

**EKLAVYA UNIVERSITY, DAMOH (M.P)**  
**Scheme of Examination**  
**M.Ed. Sem II**

**[For batch admitted in Academic Session 2020-2021]**

Subject wise distribution of marks and corresponding credits

| S.No. | Subject Code | Subject Name                         | Maximum Marks Allotted |         |                                |                |         |                            | Contact Periods Per Week |    |   | Total Credits |             |
|-------|--------------|--------------------------------------|------------------------|---------|--------------------------------|----------------|---------|----------------------------|--------------------------|----|---|---------------|-------------|
|       |              |                                      | Theory Slot            |         |                                | Practical Slot |         |                            | L                        | T  | P |               | Total Marks |
|       |              |                                      | Final                  | Mid Sem | Quiz/Assignm<br>Attendan<br>ce | Attendance     | End Sem | Lab work/<br>session<br>al |                          |    |   |               |             |
| 1     | MMEDU20S201  | Psychological Perspectives Education | 60                     | 30      | 5                              | 5              | 5       |                            |                          | 6  | 0 | 0             | 6           |
| 2     | MMEDU20S202  | Research Analysis and Interpretation | 60                     | 30      | 5                              | 5              | 5       |                            |                          | 6  | 0 | 0             | 6           |
| 3     | MMEDU20S203  | Teacher Education Part - II          | 60                     | 30      | 5                              | 5              | 5       |                            |                          | 6  | 0 | 0             | 6           |
| 4     | MMEDU20S204  | Dissertation Proposal                |                        |         |                                |                |         | 100                        | 100                      | 6  | 0 | 0             | 12          |
|       |              | <b>Total</b>                         | 180                    | 90      | 15                             | 15             | 15      | 100                        | 100                      | 24 | 6 | 6             | 30          |

**Induction programme of three weeks(MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by**




**M.Ed. SEMESTER –II**

**COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION**

**OBJECTIVES**

- To acquaint students about various concerns and methods of psychology.
- To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

**CONTENT**

**UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION**

- Concerns of Education Psychology.
- The methods used in educational psychology.

**UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES**

- Concept and aspects of Human development, Implications for teaching learning process,
- Stages of Human development,
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

**UNIT III: THEORETICAL APPROACHES TO LEARNING**

- Bandura's Social Learning, Cognitive and Social cognitive Theories,
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.

**UNIT IV: PERSONALITY THEORIES**

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized







tests and inventories

### UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

### ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

### REFERENCES

- Allport, G.W.: Personality. New York: Holf, Rinehart and Winston, 1937.
- Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.
- Asubel, D.P : Educational Psychology, A Cognitive View. New York: Holt, Rinehart and Winston, 1968.
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- Garne, R.M.: The conditions of Leaning. New York : Holt Rinehart and Winston, 1965.
- Guilford, J. P. and Hoepfner, R: The Analysis of Intelligence. New Delhi: McGraw Hill Book Co ,1971.
- Guilford, J. P.: The Nature of Human Intelligence. New York: McGraw hill Book Co,1937.

*Joshi*      *Maya*      *Atish*

**COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I**

**OBJECTIVES**

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- 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 research data.

**CONTENT**

**UNIT I: NATURE OF RESEARCH DATA IN EDUCATION**

- Interface between research tools & research data
- Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

**UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS**

- Levels of Measurement
- Descriptive Statistics and Plots

**UNIT III: NORMAL PROBABILITY CURVE**

- Normal probability and its applications

**UNIT V: PARAMETRIC INFERENCE STATISTICS**

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.
- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.
- The t-test: Independent and Correlated
- One Way ANOVA
- Assumption of Parametric Tests

## UNIT V: COMPUTERS IN DATA ANALYSIS

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software, Microsoft Excel/ SPSS
- Data Analysis and interpretation

## 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.
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- Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.
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- 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.



**COURSE 4/8/12/16: TEACHER EDUCATION- II**

*TH Paper*

**OBJECTIVES**

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

**CONTENTS**

**UNIT I: AGENCIES FOR PROFESSIONAL DEVELOPMENT**

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies: NCTE, NCERT, UGC - ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs

**UNIT II: RESEARCHES IN TEACHER EDUCATION**

Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

**UNIT III: COMPARATIVE TEACHER EDUCATION**

Comparative teacher education: comparative study of teacher education in USA, USSR, UK and India in special reference to their foundational historical background, levels & structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

**UNIT IV: NEW PARADIGMS IN TEACHER EDUCATION**

New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction), e-learning & m-learning in teacher education, Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.

**UNIT V: QUALITY OF TEACHER EDUCATION**

Quality Assurance: NAAC & their criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS-API), TQM.

*Handwritten signatures:* Shobh, Anurag, Arjun

### SUGGESTED ACTIVITIES

- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph. D. thesis in the area of Teacher Education

### REFERENCES

- Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.
- Biddle, B. J. et al.: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.
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- Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.



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### COURSE 9: DISSERTATION PROPOSAL

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted proposal and an open presentation of the research proposal, 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.

*Joshi*

*Mayas*

*Atiwar*



**This Syllabus is**  
**Approved by Board of Studies of**  
**EKLAVYA UNIVERSITY, DAMOH**  
**(MP)**

*J. K. Jha*      *Dr. Jayant*

*Ati*