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# **Master of Education**

**(M.Ed.)** *Education*

**Semester - II**

*Semester - II*

# EKLAHYA UNIVERSITY, DAMOH (M.P)

Scheme of Examination

M.Ed. (Sem-II)

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		Total Marks	L	T		P
			Final	Mid Sem	Assignment/ Attendance	End Sem					
1	MMEDU20S201	Psychological Perspectives of Education	60	30	10	0	0	0	0	6	
2	MMEDU20S202	Research Analysis and Interpretation-I	60	30	10	0	0	0	0	6	
3	MMEDU20S203	First Advance Level Course: Teacher Education: Part - II	60	30	10	0	0	0	0	6	
4	MMEDU20S204	Dissertation Proposal	0	0	0	100	100	6	0	6	
<b>Total</b>			<b>180</b>	<b>90</b>	<b>30</b>	<b>100</b>	<b>100</b>	<b>24</b>	<b>0</b>	<b>6</b>	<b>30</b>

**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	PSYCHOLOGICAL PERSPECTIVES OF EDUCATION (Second Semester)				L	T	P	C
MMEDU20S201					6	0	0	6
Pre-requisite	Nil				Syllabus version 100 Marks			
<b>Course Objectives</b>								
<ul style="list-style-type: none"> <li>To acquaint students about various concerns and methods of psychology.</li> <li>To develop insight into various theories of learning.</li> <li>To acquaint students with the theories of personality.</li> <li>To familiarize students with adjustment and mental health.</li> <li>To develop an understanding the theories of personality and its assessment.</li> </ul>								
<b>Course Outcome</b>								
<ul style="list-style-type: none"> <li>To understand the psychological orientation to education.</li> <li>To develop an understanding about theories of learning</li> <li>To develop an understanding about learners' cognitive, thinking and learning styles.</li> <li>To develop an understanding about learners' development and the characteristics associated with it.</li> <li>To develop an understanding of classroom as social group and group processes.</li> <li>To develop an understanding of concept, models and types of Intelligence</li> <li>To develop an understanding of concept, models and types of Meta-cognition.</li> <li>To develop an understanding of theories of personality and its measurement.</li> </ul>								
<b>Student Learning Outcomes (SLO)</b>								
<ul style="list-style-type: none"> <li>Students obtained information on various experiments through educational psychology.</li> </ul>								
<b>Unit-I</b>	<b>Psychological Orientation to Education</b>						<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>Concerns of Educational Psychology</li> <li>The methods used in educational psychology</li> </ul>							
<b>Unit-II</b>	<b>Human Development and Its Theories</b>						<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>Concept and aspects of Human development, Implications for teaching learning process, Stages of Human development</li> <li>Development task theory</li> <li>Cognitive development theory</li> <li>Moral development theory</li> <li>Language development theories- Behaviouristic, Nativist and Interactionist</li> </ul>							
<b>Unit-III</b>	<b>Theoretical Approaches to Learning</b>						<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>Bandura's Social Learning, Cognitive and Social cognitive Theories</li> <li>Constructivist Theories of Bruner and Vygotsky</li> <li>Experiential learning of Kolb</li> <li>Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.</li> </ul>							
<b>Unit-IV</b>	<b>Personality Theories</b>						<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>Concept, nature, dynamics and structure of personality</li> <li>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</li> <li>Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these</li> </ul>							

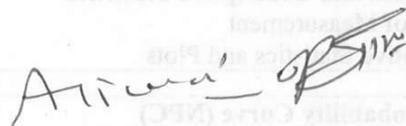
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	<p>Theories</p> <ul style="list-style-type: none"> <li>➤ Assessment of personality: Different methods of assessment, difficulties in assessment, Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories</li> </ul>	
<b>Unit-V</b>	<p><b>Mental Health and Hygiene</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students</li> <li>➤ Frustration, Conflict and Anxiety: Meaning and Management</li> </ul>	<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Allport, G.W.: Personality. New York: Holf, Rinehart and Winston, 1937.</li> <li>• Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.</li> <li>• Asubel, D.P : Educational Psychology, A Cognitive View. New York: Holt, Rinehart and Winston, 1968.</li> <li>• Boring, E. G.: A History of Experimental Psychology. Bombay: The Times of India Press,1969.</li> <li>• Brown, C.W. and Ghiselli, E.E.: Scientific Method in Psychology. N.Y.: McGraw Holt Co, Inc,1951.</li> <li>• Cattell, R.B.: Description and Measurement of Pesonality.Yonkers: Word Book Company,1946.</li> <li>• Chauhan, S.S.: Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.,1998.</li> </ul>		
<b>Activities</b>		
The Students would perform Experiments and Tests Related to:		
<ul style="list-style-type: none"> <li>• Adjustment</li> <li>• Transfer of Learning</li> <li>• Personality</li> <li>• Creativity</li> <li>• Cognitive Development</li> </ul>		





Course Code	RESEARCH DATA ANALYSIS & INTERPRETATION-I	L	T	P	C
MMEDU20S202		6	0	0	6
Pre-requisite	Nil	Syllabus version			
		100 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>To help students understand relationship between types of research tools and the nature of data.</li> <li>To help students develop competency and confidence in statistical description and presentation of research data.</li> <li>To develop among students capacity for qualitative and quantitative analysis of research data.</li> <li>To sensitize students about the assumptions underlying statistical test and techniques used for analyzing and interpreting research data.</li> <li>To empower students in skills of computer applications for analyzing and interpreting research data.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Develop various types of research tools for data collection.</li> <li>Develop an understanding of principles of quantitative and qualitative research methods.</li> <li>Develop an understanding of principles of data analysis and interpretation.</li> <li>Develop the vision to carry out qualitative and quantitative research.</li> <li>Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.</li> <li>Use computers to code and analyze data.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>Students will get information about data, tables and conclusions of academic research.</li> </ul>					
<b>Unit-I</b>	<b>Nature of Research Data in Education</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Interface between research tools &amp; research data</li> <li>➤ Quantitative and Qualitative data</li> <li>➤ Analysis of Qualitative data</li> <li>➤ Issues of reliability and validity</li> </ul>				
<b>Unit-II</b>	<b>Measurement and Descriptive Statistics</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Levels of Measurement</li> <li>➤ Descriptive Statistics and Plots</li> </ul>				
<b>Unit-III</b>	<b>Normal Probability Curve (NPC)</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Normal probability and its applications</li> </ul>				
<b>Unit-IV</b>	<b>Parametric Inferential Statistics</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Sampling distribution of mean, sampling error, setting confidence intervals for population mean</li> <li>➤ Hypothesis testing: Levels of significance</li> <li>➤ Critical value approach and p-value approach</li> <li>➤ Type I and Type II errors in testing hypothesis</li> <li>➤ Two tailed and one tailed tests</li> <li>➤ The t-test, ANOVA (One way and two way)</li> <li>➤ Assumption of Parametric Tests</li> </ul>				
<b>Unit-V</b>	<b>Computers in Data Analysis</b>				<b>18 Hrs</b>
	<ul style="list-style-type: none"> <li>➤ Overview of computer software for data analysis</li> <li>➤ Coding of data and Data entry in various computer software like as</li> </ul>				

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	Microsoft Excel/ SPSS/ Stata/ SAS ➤ Data Analysis and interpretation	
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Aggrawal, Y.P : Statistical Methods : Concepts Application and Computation New Delhi Sterling Publishing Private Limited 1990.</li> <li>• Asthana, H.S &amp; Bhushan B. Statistics for social Sciences New Jersey : Prentice Hall of India 2007.</li> <li>• Freedman D. Pisani R and Purves R Statistics (Fourth Edition) Viva Books 2011.</li> <li>• Freedman D.A Statistical Models Theory and Practice Cambridge Cambridge University Press 2009.</li> <li>• Furlong Nancy E and Others Research Methods and Statistics – An Integrated Approach Fort Worth Harcourt College Publishers 2000.</li> <li>• Gage, N.L. Handbook of Research on Teaching Chicago Rand McNelly and Co. 1963.</li> <li>• Garrett, H.E. Statistics in Psychology and Education Bombay : Vakils Feffer and Simons Ltt, 1981.</li> <li>• Gay, L.R : Educational Research- Competencies for Analysis and Application New Jersey Prentice – Hall Inc 1996</li> </ul>		

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Course Code	<b>FIRST ADVANCE LEVEL COURSE: TEACHER EDUCATION: PART-II</b>				L	T	P	C	
<b>MMEDU20S203</b>					<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	
<b>Pre-requisite</b>	<b>Nil</b>				<b>Syllabus version</b>				
					<b>100 Marks</b>				
<b>Course Objectives</b>									
<ul style="list-style-type: none"> <li>To update the students with the recent researches with the recent researches in teacher education and teacher effectiveness.</li> <li>To help students in developing a comparative picture of teacher education in the U.S.A the U.K and the USSR.</li> <li>To make students aware with the area, problems &amp; emerging trends of research in teacher education.</li> <li>To familiarize students with the emerging trends in teacher education</li> </ul>									
<b>Course Outcome</b>									
<ul style="list-style-type: none"> <li>Students will be able to understand perspectives &amp; policies of teacher education programmes with reference to approaches policies structure, management of teacher education &amp; factors influencing quality of teacher education.</li> <li>Students will be able to review the research conducted on effectiveness of teacher education programme &amp; analyze its trends.</li> <li>Students will be able to know about various challenges in professional development of teachers partnership involve in secondary teacher education</li> </ul>									
<b>Student Learning Outcomes (SLO)</b>									
<ul style="list-style-type: none"> <li>Students information about teacher education and in servicing teachers</li> </ul>									
<b>Unit-I</b>	<b>Agencies for Professional Development</b>							<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Agencies of Teacher Education and their roles in professional development of Teacher Educators</li> <li>➤ National level agencies: NCERT and constituent unit of NCERT (RIEs, CIET), UGC, NIEPA, ICSSR, NCTE</li> <li>➤ State level agencies: SCERT, SBTE, IASEs, UTDs, CTEs, BITEs</li> </ul>								
<b>Unit-II</b>	<b>Researches in Teacher Education</b>							<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Research in Teacher Education: Concept, Area/ Scope &amp; Problems of Research in Teacher Education</li> <li>➤ Trends of research in Teacher Education</li> <li>➤ Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc.)</li> <li>➤ Emerging trends, areas and variables of research in Teacher Education.</li> </ul>								
<b>Unit-III</b>	<b>Comparative Teacher Education</b>							<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ Comparative teacher education: comparative study of teacher education in USA, UK, USSR and India in special reference to their foundational historical background, levels &amp; structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation</li> <li>➤ Standards of teacher education administration &amp; finance</li> <li>➤ Contemporary problems &amp; emerging trends</li> </ul>								
<b>Unit-IV</b>	<b>New Paradigms in Teacher Education</b>							<b>18 Hrs</b>	
	<ul style="list-style-type: none"> <li>➤ New trends in teacher education, paradigm shift in reaching learning process (teacher centered, teacher-learner interaction, learner centered, learner centered interaction)</li> </ul>								

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	<ul style="list-style-type: none"> <li>➤ e-learning &amp; m-learning in teacher education, constructivism in teacher education, Interdisciplinary approach</li> <li>➤ Distance education correspondence &amp; Non-format education in teacher education</li> <li>➤ Flanders interaction analysis category system</li> </ul>	
<b>Unit-V</b>	<b>Quality of Teacher Education</b> <ul style="list-style-type: none"> <li>➤ Quality Assurance: NAAC &amp; their criteria for quality assessment of Higher Education</li> <li>➤ Criteria of quality assurance in context of IQAC</li> <li>➤ Performance Based Appraisal System-Academic Performance Indicator (PBAS-API), TQM</li> </ul>	<b>18 Hrs</b>
<b># Mode: Flipped Class Room, Case Discussion, Lectures</b>		
<b>Text Book(s)</b>		
<ul style="list-style-type: none"> <li>• Agrawal, R: Educational Technology Management &amp; Evaluation. Delhi: Shipra Publications, 2009.</li> <li>• Anand, S: Educational Development and Technology. New Delhi: Anmol Publications Pvt. Ltd, 2007.</li> <li>• Dahiya, S. S: Educational Technology-Towards Better Teacher Performance. Delhi: Shipra Publications, 2008.</li> <li>• Dangwal, K.L: Educational Technology (Technology supported Teaching &amp; Learning). New Delhi: APH Publishing Corporation, 2011.</li> <li>• Davis, B.: Tools for Teaching. Maxwell, New York, 1993.</li> <li>• Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.</li> <li>• Lucido, P.L. &amp; Borabo, R.G: Educational Technology. Quezon City: Katha Publishing Co,1997.</li> </ul>		
<b>Activities</b>		
<ul style="list-style-type: none"> <li>• SWOT Analysis of any teacher education Institute</li> <li>• Report of a teacher education institute on the basis of quality criteria determined by the NAAC</li> <li>• Abstract of Ph. D. thesis in the area of Teacher Education.</li> </ul>		

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Course Code	DISSERTATION PROPOSAL	L	T	P	C
MMEDU20S204		6	0	6	12
Pre-requisite	Nil	Syllabus version			
		200 Marks			
<b>Course Objectives</b>					
<ul style="list-style-type: none"> <li>Students will learn about research and research problem in practical situation.</li> </ul>					
<b>Course Outcome</b>					
<ul style="list-style-type: none"> <li>Students will get knowledge about the research proposal, statement of the problem in practical situation.</li> </ul>					
<b>Student Learning Outcomes (SLO)</b>					
<ul style="list-style-type: none"> <li>The students learned to prepare a short research report and its outline.</li> <li>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.</li> <li>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 PowerPoint (PPT) mode.</li> <li>The presentation will be open to available faculty members, fellow students and other interested persons.</li> <li>The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.</li> </ul>					60 Hrs

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*R. Srinivas*

*Arjun*

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