

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

As per  
**NCTE Regulation - 2014**

**Syllabus**  
**M.Ed. III Semester**

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



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## COURSE 9: DISSERTATION PROPOSAL

Course Code: 204

Marks: 150  
External : 100  
Internal : 50

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted proposal and an open presentation of the research proposal, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.



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## M.Ed. SEMESTER –III

### COURSE 10: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code: 301

Marks: 100

External : 80

Internal : 20

#### OBJECTIVES

- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the relationship of society, economy, polity/politics, religion and culture and education.
- To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.
- To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.
- To enable the students to understand the impact of education on social change and mobility.

#### CONTENT:

##### UNIT I: INTRODUCTION

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

##### UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education
- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T.Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

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### **UNIT III: AGENCIES OF EDUCATION IN INDIA**

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

### **UNIT IV: EDUCATION AND SOCIAL PROCESSES**

- Education and Social Stratification
- Modernization and Social Processes
- Education and Social Change
- Education and Social Mobility

### **UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION**

Constitutional Ideals- Social equity and equality of educational opportunities –  
Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

#### **ACTIVITIES:**

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identifying trends in research in sociology of education

#### **REFERENCES**

Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press (Pvt. Ltd.), 1966.

Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois, 1962.



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## M.ED. SEMESTER-III

### COURSE 11: EDUCATIONAL RESEARCH-II

Course Code: 302

Marks: 100  
External : 80  
Internal : 20

#### OBJECTIVES

- To help students to discriminate between different Methods of Research.
- To enable students to select the most appropriate Experimental Design.
- To help students to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- To empower students to write the Thesis/Dissertation in a systematic way.
- To develop among students understanding of qualitative research and its types.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools

#### UNIT I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Historical research.

#### UNIT II : QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry
- Meta cognition and Policy research



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### **UNIT-III: TOOLS AND TECHNIQUES OF DATA COLLECTION**

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

### **UNIT-IV: RESEARCH DESIGN**

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

### **UNIT-V: RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING**

- Writing research report: format, language and style of report, chapterization pagination, bibliography and references
- Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

### **ACTIVITIES**

- Conducting a Case Study
- Writing a Research Paper
- Writing a background article

### **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.



## **COURSE 13: FIELD ENGAGEMENT**

**Course Code: 304**

**Marks: 150**  
**External : 100**  
**Internal : 50**

The objective of course on field engagement is to offer students opportunities of gaining firsthand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/ organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates.



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

Course Code: 303/403

Marks: 100  
External : 80  
Internal : 20

### OBJECTIVES

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

### CONTENTS

#### UNIT I: AGENCIES FOR PROFESSIONAL DEVELOPMENT

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies: NCTE, NCERT, UGC - ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs

#### UNIT I: RESEARCHES IN TEACHER EDUCATION

Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

#### UNIT III: COMPARATIVE TEACHER EDUCATION

Comparative teacher education: comparative study of teacher education in USA, USSR, UK and India in special reference to their foundational historical background, levels & structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

#### UNIT IV: NEW PARADIGMS IN TEACHER EDUCATION

New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction), e-learning & m-learning in teacher education, Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.

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## UNIT V: QUALITY OF TEACHER EDUCATION

Quality Assurance: NAAC & their criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS-API), TQM.

### SUGGESTED ACTIVITIES

- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph. D. thesis in the area of Teacher Education

### REFERENCES

Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.

Biddle, B. J. et al.: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.

Buch, M.B. and Palsane, M. L.: Readings in In-service Education. Anand: V.D. Patel University, 1968.

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.

Chaurasia, G.: Innovations and challenges in Teacher Education. Agra: Vikas Publication, 1977.

Corey, S.: In-service Education of Teachers and Administrators. Chicago: University of Chicago Press, 1962.

Dunkin, M. J. (Ed.): The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon, 1985.

Gage, N. L. (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967.

Gupta, A.K.: Teacher Education: Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd., 1984.

Henry, N. B. (Ed): In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press, 1967.