

Course code TEM 301
Psychology of Learning

Course Objectives:

- To enable the students to understand concepts and principles of learning
- To enable the learner to understand implications of learning theories for education.
- Critically analyse the process of learning from the point of view of cognitive psychological and the implications of constructivist learning.
- Visualize multiple dimensions and stages of learner's mental ability and their implications on learning.
- Understand the learner in terms of various characteristics.
- Learn the factors affecting learner's environment and assessment.

Unit-1

- Learning- Meaning, definition and concept.
- Theories of learning-Thorndike, Pavlov, Skinner, insight theory, Hull, Lewin, Tolman, Ausubel, Bruner Social learning theory.
- Factor influencing learning, Constructivism

Unit-2

- Transfer of Learning- concept, Theories, Factor influencing transfer of learning,
- Motivation- Concept, Theories, Strategies for developing motivation
- Role of motivation in learning

Unit-3

- Concept, Concept formation, concept mapping and principals
- Factor influencing learning of concepts and principals
- learning styles, Mastery learning, Gagne's view on learning
- Role of advance organizer in learning

Unit-4

- Memory: Meaning, Types and relationship with learning
- Forgetting: Nature, Causes and theories
- Interest: Meaning, Types and relationship with learning
- Group dynamics and learning

Unit-5

- Creativity- nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving
- Thinking, Imagination and Reasoning

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessonal Test	10 Marks
Total	20 Marks

REFERENCES

- गुप्ता, एस0पी0 एवं गुप्ता, डॉ0 अलका (2008), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, लखनऊ।
- पाठक पी0डी0 (2009), शिक्षा मनोविज्ञान विनोद पुस्तक मंदिर, आगरा।
- भटनागर, सुरेश एवं सक्सेना, अनामिका (2008), शिक्षा मनोविज्ञान लायल बुक डिपो मेरठ।
- मंगल, एस0के0 (2008), शिक्षा मनोविज्ञान, प्रिन्टर्स हाल आफ इण्डिया प्रा0लि0 नई दिल्ली।
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- Cruickshank, W.M. (1980), *Psychology of Exceptional Children and Youth*, N.J. Prentice Hall
- Dandapani, S.; (2001), *Advanced educational psychology (2nd edition)*, Anmol Publications Pvt. Ltd. New Delhi.
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- Erickson, E.H. (1968), *Identity, Youth and Crisis*, W.W. Norton, New York.
- Guilford, J.P. (1967), *Nature of Human Intelligence*, McGraw Hill, New York
- NCTE (2009), *National Curriculum Framework for Teacher Education*, New Delhi.
- Newell, A. and Simon, H.A. (1972), *Human problem Solving*, Englewood Cliffs, NJ : Prentice Hall
- Piaget, J. (1999), *Judgment and reasoning in the child*, Routledge, London
- Piaget, J. and Inhelden, B. (1969), *Psychology of the child*, Basic Books, New York.
- Pintrich, P.R. and Schunk, D.H. (1996), *Motivation in Education : Theory, Research and Applications*,. Englewood Cliffs, N.J. Merill.
- Vygotsky, L. (1986), *Thought and Language (A. Kazulin, Trans.)*, , M.A. : MIT Press, Cambridge.

Course Code TEM 302
CURRICULUM STUDIES AND ASSESSMENT

Course Objectives:

This course aims to make student-teachers analyse and understand educational curriculum and they are eligible :

- To understand and appreciate the nature and the purpose of curriculum,
- To understand types, bases and objectives of curriculum
- To understand the Role of Regulatory Bodies in curriculum development,
- To understand the Concept, need and importance of educational measurement and evaluation,
- To understand the nature of Taxonomies of Educational Objectives,
- To understand the Trends in examination and evaluation

Unit – I

- Meaning, concept and types of curriculum,
- Philosophical, Psychological and Sociological basis of curriculum,
- Development of curriculum – Historical perspective,
- Principles of curriculum construction,
- Models of curriculum,
- Curriculum renewal and its impact on classroom practices,
- Cross curricular issues

Unit –II

- Role of Regulatory Bodies in curriculum development,
- Curriculum Evaluation,
- Different Models of Curriculum Evaluation,
- Analysis of Curriculum Frame works,
- Research issues in Curriculum Studies.

Unit - III

- Concept, need and importance of educational measurement and evaluation,
- Taxonomies of Educational Objectives,
- Study of Standardized tools of measuring–Intelligence, Personality, Creativity and Interest,

Unit - IV

- NRT and CRT, Standard Scores,
- Formative and Summative evaluation,
- Feedback – nature, importance and methods.
- Concept, types and calculation of Reliability, Validity and Norms,
- Development and standardization of Achievement Test and Attitude Scale,

Unit - V

- Trends in examination and evaluation – CBCS, Self assessment, Peer Assessment and Tutor assessment,
- Examination-on demand, On–line examination,

- Scaling and grading of marks, etc.
- Assessment of Examination Systems,
- Research Issues in educational measurement and evaluation.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

Suggested Readings:

- Balsara, M. – Principles of Curriculum Construction.
- Biswas, N. B. – Curriculum Studies: A model for SAARC Countries.
- NCERT – National Curriculum Frame Work for School Education.
- UGC – Model Curriculum Frame Work, NCF- 2005.
- NCTE – NCFTE – 2011.
- Ornstein, A. C. – Curriculum: Foundations, Principles and Theories.
- Thorndike, P. & Hagen, E. – Measurement and Evaluation in Psychology and Education.
- Sax, G. – Principles of Educational Measurement and Evaluation.
- Grondlund, N. E. – Measurement and Evaluation Teaching.
- Anastasi, A. – Psychological Testing.
- Cronbach – Essentials of Psychological Testing.
- Srivastav – Reforming Examination.

Course code TEM 303
Advanced Research Methods and statistics in education

Course Objectives

On completion of this course, the students will be able to :

- Describe the nature, purpose, scope, areas, and types of Qualitative Research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study.
- Conduct a literature search and develop a research proposal.
- Explain a sampling design appropriate for a research study.
- Explain tool, design and procedure for collection of data.
- Explain the importance of Inferential Statistics in education.

Unit-I

- Overview of research methodology in education and need of advance research method
- Qualitative Research: Meaning, purpose and Need.
- Qualitative Research Design and Strategies: Case Study
- Approaches to Qualitative Research:
 - Ethnography: Anthropological Approach
 - Phenomenology: Philosophical Approach.
 - Grounded Theory: Social Science Approach

Unit-II

- Criteria of Qualitative Research: Authenticity, Community, Subjectivity and Reflexivity, Sacredness
- Data collection and Field Techniques for qualitative research: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.
- Combination of Qualitative and Quantitative Research (Mixed Methodological Approach)

Unit-III

- Parametric and Non-Parametric Data: Meaning and Difference
- Regression and Prediction
- Test of Statistical Significance
- Sampling Distribution
- Significance of Mean, Percentages and Correlation.
- Testing Null Hypothesis, level of Significance, Degree of Freedom
- One tailed and Two Tailed Test
- Type-I and Type-II Error in Decision Making

Unit-IV

- Significance of Difference Between two Mean (t-test)
- One Way and Two Way Analysis of Variance (ANOVA)-F test.
- Analysis of Co Variance (ANOCOVA)

Unit-V

- Chi-Square Test
- Mann Whitney U-Test
- Median Test
- Sign Test
- Biserial, Point Biserial, Tetrachoric and Phi-coefficient of Correlation.

Practicum

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|--------------------------------------|-----------------|
| • Content analysis of Selected Topic | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessonal Test | 10 Marks |
| Total | 20 Marks |

REFERENCES

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- श्रीवास्तव, जी0पी0 (1989), *सामाजिक सर्वेक्षण*, श्री पब्लिकेशन हाउस, नई दिल्ली ।
- Best, J.W. (1999), *Research in Education*,: Prentice Hall of India Pvt. Ltd, New Delhi.
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- N.K. Denzin and Y.S. Lincoln : *Handbook of Qualitative Research*, Thousands Oaks, CA: Sags
- B.Gillham : *Case Study Research Methods* , Continnum, New Yark (2000)
- Y.S. Lincoln & E.C. Guba : *Naturalistic Inquire*, Beverly Hills C.A. Sage.
- C.Marshall & C.B. Rossman : *Designing Qualitative Research* (3rd Ed.) Thousand Oaks C.A. Sage,
- R.K. Yin : *Case Study Research : Design and Methods* (2nd ed.) Thousand Oaks CA. Sage.
- James H.Mcmillan & Sally Schumacher : *Research in Education A Conceptual Introduction*
- Kate L. TURABIAN : *A Manual for Writers of Dissertations*.
- Barney G. Flaser & Anselm L. Strass : *The Discovery of Grounded Theory* .

Course code TEM 304
Secondary Education internship

Internship in secondary schools (under supervision of M.Ed. teacher in charge and school level mentor teachers)

Observation of school activities.- 2 credit

- Assembly
- Classroom teaching
- Cleanliness of campus and beautification
- Record survey
- Supervisory activities
- Laboratory work
- Library activities
- ICT Lab
- Cultural activities
- CCE and Learner Assessment
- Guidance and counseling activities
- Parent Teacher Association

B. Participation in the various curricular and co curricular activities in the school 1 Credit

C. Interviews of Stake holders about Teaching-Learning environment 1 Credit

Students, teachers, parents, school management personnel and
Government authorities, community members

Assessment guide-

- Student will maintain a Diary for all observations.
- Cumulative Assessment by the mentor teacher
- Outcome of the activities
- Records submitted on reflections during internship
- Study of secondary education institution on instructional and evaluation practices
- Submission of Reports

The whole internship will be structured on some focused task or project and each intern will have to submit his field report for assessment.

Course Code TEM 305

Dissertation

Dissertation activities will be carried out under the supervision of the guide. Each student will finalize three chapters-

- Write the background of the study
- Write the importance, objectives, hypothesis and delimitations of the study
- Write reviews related of the research
- Finalize the research designs of the study.
- Finalize the population, sample and tools and techniques for study
- Presentation of first three chapters (ppt)
- Submit the report for assessment
- Viva-Voce for first three chapters