

MASTER OF EDUCATION – SECOND SEMESTER

Second Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Philosophical and Sociological Foundation of Education – II	4	100
2	Advanced Educational Psychology – II	4	100
3	Educational Research and Statistics – II	4	100
4	Theory and Practice of Teaching	4	100
5	Identification of Problem and Preparation of Dissertation	2	100
6	Field Work/Internship in Secondary Schools	2	100
Total		20	

Subject Name: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION – II

Course Objectives:

- To understand different western philosophical schools and its educational implication.
- Critical appraisal of contributions of great educators to education.
- To understand the major social processes and the role of education for strengthening these processes
- To understand role of education in new social in new social order

Unit 1 - Western Schools of Philosophy and its Educational Implication

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit 2 – Educational Thinkers: Indian & Western

- Sri Aurobindo
- Mahatma Gandhi
- Swami Vivekananda
- Plato & Rousseau

Unit 3 - Education and Social Processes

- Education and Democracy
- Education and Modernization

- Education and Globalization
- Education and Social Stratification

Unit 4 - Education in New Social Order

- Functions of education in modern India.
- Education for Unity in Diversity and National Integration.
- Education for democracy and good citizenship.
- Education for Sustainable Development.

Suggested Readings:

1. Brembeck, Cole, S. Sociological Foundations of Education, Cross-Cultural Approach, JohnWiler & Sns, 1966.
2. Mannheim, K. & Steward, A.W.C. An Introduction to the Sociology of Education, Routledge& Kegan Paul, 1962.
3. Mathur, S.S. A Sociological Approach to Indian Education, Vinod Pustak Mandir, 1966.
4. Naganatam, R. New Frontiers: East and West Philosophies of Education, Orient Longman, 1958.
5. Ruhela, S.P. (Ed.), Sociology of the Teaching Profession in India, NCERT, 1970.
6. Ruhela, S.P. & Vyasa, K.C. Sociological Foundations of Education in Contemporary India. Dhanpat Rai & Sons, 1970.

Subject Name: ADVANCED EDUCATIONAL PSYCHOLOGY – II

Course Objectives:

- To understand the meaning, nature and factors affecting learning
- To critically analyze the learning theories and its educational contribution
- To understand the concept of well-adjusted personality
- To understand the role of teachers in inclusive classroom.

Unit 1 - Learning and Motivation

- Learning: Concept, nature, factors affecting Learning,
- Latent Learning by Tolman, Gagne's Hierarchy of Learning
- Transfer of Learning: Concept, Types, Theories and Educational Implications.
- Motivation: Concept, Types, its relation with learning, Achievement Motivation.

Unit 2 - Personality and Adjustment

- Concept of Personality, characteristics of well-adjusted personality
- Western theories of personality by Cattell, Eysenk, Allport, Freud;
- Assessment and implications for teacher and learner
- Adjustment causes maladjustment, Defence Mechanisms, Conflicts and their management.

Unit 3 - Understanding Intelligence

- Concept of Intelligence.

- Theories of intelligence by Gardner and Sternberg
- Assessment of multiple intelligence
- Emotional and Spiritual Intelligence

Unit 4 - Understanding Children with Diverse Needs

- Children with diverse needs/different abilities: Concept, Classification, Role of Teacher
- Concept, characteristics, identification of the following- Learning Disabled Dyscalculia, Dyslexia & Dysgraphia
- Slow Learners, Children with ADHD & with ADD role of teachers
- Inclusive Education: Concept, Process and Barriers

Suggested Readings:

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
3. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
4. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
5. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling PublishersPvt. Ltd.
6. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
7. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
8. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.

Subject Name: EDUCATIONAL RESEARCH AND STATISTICS – II

Course Objectives:

- Describe the different tools of data collection.
- Use appropriate data collection tool for a research study.
- Explain the procedure for construction of tool for a research study
- To develop the skill of designing a research proposal; and abstract

Unit 1 - Tools, Test and techniques

- Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales (Types, Uses, Merits and Limitations).
- Methods and Techniques of Data Collection: Observation and Interview (types, uses, merits and limitations).
- Principles of Construction of tools and techniques and its administration.
- Basic attributes of a good Research Tool – Reliability, Validity and Usability.

Unit 2 - Analysis of Data

- Parametric: T Test, ANOVA and ANCOVA
- Non parametric: Chi Square and 2x2 Contingency table

- Correlation Statistics: Rank Order, Pearson's Correlation
- Test of Significance: Levels of Significance, One tailed and Two tailed tests; - Type I and Type II Errors.

Unit 3 - Descriptive Analysis of Quantitative Data

- Measures of Central tendencies and dispersion, assumptions, uses and interpretation
- Normal Distribution: Characteristics of Normal Probability curve and its applications,
- Deviation from normality - Skewness and Kurtosis
- Measures of Relative Positions – Percentiles, Percentile Rank, Z and T scores.

UNIT-4 : Concluding Educational Research

- Concluding Research; Writing of Research Report/ Dissertation/ Thesis- Characteristics and Formats.
- Preparation of Bibliography- APA and MLA standards
- Formulation of Research proposals/Synopsis
- Writing Research Paper and Article

Suggested Readings:

1. Best, J. W. & Khan, J.[V. (2008). *Research in Education* (10th edition). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Garrett,H.E. (2013). *Statistics in Psychology and Education* (Third Indian Reprint). Delhi: Surajeet Publications.
3. Kaul Lokesh (1984): *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Kerlinger, F.N. (2009): *Foundations of Behavioural Research*. New Delhi: SurjeetPublications.
5. Kumar, R. (2005): *Research Methodology- A step by step guide for beginners*. New Delhi: Pearson Education.
6. Mangal, S.K. (2008). *Statistics in Psychology and Education* (Second Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
7. Panneerselvam, R.(2011).: *Research Methodology*. New Delhi: PHI Learning Pvt. Ltd.
8. Wayne, K.H. & Curt,M.A (2015) *Quantitative Research In Education*. New Delhi: Sage Publications.

Subject Name: THEORY AND PRACTICE OF TEACHING

Course Objectives:

- To gain insight and reflect on the concept of teaching and the status of teaching as a profession
- To prepare teachers for memory, understanding and reflective level of teaching
- To understand the roles and responsibilities of teachers
- To understand the issues of initial teacher preparation and continued professional development
- To gain mastery in different Models of Teaching

Unit 1 - Basic Concepts

- Concept and Principles of Teaching
- Levels of Teaching: Memory, Understanding and Reflective
- Process of Teaching: Planning, Organizing, Leading and Controlling
- Roles, responsibilities and professional ethics of teacher educators

Unit 2 - Theories and Models of Teaching

- Herbart's Communication Theory
- Gagne's Hierarchical Theory of Instruction
- Gage's Cognitive Theory
- Bruner's Concept Attainment model and Elements of Teaching Model

Unit 3 - Student Teaching

- Concept and Scope of Student Teaching
- Organization and Supervision of Teaching Practice
- Lesson Planning: Concept & Herbart's Steps
- Teaching of Concepts and Problem Solving

Unit 4 - Modification of Teacher Behaviour

- Competencies of Teaching
- Reinforcement and Integrations of Different Skills
- Teacher Training Techniques - Micro Teaching and teaching Skills
- Evaluation of Teaching – Flander's Interactional Analysis Category System(FIACS)

Suggested Readings:

- Anand C.L. Aspects of Teacher Education, Delhi S.Chand and Co 1988
- Chaurasis G Teacher Education and Professional Organizations, Delhi, Authors Press. 2000
- Mangal S.K. Foundations of Educational Technology, Ludhiana, Tandon Publications. 2001
- Marshal, Weil.& Joyce Bruce, with Beverly Showers Models of Teaching, New Delhi: Prentice-Hall 1992.
- Mukherjee, S.N. Admission and Organization in Teacher Training Institutions, New Delhi, NCERT 1987.
- Panda, B.N. & Tewari, A.D. Teacher Education, New Delhi, A.P.H. Publishing 1997
- Sharma, S.P. Teacher Education, Principles, Theories and Practices, Delhi: Kanishka publishers. 2003

Subject Name: IDENTIFICATION OF RESEARCH PROBLEM AND PREPARATION OF DISSERTATION(P)

Course Objectives:

- To help students formulating a research problem
- Learn to plan and conduct a research, and write a thesis.
- To see and draw linkages between education theory and research

- To design a plan to study and executing the plan

Preparation of Dissertation

- Identification and selection of the topic
- Review of related literature
- Preparation of the research proposal with appropriate research steps.

(A research problem will be taken up by each candidate under the supervision of a guide allotted to them.)

Suggested Readings:

1. Best, J. W. & Khan, J.[V. (2008). *Research in Education* (10th edition). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Garrett,H.E. (2013). *Statistics in Psychology and Education* (Third Indian Reprint). Delhi: Surajeet Publications.
3. Kaul Lokesh (1984): *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Kerlinger, F.N. (2009): *Foundations of Behavioural Research*. New Delhi: SurjeetPublications.
5. Kumar, R. (2005): *Research Methodology- A step by step guide for beginners*. New Delhi: Pearson Education.
6. Mangal, S.K. (2008). *Statistics in Psychology and Education* (Second Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
7. Panneerselvam, R.(2011).: *Research Methodology*. New Delhi: PHI Learning Pvt. Ltd.
8. Wayne, K.H. & Curt,M.A (2015) *Quantitative Research In Education*. New Delhi: Sage Publications.

Subject Name: FIELD WORK/INTERNSHIP IN SECONDARY SCHOOLS (P)

Course Objectives:

- To engage students with field – based situations and work in Secondary schools.
- To help students systematically planned field work in Secondary schools.

Course content:

The M.Ed. students will be engaged in the Supervision of practice teaching classes of B.Ed. students. Every M.Ed. students have to Supervise 10 classes (5 in each method) in two method papers selected by them. A detail report of the supervision work is to be submitted during the final Evaluation.