

अंतरी पेटवू ज्ञानज्योत

उत्तर महाराष्ट्र विद्यापीठ, जळगाव.

उमवि/12/EdnFac./1384/98

दिनांक :- 14.3.1998

प्रति,

- 1) मा.प्रो.वार्य, शिक्षणशास्त्र महाविद्यालय, जळगाव.
- 2) मा.प्रो.वार्य, धुळे एज्युकेशन सोसायटीचे शिक्षणशास्त्र महाविद्यालय, धुळे.
- 3) मा.प्रो.वार्य, शिक्षणशास्त्र महाविद्यालय, नेदुरवार.
- 4) मा.प्रो.वार्य, शिक्षणशास्त्र महाविद्यालय, खिरीदा.

विषय :- एम.एड. सुटीतील कोर्ससाठी पुथककरणचा आराखडा पाठविणेबाबत.

महोदय,

उपरोक्त विषयाबाबत अंतुषंगाने आपणास विदित करण्यात येते की, दिनांक 21.6.1996 रोजी शिक्षणशास्त्र विद्याशाखेची सभा संपन्न झाली असता, सदर सभेत एम.एड. सुटीतील कोर्ससाठीचे पुथककरणचा आराखडा तयार करण्यात आला असून, दिनांक 10.3.1998 रोजी संपन्न झालेल्या सदर विद्याशाखेच्या सभेने घेतलेल्या निर्णयानुसार सदरचे पुथककरण सोबत आपल्या माहितीसाठी पाठविले आहे.

करिता, मा.प्रो.वार्य यांना विनंतीपूर्वक कळविण्यात येते की, एम.एड. कोर्ससाठीचे सदरचे पुथककरण आपल्या महाविद्यालयातील प्राध्यापक व विद्यार्थ्यांच्या नजरेस आणावा.

कळणे.

सोबत :- वरीलप्रमाणे.

आपला विश्वासू,

उपकुलसचिव.

प्रति माहितीसाठी स्वामा :-

- 1) मा. परीक्षा नियंत्रक, उमवि, जळगाव.
- 2) मा. उपकुलसचिव, परीक्षा-पूर्वार्ध-उत्तरार्ध विभाग, उमवि, जळगाव.
- 3) मा. प्रोग्रामर, उमवि, जळगाव.

कायनाम नारंग

NORTH MAHARASHTRA UNIVERSITY, JALGAON.
M.Ed. (VACATIONAL) COURSE

Group-A, Paper-II :- Advanced Educational Psychology.

Scope and Weightage of hour for teaching as decided in the meeting held at Nandurbar on 2nd Nov., 1993.

Section-I

Unit-1 :- Nature and scope of psychology of learning and teaching.

- 1.1 Nature and scope.
- 1.2 Methods of Psychological studies.
(Comparative study expected)
 - 1.2.1 Experimental
 - 1.2.2 Differential.
 - 1.2.3 Clinical.
 - 1.2.4 Psycho-analytic.
 - 1.2.5 Case study.

Unit 2 :- Growth and Development.

- 2.1 Theories of development.
(a) Principles. (b) Contribution to development, of the following theories :
 - 2.1.1 Maturation theories.
 - 2.1.2 Behaviour learning theories.
 - 2.1.3 Psycho-analytic theories.
- 2.2 Heredity and Environment.
 - 2.2.1 Mechanism of heredity, Laws of heredity.
 - 2.2.2 Influence of heredity, and environment.
 - 2.2.3 Nature-Nature issue, interaction principle.
 - 2.2.4 Experiments of Lamarck, Mc Dugall, Darwin.
- 2.3 Education Implications of growth and development.

Unit-3 : Schools of Psychology.

- 3.1 Types of Schools-
Behaviorism, Gestalt, Psychoanalysis, Humanistic.
Study expected on the following points-
(a) Subject-Matter (b) Methodology (c) Area.
- 3.2 Contribution of the above schools to the field of education.
- 3.3 Indian thoughts on Psychology, Concept & functions of-
(a) Pradhya (intelligence).
(b) Chitta (Mind).
(c) Vyaktimattva (personality).

Unit-4 :- Social Psychology.

- 4.1 Meaning and definition of social psychology.
- 4.2 Types of groups-
 - 4.2.1 In groups and out groups. (Meaning & Characteristics).
 - 4.2.2 Primary & Secondary groups. (Meaning & Secondary groups).
- 4.3 Importance of group life in schools with reference to residential schools.

M.Ed. Paper-II
Section-II

Unit 5:- Learning Theories.

- 5.1 Concept of learning theory.
- 5.2 Representative theories of learning and their implications on education. (General Information is expected).
 - 5.2.1 Mental discipline theories - Nature of the following theories :
Humanistic mental, natural unfoldment, Apperception.
 - 5.2.2 S.R. Conditions theories - Nature of the following theories-
S.R. Bond-Connectionism. Conditioning- Classical & Operant. Conditioning through reinforcement.
 - 5.2.3 Cognitive theories - Nature of the following theories - Insight - Goal insight - Cognitive field.
- 5.3 Current learning theories-
Comparative study of the following - Theories on these points-
 - (a) nature of learning.
 - (b) Learning teaching process (Characteristics).
 - (c) Methodology.
 - 5.3.1 Skinner's operant conditioning.
 - 5.3.2 Kurt Lewin's field theory.
 - 5.3.3 Bruner's cognitive theory.
 - 5.3.4 Bandura's social learning theory.
 - 5.3.5 Ausubel's meaningful learning theory.
- 5.4 Models of teaching-
Concept, felt need, four families.
(Information processing, personal, social behavioral)
(only information and characteristics are expected).

Unit 6 :- Individual differences.

- 6.1 Types of individual differences-
 - 6.1.1 Physical-Age, Sex, height, Weight etc.
 - 6.1.2 Mental-Intelligence, traits, interests, attitudes, aptitudes, values.
- 6.2 Measurement of individual differences-
 - 6.2.1 Need of measurement.
 - 6.2.2 Tests for measurement-
(General information and uses of the tests).
 - 6.2.2.1 Mechanical aptitude test, clerical aptitude test, test for music graphic arts, multiple aptitude test, General Aptitude Test Battery. (GATB)
 - 6.2.2.2 Interest inventories.

Unit-7 : Intelligence.

- 7.1 Theories of intelligence.
 - (a) Characteristics (b) Limitations (c) Comparison with other theories.
 - 7.1.1 Spearman's two factor theory.
 - 7.1.2 Thorndike's multi-factors theory.
 - 7.1.3 Thurston group - factors theory.
 - 7.1.4 Thompson's sampling theory.
 - 7.1.5 Guilford's Structure of intellect.

- 7.2 Measurement of intelligence.
 - 7.2.1 Verbal, non-verbal, individual, group performance. (Nature and uses of the tests).
 - 7.2.2 Indian intelligence tests. (Nature and uses of the available Indian tests)
 - 7.2.3 Limitations of intelligence tests.
- 7.3 Creativity and intelligence.
 - 7.3.1 Creativity and intelligence-relation.
 - 7.3.2 Tests of creativity - Uses & limitations of the following tests-
 - (a) Baguer Mehadi : Test of creative thinking (verbal & non-verbal).
 - (b) Passi's test of creativity (Verbal & non-verbal)
 - (c) Passi and Malhotra's test of literary creativity.
 - (d) Kundale's test of literary creativity (Marathi).

Unit-8 : Personality.

- 8.1 Definition - (a) Allport's classification-omnibus, integrative, hierarchical, adjustment, distinctiveness. (b) Definition by Allport.
- 8.2 Influencing factors - Heredity & Environment.
- 8.3 Theories of personality - Meaning and evaluation of -
 - 8.3.1 Type-Hypocrats, Krestschmer, Sheldon, Jung.
 - 8.3.2 Trait - Guilford Modalities, Allport's Classification, Cattell's classification, Eysenck's Theory.
 - 8.3.3 Psycho-analytic-Freud, Adler Jung.
 - 8.3.4 Learning - Behavioristic - Dollard Miller, Social learning- Bandura, Walters.
 - 8.3.5 Phenomenological - Roger's Self - concept Kelly's personal Construct anticipation of events, Maslow's self actualization.
- 8.4 Measurement of personality-
 - 8.4.1 Need of measurement.
 - 8.4.2 Types of measurement-Trait-rating scale. Projective-Roschac's Test, T.A.T., Verbal Projection. Holistic-Minnesota, California. Questionnaire, Interview, personality research form (Douglas Jackson)
 - 8.4.3 Educational implications of measurement.
- 8.5 Neurotic Personality.
 - 8.5.1 Meaning & causes of neurotic personality.
 - 8.5.2 Types of neurotic personality.
 - 8.5.3 Role of the teacher in detecting neurotic personality and in guiding them.

ADVANCED EDUCATIONAL PHILOSOPHY AND SOCIOLOGY

Unit-1 :- Philosophy and Education.

- 1.1 Philosophy as an activity and dimensions of Philosophic thinking.
- 1.2 Philosophy as content and branches of Philosophy : ontology, epistemology & axiology, (Here examples are to be given of the Philosophics in Unit3)
- 1.3 Philosophy of Education as deduction from Philosophical premises.
- 1.4 Philosophy of Education as analysis of the language.

Unit-2 : Indian schools of Educational Philosophy.

- 2.1 Vedic

2.2 Buddhist.

These schools are to be studied under the following heads : ontology, Epistemology and Axiology and deductions as to the aims of Education, Curriculum, Methods of teaching & pupil-teacher relationship.

Unit 3 : Western (Modern) schools of Educational Philosophy.
(A) Conservative Schools.

- 3.1 Perennialism.
- 3.2 Essentialism.
- (B) Liberal Schools.
- 3.3 Pragmatism (Progressivism).
- 3.4 Existentialism.
- 3.5 Logical Positivism.

These Philosophies are to be studied under the following heads : Aim of Education, curriculum & methods of teaching & teacher - pupil relationship.

Unit 4 : Futurology and Education.

- 4.1 Concept of futurology.
- 4.2 Basic principles of futurism.
- 4.3 Uses of futures studies.
- 4.4 Concept & need of Education in the future tense.
- 4.5 Objectives/Curriculum & Teaching methods of Education in the future tense.

Unit 5 :- Sociology and Education.

- 5.1 Meaning and Scope of Educational Sociology.
- 5.2 Educational Sociology and Sociology of Education.
- 5.3 Meaning and functions of Education from sociological point of views.

Unit 6 : Culture and Education.

- 6.1 Concept of culture.
- 6.2 Relationship between cultural patterns and Education.
- 6.3 Reconciliation of Traditional and Technological Culture.

Unit 7 : Political Ideologies and Education.

- 7.1 Major political ideologies : Totalitarian and Democratic-Meaning and their main features.
- 7.2 Aims, curriculum, methods of teaching and administration under states.
- 7.3 Aims, curriculum, methods of teaching & administration under Democratic states.

Unit 8 : Modern Technology & Education.

- 8.1 The impact of science & technology on Education.
- 8.2 A detailed study of Paulo Freire's Pedagogy of the oppressed.

RECOMMENDED BOOKS

- 1) Dupuis Adrian 1972.
Philosophy of Education Historical Perspective, New Delhi-
Thomson Press.

Wing - 1975

- Philosophies of Education : An Introduction,
New Delhi, Sterling Publishers.
- 3) Butler J. 1957
Four Philosophies and their practice in Education &
religion, New York, Harper & Row.
 - 4) Shivanurappa G. 1985
Philosophical approach to Education,
Bombay, Himalaya Publishing House.
 - 5) Sodhi T.S., Sondu G.S. & Singh S.B. 1990
Philosophical Dimensions of Education.
Ambala Cantt, The Indian Publication.
 - 6) Reddy V.M.K. 1985
Futurology,
New Delhi, Bharatiya Vidya Prakashan.
 - 7) Toffler Alvin (1975) Future Shock.
Future Shock, New York, Bantam Books.
 - 8) Seth Satish, 1985
The next 7000 Days.
New Delhi, Wiley Eastern Ltd.
 - 9) Smith Philip 1957 Philosophy of Education
New York : Harper & Row.
 - 10) Henderson Introduction to Philosophy of Education.
 - 11) Reddy V.M.K. (1988) Future Education and Human Resource
Management, New Delhi : Bharatiya Vidya Prakashan.
 - 12) Paulo Freire (1972) : Pedagogy of the oppressed.
New Delhi : Penguin Education.
 - 13) Brubaker John (1982) Modern Philosophies of Education,
New York : Mc Graw Hill.
 - 14) Mathur S.A. (1989) : A sociological Approach to Indian
Education,
Agra : Vinod Pustak Mandir.
 - 15)
 - 16)
 - 17)

ELEMENTS OF EDUCATIONAL RESEARCH & STATISTICS.

CONTENTS

- Unit 1 :- Sources of Generating Knowledge.
- 1.1 Need of generating knowledge.
 - 1.2 Different sources of generating knowledge : personal experience, Authority, Deductive reasoning and Inductive reasoning.
 - 1.3 Scientific methods as a source of generating knowledge : Nature and characteristics, steps involved in it.
- Unit 2 :- Concept, Nature & Types of Research.
- 2.1 Concept and characteristics of Research.
 - 2.2 Relationship between the scientific method and Research.
 - 2.3 Types of Research : fundamental, Applied and Action.
- Unit-3 :- Educational Research.
- 3.1 Concept and characteristics of Educational Research.
 - 3.2 Steps involved in the conduct of educational Research (Research Plan/Proposal).
 - 3.3 Different areas of Educational Research.
- Unit-4 :- Classification of Research.
- 4.1 Historical Research.
 - 4.2 Descriptive Research.
 - 4.3 Correlational Research.
 - 4.4 Causal comparative and Experimental Research (Experimental & Quasi-experimental designs)
- Unit 5 :- Identification and definition of a problem.
- 5.1 Selection, sources, characteristics of a research problem.
 - 5.2 Statement of a research problem.
 - 5.3 Review of related literature.
 - 5.4 Formulation and statement of a hypothesis and/or objective.
- Unit 6 :- Sampling.
- 6.1 Definition and Purpose of sampling.
 - 6.2 Methods of selecting a sample, : Random sampling, stratified sampling, cluster sampling, systematic sampling.
 - 6.3 Determination of Sample size.
- Unit 7 :- Data collection Instruments.
- 7.1 Achievement tests : Standardized and Teacher-made.
 - 7.2 Attitude scale : likert-type.
 - 7.3 Interest inventories.
 - 7.4 Personality inventories.
 - 7.5 Intelligence and creativity tests.
 - 7.6 Questionnaire.
 - 7.7 Interview schedules.
 - 7.8 Content analysis.
- Unit 8 :- Data Analysis and Interpretation.
- 8.1 Descriptive Statistics.
 - 8.1.1 Measure of central Tendency.

- 0.1.1 Measures of variability.
- 0.1.3 The Normal curve.
- 0.1.4 Measures of Relationship.
- 0.1.5 Measures of Relative position.
- 0.2 Inferential Statistics.
 - 0.2.1 Standard Error, Null Hypothesis,
 - 0.2.2 Tests of significance : The "t" test for independent and Non-independent samples, Chi Square test.
 - 0.2.3
 - 0.2.4 Simple Analysis of variance.

Unit 3 : Preparation of Research Report.

- 3.1 Rational for a research report.
- 3.2 Language and style for writing.
- 3.3 Format of a Research Report.

PRELIMINARY PAGES.

- Title page.
- Acknowledge page.
- Table contents.
- List of Tables.
- List of Figures.
- Abstract.

MAIN BODY OF THE RESEARCH

Introduction

- Statement of the problem.
- Review of Related Literature.
- Statement of the hypothesis.

Method.

- Subject.
- Instruments.
- Design.
- Procedures.

Results

(Discussion & Recommendations)

References

(Bibliography)

APPENDICES

APPENDIX A (WORK - Compulsory).

One Dissertation to be completed.

*This Unit is to be studied from the interpretative point of view & not from the statistical calculations (at B.Ed. point of view.

RECOMMENDED BOOKS

- 1. Bush M.S. (1974) - A survey of Research in Education, Baroda.
- 2. Centre of Advanced Studies in Education, N.S. University.
- 3. Gupta N.K. (1976) - Second survey of Research in Education, Baroda, Society for Educational Research and Development.

- 3) Buch M.B. (1967) - Third survey of Research in Education, New Delhi - N.C.E.R.T.
- 4) Buch M.B. (1971) - Fourth Survey of Search in Education Vol.I & II New Delhi - N.C.E.R.T.
- 5) Kreppendorff Klaus (1989) - Content Analysis : An Introduction. Sag : London.
- 6) Guilford J.P. (1985) - Fundamental Statistics in Psychology and education, New York, Mc graw Hill.
- 7) Kaul Lovesh (1984) - Methodology of Educational Research, New Delhi, Vikas Publishing House.

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