# EKLAVYA UNIVERSITY, DAMOH (M.P.)

## Scheme of Examination M.Ed III Sem

**/For batch admitted in Academic Session 2020**

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 | Quiz/ Assignment/ Attendance | End Sem | Lab Work/ sessional | | | | | | |
| 1 | MMEDU20S301 | Sociological perspectives of Education | 60 | 30 | 5 | 5 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
| 2 | MMEDU20S302 | Educational Research II | 60 | 30 | 5 | 5 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
| 3 | MMEDU20S303 | Second Advance Level Course I Educational Administration Part I | 60 | 30 | 5 | 5 | 0 | 0 | 100 | 6 | 0 | 0 | 6 |
| 4 | MMEDU20S304 | Field Engagement Proposal | 0 | 0 | 0 | 0 | 100 | 100 | 200 | 0 | 0 | 12 | 12 |
| | | **Total** | 180 | 90 | 15 | 15 | 100 | 100 | 500 | 18 | 0 | 12 | 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.

| Course Code | Third Semester<br>Sociological Perspectives of Education | L | T | P | C |
|---|---|---|---|---|---|
| MMEDU20S301 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

**Course Objectives:**

To enable the students to understand the sociological perspective in education.

To equip students with the basic terms and concepts of the subject of sociology of education.

To make students aware about the relationship of society, economy, polity/politics, religion and culture and education.

**Course Outcome:**

To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.

To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.

**Student Learning Outcomes (SLO):**

To enable the students to understand the impact of education on social change and mobility.

| Unit-I | **INTRODUCTION**<br>Definition and scope of Sociology of Education<br>Interrelationship between sociology and education<br>Conceptualizing Education: Society, Culture, Socialization and Education<br>Education as a Social Institution; its Historical Evolution and Contemporary Forms. | 15 Hrs |
|---|---|---|
| Unit-II | **SOCIOLOGICAL PERSPECTIVES IN EDUCATION**<br>Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education<br>Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T. Parsons)<br>Status and Development of sociology of Education in the West and in India.<br>Researches in Sociology of education in India. | 15 Hrs |
| Unit-III | **AGENCIES OF EDUCATION IN INDIA**<br>Education and the Family, Education and the Community, Concept of the Community Schools;<br>Politics and Education; Economy and Education. | 15 Hrs |
| Unit-IV | **EDUCATION AND SOCIAL PROCESSES**<br>Education and Social Stratification<br>Modernization and Social Processes<br>Education and Social Change<br>Education and Social Mobility | |

| Unit-V | **PROTECTIVE DISCRIMINATION AND EDUCATION** Constitutional Ideals- Social equity and equality of educational opportunities – Addressing education deprivation of SC/ST/OBC/women/ Rural Population. | **15 Hrs** |
|---|---|---|
| | **# Mode: Flipped Class Room, Case Discussion, Lectures** | |
| | **Text Book(s)** | |

Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press (Pvt. Ltd.0, 1966.

Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois, 1962.

Bernbanum, Gerald: Knowledge and Ideology in Sociology of Education. London: McMillan Press, 1977.

Blackledge, David and Hunt, Barry: Sociological Interpretations of Education. London: Croom Helm, 1985.

Brown, F.J.: Educational Sociology. New York: Prentice Hall Inc., 1961. Bruner, J.S.: The Process of Education. Delhi: Atmaram and Sons, 1964.

Cook, L.A. and Cool, E.E.A.: sociological Approach to Education. New York: McGraw Hill, 1960.

Gore, Desai and Chitnis (Eds.): Papers in the Sociology of Education in India. New Delhi: NCERT, 1967.

Mannheim, K. and Steward, W.A.C.: An Introduction to Sociology of Education. London: Routledge and Kegam Paul, 1962.

Ottaway, K.C.: Education and Society. London: Routledge and Kegam Paul, 1955. Parsons, T.: The Social System. New York: Free Press, 1951.

Ruhela, S.P. (Ed.): Social Development of Educability in India. Delhi: Jain Brothers, 1969.

R.G. Burgess: Sociology, Education and Schools: An Introduction to the Sociology of Education. London B.T. Bastford Ltd., 1986.

Shukla, S. and Kumar, K. (Eds.): Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.

Singh Yogendra: Social Stratification and Change in India. New

**ACTIVITIES:**

Review of any original work of a sociologist

Survey of educational status in a particular community or village

Identifying trends in research in sociology of education

| Course Code | Educational Research-II | | | L | T | P | C |
|---|---|---|---|---|---|---|---|
| MMEDU20S302 | | | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | | | Syllabus version | | | |
| | | | | 100 Marks | | | |

**Course Objectives:**

To help students to discriminate between different Methods of Research.

To enable students to select the most appropriate Experimental Design.

To help students to distinguish between Internal Validity and External Validity.

To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.

**Course Outcome:**

To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.

To empower students to write the Thesis/Dissertation in a systematic way.

To develop among students understanding of qualitative research and its types.

**Student Learning Outcomes (SLO):**

To help students get acquainted with different tools and techniques of data collection
To enable students to learn the process of standardization of tools

| Unit-I | **Quantitative Research: Meaning, Characteristics And Types** <br> Descriptive research. <br> Survey Research <br> Ex-post facto research. <br> Experimental Research <br> Historical research. | 15 Hrs |
|---|---|---|
| Unit-II | **QUALITATIVE RESEARCH** <br> Case studies <br> Ethnographic studies. <br> Phenomenological research <br> Naturalistic Inquiry <br> Meta cognition and Policy research | 15 Hrs |
| Unit-III | **TOOLS AND TECHNIQUES OF DATA COLLECTION** <br> Characteristics of a good research tool. <br> Types of research tools: their development and uses. <br> Questionnaires, Interviews and observation as tools of research. <br> Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales. <br> Socio-metric techniques. <br> Standardization of the Tool: Item analysis, Reliability and validity of tools. | 15 Hrs |
| Unit-IV | **RESEARCH DESIGN** | |

| | Concept of design of study<br>Types: Single variable and Factorial Designs<br>factors affecting validity of experimental design | |
|---|---|---|
| **Unit-V** | **RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING**<br>Writing research report: format, language and style of report, chapterization pagination, bibliography and references<br>Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper | **15 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.

Ebel, R.L.: A Guide to Educational Research. Boston: Allyan and Bacer Inc., 1965.

Fox, D.J.: The Research Process in Education. New York: Holt Rinehart and Winston Inc., 1969.

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

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

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

Ghosh, B. B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.

Good, C.V.: Essential of Educational: Methodology and Design. New York: Appleton Century Crofts, 1941.

Healy, Joseph F: Statistics- A Tool for Social Research Belmont, C.A. Wadsworth publishing Company, 1999.

Helmstadter, G.C.: Research Concepts in Human Behaviour, Education, psychology, Sociology. New York: Meredith Corporation, 1970.

Husen, T. and Postlehwaite, T.N.: The International Encyclopaedia of Education (Vols. 1 to10) Research and studies. Britain: Pergaman Press,1985.

Kerlinger, Fred, N.: Foundations of Behavioural Research. Delhi: Surjeet Publication, 1978.

McGrath, J.H.: Research Methods and designs for Education.International Book Company, 1970.

Mitzel, H.E.: Encyclopaedia of Educational Research ( Vol 1to4). NewYork; The Free Press, 1982.

Mouly, George, J.: The Science of Educational Research. New Delhi: Eurasia Publishing House Pvt. Ltd., 1964.

Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.

Kunker, P.J. and McGrath, J.E.: Research on human Behaviour- A Systematic Guide to Method. New York Holt Rinehart and Winston Inc.,1972.

Sharma, B.A., Prasad, R.D. and Satyanarayan, P.: Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd.,1985.

Sidhu, K.S.: Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey prentice Hall, 1990.

Travers, R.M.W.: An introduction to Educational Research. New York: The McMillan Publishing Company, 1986.

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

Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

## ACTIVITIES

Conducting a Case Study

Writing a Research Paper

Writing a background article

| Course Code | Educational Administration-I | L | T | P | C |
|---|---|---|---|---|---|
| MMEDU20S303 | | 6 | 0 | 0 | 6 |
| Pre-requisite | Nil | Syllabus version | | | |
| | | 100 Marks | | | |

**Course 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.

**Course Outcome:**

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.

**Student Learning Outcomes (SLO):**

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.

| Unit-I | **MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION**<br>Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration. | 15 Hrs |
|---|---|---|
| Unit-II | **EDUCATIONAL LEADERSHIP**<br>Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations. | 15 Hrs |
| Unit-III | **EDUCATIONAL PLANNING**<br>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. | 15 Hrs |
| Unit-IV | **EDUCATIONAL SUPERVISION**<br>Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision. | |

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| Unit-V | **PERFORMANCE APPRAISAL** | **15 Hrs** |
|---|---|---|
| | Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program. | |

**# Mode: Flipped Class Room, Case Discussion, Lectures**

**Text Book(s)**

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.

Hicks, H. J.: Educational Supervision in Principle and Practice. The Ronald Press Company New York, 1960.

Mort, P. R: Principles of School Administration. McGraw Hill Book Company Inc, New York, 1946.

George R. Terry: Principles of Mangement. (3rd ed). Richard Publication,Homewood, 1954

Jain, P.C. & Maheshwari, G. C, Prabhandhan ke Sidhant , Sultanchand & Sons, New Delhi,1992.

Koontz, H. & O'Donnell, C: Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.

Mathur, S. S: Educational Administration-Principles and Practices, Krishna Press ,Jullundher, 1969.

Mishra, A. (Ed.): The Financing of Indian Education, Asia Publishing House, Delhi, 1967.

Naik, C: Leadership and Educational Administration, Ministry of Education, New Delhi, 1957.

**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

| Course Code | Field Engagement Proposal | | | L | T | P | C |
|---|---|---|---|---|---|---|---|
| MMEDU20S304 | | | | 0 | 0 | 12 | 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.

| | |
|---|---|
| The objective of course on field engagement is to offer students opportunities of gaining firsthand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/ organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates | **60 Hrs** |