

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

As per
NCTE Regulation - 2014

Syllabus
M.Ed. II Semester

JIWAJI UNIVERSITY GWALIOR
2020-2022



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M.Ed. SEMESTER –II

COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION Course Code: 201

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To acquaint students about various concerns and methods of psychology.
- To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

CONTENT

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

- Concerns of Education Psychology.
- The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

- Concept and aspects of Human development, Implications for teaching learning process,
- Stages of Human development.
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

- Bandura's Social Learning, Cognitive and Social cognitive Theories,
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.

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UNIT IV: PERSONALITY THEORIES

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretschmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

REFERENCES

Allport, G.W.: Personality. New York: Holf, Rinehart and Winston, 1937.
Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.
Asubel, D.P : Educational Psycholgy, A Cognitive View. New York: Holt, Rinehart and Winston, 1968.

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M.Ed. SEMESTER –II

COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I

Course Code: 202

Marks: 100

External : 80

Internal : 20

OBJECTIVES

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- To sensitize students about the assumption underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting research data.

CONTENT

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

- Interface between research tools & research data
- Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS

- Levels of Measurement
- Descriptive Statistics and Plots

UNIT III: NORMAL PROBABILITY CURVE

- Normal probability and its applications

UNIT V: PARAMETRIC INFERENTIAL STATISTICS

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.



- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.
- The t-test: Independent and Correlated
- One Way ANOVA
- Assumption of Parametric Tests

UNIT V: COMPUTERS IN DATA ANALYSIS

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software, Microsoft Excel/SPSS
- Data Analysis and interpretation

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition), Viva Books, 2011.

Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.

Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.

Garrett, H. E.: Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd, 1981.

Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.

George, D. and Mallery, P.: SPSS for Windows: Step by Step, VJ Books Inc, 1999.

Guilford, J. P: Fundamental Statistics in Psychology and Education. Auckland: Mcgraw Hill International Book Company, 1981.



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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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COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-I

Course Code: 104/203

Marks: 100

External : 80

Internal : 20

OBJECTIVES

- To acquaint students with the emerging concept of Educational Administration.
- To help students to understand the various factors affecting the character of educational administration.
- To impart knowledge of the concept of and related concepts underlying Educational Administration.
- To help the students to understand the nature of Educational Planning, Educational Leadership and Performance Appraisal.
- To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
- To develop an insight about key concepts of Educational Supervision.
- To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.
- To develop in students a satisfactory concept of competence in Educational Administration.
- To develop pre-requisite skills for Educational Administrator among students.
- To keep students precisely informed about the Educational Planning in India.

CONTENTS

UNIT I: MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION

Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: EDUCATIONAL LEADERSHIP

Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations.

UNIT III: EDUCATIONAL PLANNING

Types and Scope of Educational Planning. Principles, Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.



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UNIT IV: EDUCATIONAL SUPERVISION

Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision.

UNIT V: PERFORMANCE APPRAISAL

Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program.

ACTIVITIES

- Seminar on the history of Educational Administration
- Critical Account of Educational Planning in India
- Critical appraisal of the Five year plans in India
- Critical analysis of a Leader
- Visit to an Educational Institution
- Preparation of Performance Appraisal for Teachers, Administrators etc.
- Account of Educational Administration in India

REFERENCES

- Adams, D. (Ed.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education, 1958.
- Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay, 1961.
- Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education, Harper and Brothers, . New York, 1957.
- Chandrakant, L.S. et al: Educational Administration - What it Means. Ministry of Education, Delhi, 1957. Corbally, J.E. (Jr.): School Finance. Allyn and Bacan, Boston, 1962
- Craig, M. W: Dynamics of Leadership, Jaico Publishing House, Bombay, 1995.
- Davar, R. L. & Davar, S. L.: The Management Process, Progressive Corporation Pvt. Ltd. Bombay, 1982.
- Dull, L.E.W.: Criteria for Evaluating the Supervision Programme in School, System Findlay, Ohio, 1960.
- Harold-Koontz & Cyril O'Donnell Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.