

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

As per
NCTE Regulation - 2014

Syllabus
M.Ed. IV Semester

JIWAJI UNIVERSITY GWALIOR
2020-2022



Dr. Vivek Bapat
Jiwaji University Gwalior- M ED. Curriculum



Dr. Vinod Singh Bhadoria
Page 1

7

M.Ed. SEMESTER –IV

COURSE 14: CONTEMPORARY ISSUES IN INDIAN EDUCATION

Course Code: 401

Marks: 100

External : 80

Internal : 20

OBJECTIVES

To enable prospective teacher educators/administrators to:

- Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.
- Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.
- Develop skills to work-out solutions of the existing educational problems in the light of the contemporary socio-political framework.
- Develop professional competence to participate in the policy development for education and its implementation modalities at various levels.

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

Campus disturbances: Students unrest, Menace of ragging, student entitlements. Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop- outs etc., weakening of informal agencies). Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE, Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC), Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC)

Dr. Vivek Bapat

Jiwaji University Gwalior- M ED. Curriculum

Dr. Vinod Singh Bhadoria

Page 23

and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

Effects of Globalization, Liberalization and Privatization on teacher education. Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

ACTIVITIES

- Critical review of any policy document.
- Case study of Quality institution
- Study of role of SMC/PTA

REFERENCES

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance. Dev, A., Dev, T.A., Das, S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
- Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
- Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.
- Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
- NCERT (1970) *Education and National Development-* Report of the Education Commission (1964-66), New Delhi: NCERT.

M.Ed. SEMESTER –IV

COURSE 15: RESEARCH DATA ANALYSIS AND INTERPRETATION- II

Course Code: 402

Marks: 100

External : 80

Internal : 20

OBJECTIVES

- To help students understand the concept of interaction of variables in factorial design ANOVA.
- To develop among students the understanding of covariate(s) in one way and factorial design ANCOVA.
- To help students develop competency and confidence in computation of statistical test measures and testing their significance.
- To enable students to make distinction between parametric and non parametric test and their applicability.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting data.

CONTENT

UNIT I: FACTORIAL DESIGN ANOVA

- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT II: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests One sample Chi square test: hypotheses of equality, proportion and normality
- Two sample chi square test, Residual analysis

UNIT III: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

- Mann Whitney U test
- one tailed and two tailed tests

Dr. Vivek Bapat

Jiwaji University Gwalior- M ED. Curriculum


Dr. Vinod Singh Bhadoria

Page 25

UNIT IV: PAIRED SAMPLE TEST

- Wilcoxon Ttest
- Testing null and directional hypotheses

UNIT V: COMPUTERS IN DATA ANALYSIS

- Data entry in computer software, Microsoft Excel/SPSS
- Data Analysis and interpretation using computers

ACTIVITIES

In relation to the Statistical Tests listed above:

- Data entry, exploring nature of data, running the tests
- Selecting, Modifying and interpreting the output

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.
- Healy, J.F: Statistics- A Tool for Social Research Belmont, C.A. Wadsworth publishing Company, 1999.
- Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.
- Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004.

Dr. Vivek Bapat
Jiwaji University Gwalior- M ED. Curriculum

Dr. Vinod Singh Bhadoria
Page 26

COURSE 17: DISSERTATION

Course Code: 404

Marks: 100
External : 80
Internal : 20

M.Ed. students will submit a report of the dissertation work, carried out by them during the coursework in two typed copies. A soft copy of the same in the form of CD will necessarily be enclosed along with each hard copy of the dissertation report. At the end of the fourth semester, the student will be assessed by an external examiner on the basis of the submitted report and an open presentation of the research work, 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.



Dr. Vivek Bapat

Jiwaji University Gwalior- M ED. Curriculum



Dr. Vinod Singh Bhadoria

Page 27

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

Course Code: 303/403

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To develop among the students understanding and appreciation of the theories of Educational Administration.
- To develop among students the concept of competence in Educational Administration.
- To help the students to understand the nature of Educational Planning and Finance.
- To acquaint them with the theory and Practice of Educational Finance.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.
- To help them gain an understanding of Financing in Education in India.
- To sensitize students about underlying issues in Educational Administration.
- To develop among students an insight about the modern trends and related concepts of Educational Administration.
- To acquaint student with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

Conflicts- Gatzel's Theory, Motivation-Theory of Organizational Equilibrium, Decision Making- Griffith Theory and Administrative Behavior, Systems Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

Centre, state and local bodies, centralization and decentralization in India, State and Private enterprise, existing problems of administration in India, External and Internal controls, Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: EDUCATIONAL FINANCE

Importance of Financing in Education, Sources of Income, Cost of Education and Expenditure on Education. Resource Mobilisation and Allocation, Preparation of budget, Role of central and state governments, local authorities, Private Agencies, Voluntary Organization



Dr. Vivek Bapat
Jiwaji University Gwalior- M ED. Curriculum



Dr. Vinod Singh Bhadoria
Page 42

Unit IV: HUMAN RESOURCE MANAGEMENT

Staff selection; Personnel development, Performance appraisal systems; Motivation and job satisfaction, Organisational climate; Team building.

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Conceptand Management, Office Management, Management of Physical Resources

ACTIVITIES

- Critical Account of Educational Administration and Management in India
- Critical Appraisal of Educational Planning and Finance in India
- Assignment on Sources of Educational Finance in India

REFERENCES

- Aggrawal, J. C: Educational Administration, School Organisation and Supervision, Delhi: Agra Book Depot, 1967.
- Bhatnagar, R. P. & Aggrawal, V.: Educational Administration Meerut: Loyal Book Depot. 1998.
- Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education. New York: Harper and Brothers, 1957.
- Chandrashekran, P.: Educational Planning and Management. New Delhi: Striling Publication, 1994.
- Corbally, J.E. (Jr.): School Finance. Boston: Allyn and Bacon. 1962.
- Culbertson, J.A., Paul, B.J. and Theodore, L.R.: Administrative Relationships-A Case Book. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.
- Datt, R. and Sundharam, K.P.M.: Indian Economy. New Delhi: S.Chand & Company Ltd., 2004.
- Deshora, M. L. :Sangathan: SidhantevmVyavahaar. Delhi: Himanshu Publication, 1994.
- Goel, A. & Goel S. L. Education Policy and Administration. New Delhi: Deep & Deep Publication, 1994.
- Government of India (1951-1956). First Five-year Plan: 1951-1956, Planning Commission, New Delhi: Planning Commission.
- Government of India (1956-1961). Second Five-year Plan: 1956- 1961, Planning Commission, New Delhi: Planning Commission.
- Government of India (1961-1966). Third Five-year Plan: 1961- 1966, Planning Commission, New Delhi: Planning Commission.