

**M.Ed. SEMESTER –III**

**COURSE 10: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**Course Code: 301**

**Marks: 100**  
**External : 80**  
**Internal : 20**

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

**CONTENT:**

**UNIT I: INTRODUCTION**

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

**UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education
- 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)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

  
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### **UNIT III: AGENCIES OF EDUCATION IN INDIA**

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

### **UNIT IV: EDUCATION AND SOCIAL PROCESSES**

- Education and Social Stratification
- Modernization and Social Processes
- Education and Social Change
- 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.

#### **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

#### **REFERENCES**

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.



## M.ED. SEMESTER-III

### COURSE 11: EDUCATIONAL RESEARCH-II

Course Code: 302

Marks: 100

External : 80

Internal : 20

#### 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.
- 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.
- 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

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Historical research.

#### UNIT II : QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry
- Meta cognition and Policy research



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### **UNIT-III: TOOLS AND TECHNIQUES OF DATA COLLECTION**

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

### **UNIT-IV: RESEARCH DESIGN**

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

### **UNIT-V: RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING**

- Writing research report: format, language and style of report, chapterization pagination, bibliography and references
- Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

### **ACTIVITIES**

- Conducting a Case Study
- Writing a Research Paper
- Writing a background article

### **REFERENCES**

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.



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## 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



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#### **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**

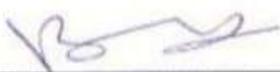
Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Conceptand Management, Office Management, Management of Physical Resources

#### **ACTIVITIES**

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

#### **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: PlanningCommission.
- Government of India (1961-1966). Third Five-year Plan: 1961- 1966, Planning Commission, New Delhi: PlanningCommission.



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### **COURSE 13: FIELD ENGAGEMENT**

**Course Code: 304**

**Marks: 150**  
**External : 100**  
**Internal : 50**

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.



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