EKLAVYA UNIVERSITY
ज्ञानप्राप्तये लक्ष्यसन्धानम्

Eklavya University, Damoh

Syllabus

Master of Education
(M.Ed.)

School of Education and Library Science

Master of Education

VISION STATEMENT OF EKLAVYA UNIVERSITY

Eklavya University, will transform lives and communities through learning.

MISSION STATEMENT OF EKLAVYA UNIVERSITY

- Nurture achievers in life and careers through a value based, industry relevant and future ready education .
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills of achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukulsystem.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry.
- Serve students by teaching them problem solving, leadership and teamwork skills, later thinking, commitment to quality and ethical behavior.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity,andpersonal and professional development is encouraged and can flourish.
- Contribute to the social fabric and economic health of the Bundelkhand region, the state and the country at large, by enhancing and facilitating economic empowerment, providing equal opportunities and employment generation.

EKLAVYA UNIVERSITY
ज्ञान प्राप्तये लक्ष्य संधानम्

VISION STATEMENT OF DEPARTMENT

To initiate transformation and includes engaging in the continuous learning necessary in rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support leering opportunities.

MISSION STATEMENT OF DEPARTMENT

The mission of the department is to build a better futer for all. This includes individuals, our state, our nation, and our world we fulfill our mission by preparing competent, committed, and reflective, teachers as we engage in outstanding teaching, innovative and impactful research, and meaningful outreach. Our Core values includes; Excellence, Diversity and Student Focus.

EKLAVYA UNIVERSITY
ज्ञान-प्राप्तये लक्ष्य संधानम्

Master of Education

PROGRAMME EDUCATION OBJECTIVES (PEOs)

1. To apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.
2. To identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.
3. To recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.
4. To perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
5. To use diversified tools & technologies of communication and communication Skills to serve the professional purpose and standards expected form classroom to broader zone of educational activities.

EKLAVYA UNIVERSITY
ज्ञान प्राप्तये लक्ष्य संस्थानम्

Master of Education

PROGRAMME OUTCOMES (Pos)

PO: Develop knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education.

PO: Develop academic integrity and professional etches by keeping self-abiding to rules, regulations, values and high standards in teaching, research, and administration at diversified educational setting.

PO: Develop spirit of work in diversified situations and apply knowledge & skills to cope up with educational issues in complex situations with appropriate consideration for the rules, norms and the social, cultural and environmental context.

PO: Learn to apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education, Environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

PO: Involve in knowledge dissemination, Knowledge creation, research and innovative educational practices related to different stakeholders of education.

EKLAVYA UNIVERSITY

Master of Education

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of M.Ed. programme, will able to

PS01- to formulate research questions, addressing social and organizational issues, able to apply scientific methods and theoretical insights to address real-word business and societal challenges.

PS02 – to develop an appreciation for the importance of balancing between rigor and relevance in teaching and research. Develop skills for effective oral and written communication of scholarly findings and to comprehend the policies and plans related to the field of education.

PS03 – to understand the social structure, multiculturalism, socialization and social and education equity. Reform and revamp of teacher education in India. Get involved with the various activates and system of teacher education.

PS04 – to understand the historical political and economy aspect of education, learns to apply various research methods and academic writing for educational research. ICT for research and innovative teaching methods.

PS05- to understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education. Inculcate the entrepreneurship skills and self-development.

Master of Education

(M.Ed.)

Semester - I

EKLAVYA UNIVERSITY, DAMOH (M.P)

Scheme of Examination

M.Ed. (Sem-I)

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Alloted					Total Marks	Contact Periods Per Week			Total Credits
			Theory Slot			Practical Slot						
			Final	Mid Sem	Assignment/ Attendance	End Sem	Lab work/ sessional		L	T	P	
1	MMEDU20S101	Philosophical Perspectives of Education	60	30	10	0	0	100	6	0	0	6
2	MMEDU20S102	Educational Research-I	60	30	10	0	0	100	6	0	0	6
3	MMEDU20S103	Information & Communication Technology (ICT)	0	0	0	60	40	100	4	0	2	6
4	MMEDU20S104	First Advance Level Course: Teacher Education: Part-I	60	30	10	0	0	100	6	0	0	6
5	MMEDU20S105	Critical Reading of Literature	0	0	0	60	40	100	8	0	4	12
		Total	**180**	**90**	**30**	**120**	**80**	**500**	**30**	**0**	**6**	**36**

Induction programme of three weeks(MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to local Areas, Familiarization to Dept./Branch & Innovations.

Course Code	PHILOSOPHICAL PERSPECTIVES OF EDUCATION (First Semester)	L	T	P	C
MMEDU20S101		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course 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.

Course Outcome

- To know the meaning of philosophy and philosophical foundations of education.
- Comprehend the nature and functions of philosophy of education.
- Logically analyze, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.
- Understand and use philosophical methods in studying educational data.
- Develop philosophical insight for resolution of educational issues.
- Critically appraise contributions of great educators to education and society.
- Be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/ traditions.

Student Learning Outcomes (SLO)

- The student received any information through various educational philosophies.

Unit-I	**Philosophy of Education** ➢ Meaning, Functions, Scope and Role of the Philosophy of Education ➢ Relationship between education and philosophy ➢ Metaphysics, Axiology and Epistemology in Philosophy	**18 Hrs**
Unit-II	**Theory Building** ➢ Concept, Process, characteristics, types and importance of Definition ➢ Concept, types and characteristics of Proposition and Assumption ➢ Concept, Types and Structure of Inference ➢ Process of Theory building	**18 Hrs**
Unit-III	**Indian School of 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	**18 Hrs**

	Methodology of Education	
Unit-IV	**Western School of Philosophy** ➢ Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism and Logical Empiricism Philosophies with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education	**18 Hrs**
Unit-V	**Educational Thoughts of Prominent Philosophers** ➢ ***Indian Philosophers*:** Tagore, Aurobindo and Krishnamurti ➢ ***Western Philosophers*:** Rousseau, Russell and Dewey	**18 Hrs**
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
• Agrawal, S.K. (1981). Shikshake 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.		
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.		

Course Code	EDUCATIONAL RESEARCH-I	L	T	P	C
MMEDU20S102		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course 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.

Course Outcome

- Identify a research problem and develop research questions.
- Write a review of the literature and draw meaningful inferences.
- Explain and describe the meaning of scientific method, scientific inquiry, paradigm, theory and their implications for educational research.
- Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write scientific reports and research papers.
- Acquire skills for evaluating and critiquing research in a meaningful way.

Student Learning Outcomes (SLO)

- Student received information about different strategies and scientific reports and evaluating and critiquing research.

Unit-I	**Scientific Method, Educational Research** ➢ Definition, Characteristics, Steps and Types: Basic/ Fundamental Research, Applied Research & Action Research ➢ Meaning and Definition of Qualitative and Quantitative Research ➢ Variable: Definition and Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant	**18 Hrs**
Unit-II	**Formulation of Research Problem** ➢ Criteria and sources for identifying the research problem and Characteristics of a good research problem ➢ Reviewing Literature and Writing the rationale for any research problem based on review ➢ Setting objectives of the study: primary, secondary and concomitant	**18 Hrs**
Unit-III	**Hypothesis** ➢ Definition, Characteristics and Statement of the Hypothesis ➢ Types: Research Hypothesis, Statistical Hypothesis (Null and Directional) and Operational Hypothesis	**18 Hrs**
Unit-IV	**Population, Sample and Research Design** ➢ Definition of Population and Sample Importance of Sampling ➢ Sampling Techniques: Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage Sampling	**18 Hrs**

	➢ Size of Sample, Sample Error and Avoidance of Sampling Bias ➢ Research Design: Concept of Experimental Design	
Unit-V	**Research Proposal Writing** ➢ Formats, style and essential elements of research proposal ➢ Writing References in research Proposal	**18 Hrs**

 # Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

- 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.

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.

Course Code	INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	L	T	P	C
MMEDU20S103		4	0	2	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course 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.

Course Outcome

- To enable the learner to understand the role of educational technology in education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To enable the learner to understand ICT and its applications in Education
- To make the learner familiar with new trends and techniques in education along with e-learning.
- To enable the learner to become a good practitioner of Educational technology and e-learning.

Student Learning Outcomes (SLO)

- The students got information about the outline and importance of teacher education.

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	**18 Hrs**
Unit-II	**Operating Systems** ➢ ***WINDOWS***: Concept and Features, Creating folders, Shortcuts and their application, Internet Explorer ➢ ***ANDROID***: Basic features- Interface, Application (Apps), Memory Management (RAM & ROM) Security and Privacy, Uses of Smartphone and Tablet, and their applications	**18 Hrs**
Unit-III	**MS Office** ➢ ***MS Word***: Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access, Toolbar ➢ ***MS PowerPoint***: Different Menus and ribbons, making slides. Custom Slide Show ➢ ***MS-Excel***: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library	**18 Hrs**
Unit-IV	**Internet** ➢ Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines	**18 Hrs**

	➢ Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education ➢ World Wide Web (www): Access information, reliability of information, Web Page and Home Page ➢ Use of Internet in Teaching: Learning Process, Downloading Information ➢ Uses and Abuses of Internet	
Unit-V	**Uses and Applications** ➢ Computer in Teaching Learning Process, Library, Administration, Guidance & Counseling and Evaluation Process ➢ NMEICT, Use of Sakshat: A One –Stop Education Portal ➢ Use of Computer in Research	**18 Hrs**

 # Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

- 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.
- Flynn, Meredith and Rutkosky, Nita: Advanced Microsoft Office 2000. New Delhi: Publications, 2000.
- Harvest, Douglas: Excel 4 for Windows: Instant Reference. Singapore; Tech Publications PTE Ltd.1992.
- Hillman, David: Multimedia Technology and Applications. New York: Delmar Publishers, 1998. Horton, W. Designing web-based Training, John Wiley & Sons, 2001.

Activities

- PowerPoint 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.

Course Code	FIRST ADVANCE LEVEL COURSE: TEACHER EDUCATION: PART-I	L	T	P	C
MMEDU20S104		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course Objectives

- To enable the students to understand about the concept, aims and scope of teacher education in India with historical perspectives.
- To visualize the structure and frame work of teacher education.
- To understand the concept, determinants, identification and characteristics of teacher effectiveness.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies in India.
- To develop in the students an understanding about the important research findings in teacher education.

Course Outcome

- Students will be able to understand Pre-Service & In- Service teacher education programmes.
- Students will be able to understand curriculum framework, modes of organization components, transactional approaches, skill & competency development
- Students will be able to understand planning, organization & evaluation of teacher education programme.

Student Learning Outcomes (SLO)

- The student gained knowledge of preparing titles and literature for minor research and making outlines.

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	**18 Hrs**
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, Indication concept, objectives and characteristics of effective induction programs	**18 Hrs**
Unit-III	**In-Service Teacher Education** ➢ In-Service Teacher Education: concept, objectives and 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.	**18 Hrs**
Unit-IV	**Perspectives on Teacher Education** ➢ Nature of teacher education as a profession, as supervision, as administration, as counseling, as curriculum development, as science,	**18 Hrs**

	as clinical interaction and as teacher development ➢ Competency based teacher education ➢ Accountability in teacher education	
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 Teacher Education Institutions (TEIs) working at different levels ➢ Commercialization of teacher education ➢ Low social esteem of teaching profession ➢ Role of professional associations	**18 Hrs**

 # Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

- Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation,2012.
- 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.
- 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.
- McNergney, R. F. and Carrier, C. A.: Teacher Development, New York; McMillan Publishing Co., 1981. Miman, J. (Ed.): Handbook of Teacher Evaluation. London: Sage Publications, 1981.

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.

Course Code	CRITICAL READING OF LITERATURE	L	T	P	C
MMEDU20S105		8	0	4	12
Pre-requisite	Nil	Syllabus version			
		100 Marks			

Course Objectives

- Enable students to develop an understanding of how texts are constructed. It consists of reading and writing, as well as critical analysis and structuring of texts.
- The main objective is to strengthen the students' ability to process their own texts and to increase their independence in producing written work.

Course Outcome

- Students should be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts and understand the way these ideas, values and themes inform and impact culture and society, both now and in the past.

Student Learning Outcomes (SLO)

- Understand the importance of reading as part of a creative writer's development
- Engage analytically and critically with a range of literary and media texts
- Recognize how critical reading supplies writers with inspiration and ideas
- Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting
- Engage with postgraduate modes of reading and writing practice.

• Each M.Ed. student is required to undertake dissertation work as part of his/ her courseware. • The selection of a dissertation topic is usually preceded by a critical reading of literature available in his/ her area of research interest in the form of theses, dissertation abstracts and research articles published in professional journals, book of readings, policy documents and 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 the 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.	**60 Hrs**

Practical: Written and oral Examination