

EKLAUA UNIVERSITY, DAMOH (U.P.)

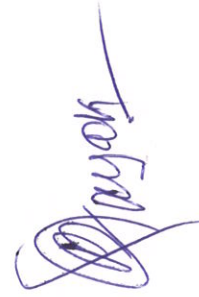
Scheme of Examination M.Ed IV Sem

/For batch admitted in Academic Session 2020-21/

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted					Total Marks	Contact Periods Per week			Total Credits
			Theory Slot		Quiz/ Assignment/ Attendance	End Sem	Practical Slot		L	T	P	
			End Sem	Mid sem								
1	MMEDU20S401	Contemporary & Future Perspective of Education	60	30	5	5	0	0	6	0	0	6
2	MMEDU20S402	Research Data Analysis & Interpretation II	60	30	5	5	0	0	6	0	0	6
3	MMEDU20S403	Second Advance Level Course II Educational Administration II	60	30	5	5	0	0	6	0	0	6
4	MMEDU20S404	Dissertation	0	0	0	0	100	100	8	0	4	12
		Total	180	90	15	15	100	100	26	4	4	30

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.




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Course Code	Fourth Semester Contemporary & Future Perspectives of Education	L	T	P	C
MMEDU20S401		6	0	0	6
Pre-requisite	Nil	Syllabus version 100 Marks			
Course Objectives:					
Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.					
Course Outcome:					
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.					
Student Learning Outcomes (SLO):					
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.	15 Hrs			
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	15 Hrs			
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.	15 Hrs			
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) and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.				

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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	15 Hrs
# Mode: Flipped Class Room, Case Discussion, Lectures		
Text Book(s)		
<p>MHRD (2001): Convention on the Right of the child. New Delhi.</p> <p>UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.</p> <p>Dev, A., Dev, T.A., Das, S. (1996) <i>Human Rights a Source Book</i>, New Delhi, NCERT, Pp. 233.</p> <p>Ram Jois, M. (1998) <i>Human Rights and Indian Values</i>, New Delhi: N.C.T.E. Pp 80.</p> <p>Varghese, A. (2000) <i>Education for the Third Millennium</i>, Indore: Satprachar Press, Pp 251.</p> <p>Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) <i>Source Book on Environmental Education for elementary Teacher Educators</i>, New Delhi: NIEPA, Pp 278.</p> <p>NCERT (1970) <i>Education and National Development-</i> Report of the Education Commission (1964-66), New Delhi: NCERT.</p> <p>Singh, S.K. (2008) <i>Environmental Education and Ethics</i>, Amrit Prakashan, Varanasi, Pp.114</p> <p>Singh, S.K. (2010) <i>Fundamentals of Environmental Education</i>, Sharda Pustak Bhawan, Allahabad, Pp.175</p> <p>Srivastava, P. (2005) <i>Paryavaran Shiksha</i>, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.</p> <p>NCERT (2004) <i>Environmental Education in Schools</i>, NCERT, New Delhi, Pp.112.</p> <p>NCERT (2011) <i>Teachers' Handbook on Environmental Education for the Higher Secondary Stage</i>, DESM, NCERT, New Delhi, Pp.316.</p> <p>Stella, A. (2001). Quality assessment in Indian higher education: Issues of impact and future perspectives, New Delhi: Allied publishers, Pp.236.</p>		
ACTIVITIES Critical review of any policy document. Case study of Quality institution Study of role of SMC/PTA		

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Course Code	Research data Analysis & Interpretation-II	L	T	P	C
MMEDU20S402		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course 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.					
Course Outcome:					
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.					
Student Learning Outcomes (SLO):					
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.					
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	15 Hrs			
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	15 Hrs			
Unit-III	NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES Mann Whitney U test one tailed and two tailed tests	15 Hrs			
Unit-IV	PAIRED SAMPLES TEST Wilcoxon T test				
Unit-V	COMPUTERS IN DATA ANALYSIS Data entry in computer software, Microsoft Excel/ SPSS Data Analysis and interpretation using computes	15 Hrs			
# Mode: Flipped Class Room, Case Discussion, Lectures					
Text Book(s)					
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.					

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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

Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH publishing Co., 1968.

Reddy, T. S. and Rao, P. B.: Research Methodology and Statistical Measurements. New Delhi: Reliance Publishing House, 1995.

Rout, S.K.: Educational Measurement Evaluation and Statistics, Navyug Publishers & Distributors, New Delhi, 2009.

Salkind, N.J: Encyclopedia of Measurement and statistics, vol.I, II, III, Sage Publications, New Delhi, 2007.

Siegal, S: Non-Parametric Statistics for the Behavioral Science. New York: McGraw Hill Book Company, 1988.

Snedecor, G. W. & Cochran, W. G.: Statistics Methods. New Delhi: Oxford and IBH Publishing Co, 1968. Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: prentice Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

ACTIVITIES

In relation to the Statistical Tests listed above:
 Data entry, exploring nature of data, running the tests
 Selecting, Modifying and interpreting the output




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Course Code		Educational Administration-II			
MMEDU20S403		L	T	P	C
Pre-requisite		6	0	0	6
		Syllabus version			
		100 Marks			
Course 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.					
Course Outcome:					
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.					
Student Learning Outcomes (SLO):					
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.					
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.				15 Hrs
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).				15 Hrs
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				15 Hrs
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:				15 Hrs

	Database: Concept and Management, Office Management, Management of Physical Resources	
#	Mode: Flipped Class Room, Case Discussion, Lectures	
	Text Book(s)	
	<p>Aggrawal, J. C: Educational Administration, School Organisation and Supervision, Delhi: Agra Book Depot, 1967.</p> <p>Bhatnagar, R. P. & Aggrawal, V.: Educational Administration Meerut: Loyal Book Depot. 1998.</p> <p>Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education. New York: Harper and Brothers, 1957.</p> <p>Chandrashekran, P.: Educational Planning and Management. New Delhi: Striling Publication, 1994.</p> <p>Corbally, J.E. (Jr.): School Finance. Boston: Allyn and Bacan. 1962.</p> <p>Culbertson, J.A., Paul, B.J. and Theodore, L.R.: Administrative Relationships-A Case Book. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.</p> <p>Datt, R. and Sundharam, K.P.M.: Indian Economy. New Delhi: S.Chand & Company Ltd., 2004.</p> <p>Deshora, M. L. :Sangathan: Sidhant evm Vyavahaar. Delhi: Himanshu Publication, 1994.</p> <p>Goel, A. & Goel S. L. Education Policy and Administration. New Delhi: Deep & Deep Publication, 1994.</p> <p>Government of India (1951-1956). First Five-year Plan:1951-1956, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1956-1961). Second Five-year Plan: 1956- 1961, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1961-1966). Third Five-year Plan: 1961- 1966, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1969-1974). Fourth Five-year Plan: 1969-1974, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1974-1979). Fifth Five-year Plan:1974-1979, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1980-1985). Sixth Five-year Plan: 1980- 1985, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1985-1990). Seventh Five-year Plan: 1985- 1990, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1992-1997). Eighth Five-year Plan: 1992- 1997, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (1997-2002). Ninth Five-year Plan: 1997- 2002, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (2002-2007). Tenth Five-year Plan: 2002- 2007, Planning Commission, New Delhi: Planning Commission.</p> <p>Government of India (2002-2007). Eleventh Five-year Plan: 2007- 2012, Planning Commission, New Delhi: Planning Commission.</p> <p>Griffiths, D.W. (Ed.): Behavioural Sciences and Educational Administration. Chicago: Chicago University Press of Chicago, 1964.</p> <p>Griffiths, D.E.: Research in Educational Administration. New York: Bureau of Publications, Teacher College, Columbia University, 1959.</p>	

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- Gupta, L. D.: Uchha Shiksha Prashashan. Chandigarh: Haryana Sahitya Acadamy, 1990.
- Halpin, A. (Ed.): Administrative Theory in Education. Chicago: Midwest Administration Centre, University of Chicago, 1958.
- Jain, P.C. & Maheshwari, G. C: Prabhandhan ke Sidhant . New Delhi: Sultanchand & Sons, 1992.
- Levin, H.M.: Cost- effective Analysis in Camboy, M (ed.) International Encyclopedia of Economics of Education (2nd Ed.), London: Pergamon press, 1995.
- Mukerji, S. N.: Administration of Educational Planning and Finance (Theory and Practice), Vadodara: Acharaya Book Depot, 1970.
- Naik, J. P.: Educational Planning in India. Bombay: Allied Publication, 1965. NCERT (1966): Education and National Development, New Delhi: NCERT.
- Year Book Pt. 2: Behavioural Sciences and Educational Administration. Chicago: Chicago University Press, 1964.
- Nwankwo, J. I.: Educational Administration Theory & Practice. Delhi: Vikas Publishing House Pvt. Ltd, 1982.
- Ode, L. K.: Shekshik Prashashan. Jaipur: Rajasthan Hindi Granth Academy, 1991.
- Robbins, Stephen P: Organizational Behavior - Concepts, Controversies, Applications. Prentice Hall, 2010.
- Simmon, H.A.: Administrative Behaviour (2 nd Ed.). New York: McMillan and Co, 1967.
- Saxena, C. C: Prabhandhan ke Sidhant . Agra: Sahitya Bhavan Publication

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

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Course Code	Dissertation			L	T	P	C
MMEDU20S404				8	0	4	12
Pre-requisite	Nil			Syllabus version 200 Marks			
Course Objectives:							
Student information to prepare a short research report.							
Course Outcome:							
Students to prepare short research report.							
Student telling to prepare a short research report							
Student Learning Outcomes (SLO):							
The students learned to prepare a short research report and its outline.							120 Hrs
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.							

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