

Master of Education

(M.Ed.)

Semester - IV

Semester - IV

EKLAHYA UNIVERSITY, DAMOH (M.P.)

Scheme of Examination

M.Ed-IV Sem

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		Practical Slot				L	T	P	
			End Sem	Mid sem	Assignment/ Attendance	End Sem	Lab Work/ sessional					
1	MMEDU20S401	Contemporary & Future Perspectives of Education	60	30	10	0	0	6	0	0	6	
2	MMEDU20S402	Research Data Analysis & Interpretation-II	60	30	10	0	0	6	0	0	6	
3	MMEDU20S403	Second Advance Level Course: Educational Administration: Part-II	60	30	10	0	0	6	0	0	6	
4	MMEDU20S404	Dissertation	0	0	0	100	100	8	0	4	12	
		Total	180	90	30	100	100	26	0	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	CONTEMPORARY & FUTURE PERSPECTIVES OF EDUCATION (Fourth Semester)	L	T	P	C
MMEDU20S401		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
Course Objectives					
<ul style="list-style-type: none"> Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions. 					
Course Outcome					
<ul style="list-style-type: none"> 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)					
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	18 Hrs			
Unit-II	Education for Universal Values <ul style="list-style-type: none"> 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 	18 Hrs			
Unit-III	College Campuses and Issues of Participation <ul style="list-style-type: none"> Campus disturbances: Students unrest, Menace of ragging, student entitlements Education and the masses: Public-private partnership (PPP), 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 	18 Hrs			
Unit-IV	Management for Excellence <ul style="list-style-type: none"> Online provisions: Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE Quality of Education: Selection of Teachers, Examination reforms like as continuous and comprehensive evaluation (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 	18 Hrs			
Unit-V	Reorganization of Teacher Education <ul style="list-style-type: none"> Effects of Globalization, Liberalization and Privatization on teacher 	18 Hrs			

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	<p>education</p> <ul style="list-style-type: none"> ➤ 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 	
<p># Mode: Flipped Class Room, Case Discussion, Lectures</p>		
<p>Text Book(s)</p>		
<ul style="list-style-type: none"> • 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) <i>Human Rights a Source Book</i>, New Delhi, NCERT, Pp. 233. • Ram Jois, M. (1998) <i>Human Rights and Indian Values</i>, New Delhi: N.C.T.E. Pp 80. • Varghese, A. (2000) <i>Education for the Third Millennium</i>, Indore: Satprachar Press, Pp 251. • 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. • NCERT (1970) <i>Education and National Development- Report of the Education Commission (1964-66)</i>, New Delhi: NCERT. • Singh, S.K.(2008) <i>Environmental Education and Ethics</i> , Amrit Prakashan , Varanasi, Pp.114 • Singh, S.K.(2010) <i>Fundamentals of Environmental Education</i> , Sharda Pustak Bhawan, Allahabad , Pp.175 • Srivastava, P. (2005) <i>Paryavaran Shiksha</i>, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195. • NCERT (2004) <i>Environmental Education in Schools</i>, NCERT, New Delhi, Pp.112. • NCERT (2011) <i>Teachers' Handbook on Environmental Education for the Higher Secondary Stage</i>, DESM, NCERT, New Delhi, Pp.316. • Stella, A. (2001). <i>Quality assessment in Indian higher education: Issues of impact and future perspectives</i>, New Delhi: Allied publishers, Pp.236. 		
<p>Activities</p>		
<ul style="list-style-type: none"> • 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					
<ul style="list-style-type: none"> 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					
<ul style="list-style-type: none"> 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)					
<ul style="list-style-type: none"> 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	18 Hrs			
	<ul style="list-style-type: none"> Two way ANOVA of equal and unequal cell size ANCOVA- One way and two way with one or more covariance 				
Unit-II	Non-Parametric Tests	18 Hrs			
	<ul style="list-style-type: none"> 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	18 Hrs			
	<ul style="list-style-type: none"> Mann Whitney U test One tailed and Two tailed tests 				
Unit-IV	Paired Samples Test				
	<ul style="list-style-type: none"> Wilcoxon t-test 				
Unit-V	Computers in Data Analysis	18 Hrs			
	<ul style="list-style-type: none"> Data entry in computer software, Microsoft Excel/ SPSS/ Stata/ SAS Data Analysis and interpretation using computers 				
# Mode: Flipped Class Room, Case Discussion, Lectures					
Text Book(s)					
<ul style="list-style-type: none"> 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. 					

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- 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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18	Human Resource Management	Unit-IV
18	Personnel development, performance appraisal	
18	Motivation and job satisfaction, organizational climate, Team systems	
18	Modern Trends in Educational Administration	Unit-V
18	Decision Making, Organization Compliance, Organizational Development, PERT, CPM, PPS system	
18	Management Information Systems, Database, Concept and Management, Office Management	

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Course Code	SECOND ADVANCE LEVEL COURSE: EDUCATIONAL ADMINISTRATION: PART-II				L	T	P	C
MMEDU20S403					6	0	0	6
Pre-requisite	Nil				Syllabus version			
				100 Marks				
Course Objectives								
<ul style="list-style-type: none"> To develop understanding and appreciation of the theories of educational administration among the students. To develop the concept of competence in educational administration among students. 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								
<ul style="list-style-type: none"> To develop the attitude and capacity of raising fundamental questions concerning theory and practice of educational administration among students. 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)								
<ul style="list-style-type: none"> To develop an insight about the modern trends and related concepts of educational administration among students. To acquaint student with the knowledge of human resource management. 								
Unit-I	Theories of Educational Administration							18 Hrs
	<ul style="list-style-type: none"> ➤ 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							18 Hrs
	<ul style="list-style-type: none"> ➤ 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							18 Hrs
	<ul style="list-style-type: none"> ➤ Importance of Financing in Education ➤ Sources of Income ➤ Cost of Education and Expenditure on Education ➤ Resource Mobilization and Allocation ➤ Preparation of budget ➤ Role of central and state governments, local authorities, Private Agencies, Voluntary Organization 							
Unit-IV	Human Resource Management							18 Hrs
	<ul style="list-style-type: none"> ➤ Staff selection, Personnel development, Performance appraisal systems ➤ Motivation and job satisfaction, Organizational climate, Team building 							
Unit-V	Modern Trends in Educational Administration							18 Hrs
	<ul style="list-style-type: none"> ➤ Decision Making, Organization Compliance, Organizational Development, PERT/ CPM, PPBS system approach ➤ Management Information Systems: Database: Concept and Management, Office Management 							

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Mode: Flipped Class Room, Case Discussion, Lectures

Text Book(s)

- 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 Bacan. 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: Sidhant evm Vyavahaar. 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.
- Government of India (1969-1974). Fourth Five-year Plan: 1969-1974, Planning Commission, New Delhi: Planning Commission.
- Government of India (1974-1979). Fifth Five-year Plan1974-1979, Planning Commission, New Delhi: Planning Commission.
- Government of India (1980-1985). Sixth Five-year Plan: 1980- 1985, Planning Commission, New Delhi: Planning Commission.
- Government of India (1985-1990). Seventh Five-year Plan: 1985- 1990, Planning Commission, New Delhi: Planning Commission.
- Government of India (1992-1997). Eighth Five-year Plan: 1992- 1997, Planning Commission, New Delhi: Planning Commission.
- Government of India (1997-2002). Ninth Five-year Plan: 1997- 2002, Planning Commission, New Delhi: Planning Commission.
- Government of India (2002-2007). Tenth Five-year Plan: 2002- 2007, Planning Commission. New Delhi: Planning Commission.
- Government of India (2007-2012). Eleventh Five-year Plan: 2007- 2012, Planning Commission, New Delhi: Planning Commission.
- Griffiths, D.W. (Ed.): Behavioural Sciences and Educational Administration. Chicago: Chicago University Press of Chicago, 1964.
- Griffiths, D.E.: Research in Educational Administration. New York: Bureau of Publications, Teacher College, Columbia University, 1959.
- Gupta, L. D.: Ucha Shiksha Prashashan. Chandigarh: Haryana Sahitya Academy, 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.

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- 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					
<ul style="list-style-type: none"> Students will get the knowledge information about the report writing, collection of the data, data analysis and interpretation of the data. 					
Course Outcome					
<ul style="list-style-type: none"> Students to prepare short research report. 					
Student Learning Outcomes (SLO)					
<ul style="list-style-type: none"> The students learned to prepare a short research report and its outline. 					
<ul style="list-style-type: none"> 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/ DVD/ Pendrive 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 PowerPoint (PPT) 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. 					120 Hrs

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