCH PROPOSAL WRITING**

- (a) Formats, style and essential elements of research proposal.
- (b) Writing References in research Proposal

### **ACTIVITIES**

Writing abstracts of any two dissertations

- Evaluation of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques
- Review of a qualitative/ quantitative research study
- Solution of UGC-NET question papers on prescribed contents

### **REFERENCES**

- Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.
- Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M. S. University of Baroda, 1974.
- Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978). Baroda: Society for Educational Research and Development, 1979.
- Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983). New Delhi: NCERT, 1986.



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## COURSE 3: INFORMATION AND COMMUNICATION TECHNOLOGY

Course Code: 103

Marks: 100  
External : 70  
Internal : 30

### OBJECTIVES

- To enable students to understand the scope of ICT and its pedagogic applications.
- To help students to understand the meaning of ICT integration in teaching learning and other academic tasks.
- To acquaint students with basics of Computer System and their functions.
- To familiarize students with the computer software and hardware approaches in education.
- To help them acquire instructional applications of Internet and web resources.
- To develop competency among students to use Online and Offline electronic resources.
- To empower students in handling applications like MS-Word and MS-Excel.
- To help students to explore the environment of WINDOW Operating System.

### CONTENT

#### UNIT I: INTRODUCTION TO COMPUTER SYSTEM

Parts of Computer and their functions, Input and Output Devices used in Research Process, Memory, Modern Components of different Hardware like laptop, tablet, smart mobiles.

#### UNIT II: OPERATING SYSTEMS:

- (a) WINDOWS: Concept and Features, Creating folders, Shortcuts and their application. Internet Explorer.
- (b) ANDROID: Basic features- Interface, Application (Apps), Memory Management (RAM, ROM) Security and Privacy, Uses of Smartphone and Tablet, and their applications.

#### UNIT III: MSOFFICE

**MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.

(a) **Power point:** Different Menus and ribbons, making slides. Custom Slide Show.

(b) **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.



#### **UNIT IV: INTERNET**

- (a) Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines , Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education.
- (b)World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of INTERNET.

#### **UNIT V: USES AND APPLICATIONS**

Computer in Teaching Learning Process, Library, Administration, Guidance and Counselling, In Evaluation Process. NMEICT, Use of Sakshat : A One -Stop Education Portal . Computer in Research

#### **ACTIVITIES**

- Power-point presentation on any topic
- Formatting of Document
- Analysis of the different application software packages with reference to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.

#### **REFERENCES**

- Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.
- Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.
- Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.

## **COURSE 4: CRITICAL READING OF LITERATURE**

**Course Code: 105**

**Marks: 50**

**External : 00**

**Internal : 50**

Each M.Ed. student is required to undertake dissertation work as part of her courseware. The selection of a dissertation topic is usually preceded by a critical reading of literature available in her area of research interest in the form of theses, dissertation abstracts, research articles published in professional journals, book of readings, policy documents, project reports and so on.

As a part of this course, each M.Ed. student will write abstracts of theses/ book reviews/ critical reviews of published research papers/ policy documents pertaining to the chosen area of research. The exercise will be undertaken under the close guidance and supervision of the research guide allotted to the candidate. It is supposed to help students in identifying knowledge gaps and, formulation of the research problem.

Internal marks will be awarded by the research guide of the candidates on the basis of the record of such reviews of research literature maintained by the scholars.



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## COURSE 4/8/12/16: TEACHER EDUCATION- I

Course Code: 104/203

Marks: 100  
External : 80  
Internal : 20

### OBJECTIVES

- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education.
- To develop an understanding of different modalities of transacting Teacher Education curriculum.

### CONTENTS

#### UNIT I: GENESIS OF TEACHER EDUCATION

Evolution and development of Teacher Education in India, before and after independence, Recommendations of various commissions established after independence for Teacher Education.

#### UNIT II: PRE-SERVICE TEACHER EDUCATION

Teacher Education: Concept & objectives of Teacher Education at secondary level, Curriculum of Teacher Education at different levels.

Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction- concept, objectives and characteristics of effective induction programs

#### UNIT III: IN-SERVICE TEACHER EDUCATION

In-Service Teacher Education- concept, objectives, different agencies of in-service education, Different techniques for providing in-service education such as seminars, workshops, symposium, panel discussion, group discussion, quiz etc.

Different models of in-service education; winter schools, summer schools, short term programs.

#### UNIT IV: PERSPECTIVES ON TEACHER EDUCATION

Nature of teacher education as a profession, as a supervision, as administration, as counseling, as curriculum development, as science, as clinical interaction and as teacher development. (b) Competency based teacher education, (c) Accountability in teacher education

  
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## UNIT V: PROBLEMS OF TEACHER EDUCATION

Changing needs and problems of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEIs working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations

### ACTIVITY (ANY TWO)

- To develop check list of competency based teacher-education.
- To prepare a list for accountability of teachers.
- To evaluate/survey the curriculum of teachers' training program.
- To evaluate/survey the innovative programs of teacher education.

### REFERENCES

- Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959.
- Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.
- NCERT: National Curriculum Framework. New Delhi: NCERT, 2005.
- NCTE: Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
- NCTE: Policy Perspectives in Teacher Education. New Delhi: NCTE, 1998.
- Nikose, R. L.: Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation, 2012.
- Pal, H. R. & Passi, B. K.: Classroom Interaction. Agra: Har Prasad Bhargava Publication. Shukla, R. S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984.
- Pal, H. R.: Curriculum- Yesterday, Today & Tomorrow. Shipra Publisher, New, Delhi, 2006.
- Pal, H. R.: Methodologies of Teaching & Training in Higher Education (Hindi). Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.
- Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.