

VEER NARMAD SOUTH GUJARAT UNIVERSITY
M.Ed.

Compulsory

Paper - I : Philosophical & Sociological Foundations of Education.

Objectives

A student teacher will be able to :

1. Understand the nature and functions of philosophy of Education
2. Logically analyze, Interpret, and synthesize the various concepts, propositions and philosophical assumptions about educational phenomena.
3. Understand and Use of Philosophical Methods in studying educational data.
4. Critically appraise the Contributions made to education by prominent educational thinkers - Indian and Western.
5. Understand concept and process of social organization social stratification and Institution.
6. Understand relationship between culture, society and education.
7. Know issues of equality, excellence and inequalities in education.

Syllabus

UNIT -1 (A) : NATURE OF PHILOSOPHY OF EDUCATION

1. Concept of philosophy of Education
2. The scope of philosophy of Education
3. Relation between philosophy and Education

(B) : ASPECTS OF PHILOSOPHY

1. Metaphysics
2. Epistemology
3. Axiology - Ethics and aesthetics

UNIT -2 (A) : COMPARATIVE STUDY OF THE SCHOOLS OF PHILOSOPHY AND THEIR BEARING ON EDUCATION

1. Idealism
2. Realism
3. Pragmatism
4. Naturalism
5. Existentialism

Discussion of the above Schools, keeping in the view, as far as possible, the following aspects.

- (a) Belief about the Nature of ultimate reality
- (b) Belief about the Nature of knowledge and ways of knowing
- (c) Belief about Morality and values
- (d) Aims of Education
- (e) Curriculum
- (f) Teaching Methods
- (g) Discipline
- (h) Pupil - teacher relationship and the place of teacher in educational process

(B) : EDUCATIONAL THOUGHTS : Contribution to educational thought and practice made by great thinkers (Master Minds) and their critical appreciation with specific reference to their views.

1. John Dewey
2. Swami Vivekanand
3. Shri Aurobindo

UNIT -3 (A) : SOCIOLOGY OF EDUCATION

1. Nature of Sociology of Education
2. Concept of Sociology of Education
3. Scope of Sociology of Education
4. Social Functions of Education

(B) : CULTURE AND EDUCATION

1. Concept of Culture & civilization
2. Impact of Culture on Education

(C) : SOCIAL STRATIFICATIONS AND EDUCATION

1. Concept of Social Stratifications
2. Concept of Social Class
3. Social Class and Education
4. Social Stratification in the School
5. Impact of Social Stratifications on Education

(D) : SOCIAL MOBILITY AND EDUCATION

1. Concept of Social Mobility
2. Dimensions of Social Mobility
3. Education and Social Mobility
4. Equality of opportunity and Social Mobility.

UNIT -4 (A) : POLITICS AND EDUCATION

1. Democratic political system and Education
2. Privatization of Education
3. Globalization of Education

(B) : SOCIAL CHANGE AND EDUCATION

1. Concept of Social Change
2. Interdependence of Social Change and Education

(C) : MORAL AND RELIGIOUS BASES OF EDUCATION IN SECULAR SOCIETY

(D): EDUCATION FOR EMOTIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

REFERENCES AND SUGGESTED READINGS

1. Broudy, Harry, *Building a Philosophy of Education*. Englewood cliffs, Prentice Hall, Inc 1967.
2. Brown, Francis J., *Educational Sociology*. New York, Prentice Hall, Inc 1961.
3. Brubacher, J. S., *Modern Philosophies of Education*. (International students Edition) Tokyo Mc Grow Hill, 1962.
4. Brubacker, J. S., *Modern Philosophies of Education*. TMM Students Edition, New Delhi.
5. Chobe, S. P. and Chobe, A., *A Philosophical and Sociological Foundations of Education*. Agra, Vinod Pustak Mandir, 1982.
6. Gutek, G. I., (1997). *Historical and Philosophical Foundations of Education : A biographical introduction*. (2nd ed.) New Delhi : Prentice- Hall of India.
7. Kipatrick, William H. *Source Book in the philosophy of Education*. New York, The Mac Millan Co. 1931.
8. Morris, Ivoro. *The Sociology of Education*. (2nd ed.) London, Unmin Edu. Books 1978.
9. Nun, Percy. *Education, Its Data and First principles*. London, Arnold and Co. 1957.
10. Otaway, A. K. C., *Education and Society*. London, Routledge and Kogan Paul, 1953.
11. Power, E. J. *Main currents in the History of Education*. New York: Mc Graw Hill, 1962.
12. Ross, J. S. *Ground work of Educational theory*. London : Gororg Allen and Unwin Ltd., 1997.
13. Stanley, O. William, *Social Foundations of Education*. New York: The Dryden Press IC 1997.
14. ओड, लक्ष्मीदास. *शिक्षाकी दार्शनिक पृष्ठभूमि*, (डिन्ही), जयपुर, राजस्थान डिन्ही ग्रंथ अकादमी. १९७३.

15. જોશી, ભ. અને ભોગાયતા, ચં. (૧૯૯૫). વિકાસશીલ ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક. અમદાવાદ : અનડા બુક ડીપો.
16. દેસાઈ, ધનવંત મ. અને શાહ, ગુણવંત બી. શિક્ષણની વર્તમાન ફિલસૂફીઓ. અમદાવાદ. એ.આર. શેઠની કું. ૧૯૭૭.
17. પટેલ, મો. મ.અને અન્ય (૧૯૭૯). શિક્ષણની તાત્વિક અને સમાજશાસ્ત્રીય આધારશિલાઓ. અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
18. પટેલ, મો. મ.અને અન્ય (૧૯૯૫). વિકસતા ભારતમાં શિક્ષણ અને શિક્ષક. અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
19. પટેલ, વિનોદ જી. (૧૯૯૬). તત્વદર્શન અને શિક્ષણ. નોબલ પ્રિન્ટર્સ, સુરત.
20. પરમાર, ગણેશ સો. શિક્ષણના સિદ્ધાંતો. સુરત. પોપ્યુલર પ્રકાશન – ૨૦૦૨.
21. પંડ્યા, કુલીન ડી. તાત્વિક વિચારધારાઓ અને શિક્ષણ. અમદાવાદ, ૧૯૭૬.
22. મહેતા, ઉષા. ગાંધી . યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ૧૯૮૭.
23. વ્યાસ, કે. સી. કેળવણીના સામાજિક પાયા. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ૧૯૮૧.
24. શાસ્ત્રી, જયેન્જ દવે. કેળવણીના તાત્વિક આધારો. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ૧૯૮૩.
25. શાસ્ત્રી, જયેન્જ દવે. ભારતીય ચિંતકોનું શિક્ષણ ચિંતન. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ૧૯૮૬.
26. શાહ, કદશલ્યા અને શાહ. કેળવણીનું સમાજશાસ્ત્ર. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ૧૯૮૧.
27. શાહ, ગુ. અને દેસાઈ, ધ. (૧૯૯૬). શિક્ષણ દર્શન. અમદાવાદ : બી.એસ.શાહ પ્રકાશન.

VEER NARMAD SOUTH GUJARAT UNIVERSITY
M.Ed.

Compulsory

Paper- II : Advanced Educational Psychology.

Objectives

A student teacher will be able to :

1. Understand concepts and principles of Educational Psychology.
2. Understand implications of psychological theories for education.
3. Understand the process of development and assessment of various abilities and traits.
4. Apply psychological knowledge to solve problems of classroom teaching.
5. Maintain an effective learning environment by managing classroom and becoming a better teacher.

Syllabus

UNIT -1 : EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

1. Educational Psychology : Meaning, nature and scope of Educational Psychology.
2. Contribution of Psychology to Education
3. Human development : concept, principles, sequential stages of development
4. Characteristics and problems of Adolescent period
5. Theories of Piaget and Bruner - major concepts, stages and implications for education
6. Becoming a better teacher : self - evaluation, student evaluation and self regulation.

UNIT -2 : TEACHING - LEARNING PROCESS

1. Teaching : meaning, nature and reflective teaching.
2. Models of teaching related to learning theory : concept attainment and advance organizer models
3. Learning : concept, kinds, Cognitive field theory; Kurt Lewin, Koffka, Kohler, Werthemer, Gagne's conditions of learning, Skinner's operant conditioning.
4. Group dynamics : Group process, interpersonal relations, sociometric grouping, social - emotional climate of the classroom (classroom ethos)
5. Influence of teacher behaviour and media on classroom climate.

UNIT - 3 : PSYCHOLOGICAL FACTORS AND THE LEARNER

1. Individual differences : concept of intra and inter differences
2. Intelligence and cognitive abilities, identification and fostering
3. Creativity - nature, process, identification, fostering and guiding creative children
4. Interests, attitude and values - meaning, ways of measuring and fostering
5. Personality : concept, development, structure and dynamics of personality
6. Theories of Personality - Allport Trait theory, Psychoanalytic approach of Freud, Behavioral approach : Bandura, Humanistic approach - Roger, Maslow
7. Motivation : Nature, views, enhancement of motivation for learning.

UNIT -4 : APPLICATION OF PSYCHOLOGY TO EDUCATION

1. Guidance Services : Importance, types
2. Concept, mechanism of adjustment, characteristics of well adjusted person
3. Defence mechanism: Compensation, Projection, Identification, rationalisation, aggression, displacement.
4. Introduction to common forms of psychosis and psycho-neurosis
5. Mental hygiene – Meaning, nature and implications for education
6. Dealing children with special needs
7. Assessment of Personality - inventories (any two), projective techniques, TAT, Rorschach.

REFERENCES AND SUGGESTED READINGS

1. Elliott, S. N., Kratochwill, T. R., Littlefield, J., & Travers, J. F. (1996). *Educational psychology: Effective teaching, Effective learning*. (2nd ed.). Chicago : Brown & Benchmark.
2. Gagne, R. M. (1985). *The conditions of learning: and theory of instruction*. (4th ed.) New York : Holt, Rinehart & Winston.
3. Gagne, R. M. & Driscoll, M. P. (1988). *Essentials of learning for Instruction*. (2nd ed.) Engleweed Cliffs, NJ: Prentice-Hall.
4. Good, T. L., & Brophy, J. (1995). *Contemporary educational psychology*. (5th ed.) New York: Longman.
5. Slavin, R. E. (1997). *Educational Psychology: Theory and practice*. (5th ed.). Boston: Allyn & Bacon.
6. Tarachand, (1999). *Principles of Teaching*. New Delhi,: Anmol Publications Pvt. Ltd.
7. Verma, Romesh & Sharma S. *Modern Trends in Teaching Technology*. (2001). New Delhi, : Anmol Publications Pvt. Ltd.

8. Vygotsky, L. S. (1999). *Educational Psychology*. New Delhi: Vani'y Books International.
9. Woolfolk, A. E. (1993). *Educational Psychology*. (5th ed.). Boston: Allyn & Bacon.
10. દોંગા, નનુભાઈ એસ. (૧૯૯૫). *અધ્યાપન મનોવિજ્ઞાન*. રાજકોટ : નિજિજન સાઈકો સેન્ટર, સહજાનંદ, સૌરાષ્ટ્ર કલા કેન્દ્ર સોસાયટી, મુખ્ય માર્ગ-૧, .
11. નાયક, જયેશ એ. (૧૯૯૪) *ગણિત શિક્ષણની આધુનિક દિશા*. સુરત, ગજાનન પુસ્તકાલય.
12. પટેલ, ચંદ્રકાંત પી., (૧૯૯૧). *સામાન્ય મનોવિજ્ઞાન*, અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ગુજરાત રાજ્ય,
13. પંડયા, કુલીન ડી. *મનોવિજ્ઞાનની વિચારધારાઓ*. અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ,
14. શાહ, ગુણવંત બી. (૧૯૯૩). *શૈક્ષણિક મનોવિજ્ઞાન*. યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ગુજરાત રાજ્ય,
15. શાહ, ગુણવંત બી. (૧૯૯૭). *શિક્ષણમાં અધ્યયન મીમાંસા*. અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
16. શેઠ, કૌશિક વી., શેલત, એન. ડી. અને દેસાઈ, યુ.આર. (૧૯૮૦). *શૈક્ષણિક મનોવિજ્ઞાન*. અમદાવાદ : એ.આર. શેઠની કંપની, એજ્યુકેશન પબ્લિસર્સ, જી.પી.ઓ. સામે, મીરજાપુર રોડ.

VEER NARMAD SOUTH GUJARAT UNIVERSITY

M.Ed.

Compulsory

Paper- III : Methodology of Educational Research

Objectives

1. To enable a student teacher to understand about knowledge, science, scientific method and scientific inquiry.
2. To enable a student teacher to know about ;
 - (a) Research, Educational Research
 - (b) Research Problem
 - (c) Research Proposal
 - (d) Hypothesis, Variables
 - (e) Study skills.
3. To enable a student teacher to know about different types of research and different methods of research.
4. A student teacher will be able to ;
 - (a) Use study skills, Library skills,
 - (b) Review literature and past researches
 - (c) Select appropriate sample
 - (d) Formulate hypotheses
 - (e) Process the data to test hypotheses
 - (f) Develop research tools
 - (g) Write research report
5. To acquaint a student teacher with :
 - The Procedure, techniques and tools of data collection and tools preparation
 - The analysis and interpretation of data
 - The APA style

UNIT -1 : EDUCATIONAL RESEARCH : BASIC CONCEPT

1. Concept of knowledge, science, scientific method and scientific inquiry
2. Research : Meaning, Definition, concept, characteristics, stages of Research process, characteristics of a good researcher.

3. Educational Research : Meaning, Definition, Main objectives, general characteristics, stages of educational research process, impeding factors, areas of research and utility
4. Research Problem : Meaning, Definition, sources, criteria for selection, defining a research problem, evaluation, types, characteristics, significance
5. Developing a research proposal
6. Hypothesis : Meaning, definition, importance in research, characteristics of a good hypothesis, types, testing, use & errors
7. Variables : Meaning, definition, types, and their control.
8. Study skills for Educational Research : Skills for literature search, Library skills, Reading skills & note- taking skills.

UNIT -2 (A): TYPES OF RESEARCH

1. Basic and Applied Research : Definition, aim, illustrations, characteristics, rationale and limitations
2. Action Research : Definition, aim, illustrations, characteristics, rationale, place in school, stages, limitations.

(B): METHODS OF EDUCATIONAL RESEARCH

1. Historical Research : Meaning, Definition, Concept, rationale, sample selection, stages, primary & secondary sources, criticizing source material (Internal and external criticism), data interpretation.
2. Descriptive Research : Objectives, rationale, characteristics, precautions, limitations.
 - (a) SURVEYS: Characteristics, importance, limitations, mistakes, and stages
 - School surveys, job analysis, documentary analysis, social survey / Community survey, public opinion.
3. Relational Studies :
 - (a) Case study : Meaning, definition, types, rationale, assumptions, characteristics, important stages, precautions, evaluation, utility, merits and demerits.
 - (b) Causal - comparative study : Explanation, design, characteristics, utility, merits and demerits
 - (c) Correlational Study : Concept, planning, design, types, interpretation, merits and demerits

(C):DEVELOPMENTAL STUDIES : LONGITUDINAL AND CROSS SECTIONAL

(D): TREND STUDIES : TYPES

(E): EXPERIMENTAL RESEARCH :

- (a) Meaning, definition, characteristics, major steps, classification of experiment, objectives, factors related, methods of controlling, variables involved, internal and external validity, limitations.
- (b) Various experimental designs : False, True, and quasi experimental, time series, factorial designs.

(F) : QUALITATIVE RESEARCH :

- (a) Concept,
- (b) Main qualitative research methods : Ethnography, open ended interview, participant observation and Narratives.
- (c) Important consideration for preparing a proposal and report of qualitative research
- (d) Comparison and complementarity of qualitative and quantitative approaches.

UNIT - 3 (A) : TOOLS OF RESEARCH

1. Observation : Types, merits- demerits
2. Interview : types, process, merits - demerits, effects of interviewer on data collection, reliability, objectivity.
3. Rating scale : Types, rules of construction.
4. Sociometry : Concept and importance
5. Questionnaire : Nature, type, guidelines for construction, pilot testing, reliability, validity, merits - demerits.
6. Attitude scale : methods of construction, Thurston and Likert.
7. Opinionnaire : Nature, merits - demerits, points to be taken care of for construction.

(B) : STANDARDIZED TESTS :

Characteristics, Major types, selection and use.

(C) : SAMPLING :

1. Unit of sampling, population ;
2. Techniques ;
 - (a) Probability sampling techniques : simple random, stratified random, systematic, cluster
 - (b) Non-probability sampling techniques : Incidental, purposive, quota.
 - (c) Other methods : Match pair, double, sequential
3. Characteristics of a good sample
4. Size of the sample

UNIT - 4 (A) ANALYSIS AND INTERPRETATION OF DATA

1. Nature of educational data : quantitative and qualitative.
 - (a) Qualitative data : Its analysis with emphasis on content analysis, analysis of interview based and observation based data.
 - (b) Quantitative data : Concept and use of descriptive and inferential statistics ;
 - (i) Parametric tests : t - test, F - test, (Analysis of variance & covariance)
 - (ii) Non-parametric tests : Chi-square (Cross-breaks).
 - (iii) Correlational test : product - moment method.
2. Interpretation and generalization of statistical results.

(B) : WRITING RESEARCH REPORT :

General format, chapterization, introduction to APA (American Psychological Association) style.

Presentation of quotations, tables and graphs, preparing list of references and bibliography, appendices, pagination, size, number of copies, and coverage of Research Report.

(C) : ROLE OF COMPUTER IN :

- Data processing
- Report writing
- Reviewing literature & abstracts

REFERENCES AND SUGGESTED READINGS

1. Best, J. W., & Kahn, J. V., (1998). *Research in Education*. (7th ed.) Englewood Cliffs, NJ: Prentice- Hall.
2. Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative Research for Education*. (3rd ed.) Boston : Allyn & Bacon.
3. Borg, W. R. & Gall, M. D. (1983). *Educational Research*. (4th ed.). New York: Longman.
4. Cooper, H. M. (1989). *Integration Research: A guide for literature review*. (2nd ed.). Newbury Park : Sage.
5. Denzin, N. K., & Lincoln, Y. S. (Eds.) (2000). *Handbook of qualitative research*. (2nd ed.) Thousand Oaks : Sage.
6. Good, C. V., & Scates, D. E. (1954). *Methods of Research*. New York : Appleton - Century- Crofts.
7. Hunter, J. E., Schmidt, F. L., & Jackson, G. B. (1982). *Meta- analysis : Cumulating research findings across studies*. Beverly Hills : Sage.
8. Jackson, G. B. (1980). Methods of integrative reviews. *Review of Educational Research*. 50, 438-460.

9. Kirk, J., & Miller, M. L. (1986). *Reliability and Validity in qualitative research*. Newbury Park : Sage.
10. Langenbach, M., Vaughn, C., & Aagaard, L. (1994). *An introduction to educational research*. Boston : Allyn & Bacon.
11. McCracken, G. (1988). *The long interview*. Newbury Park : Sage.
12. McMillan, J. H., & Schumacher, S. (1989). *Research in Education*. (2nd ed.). New York : Harper Collins.
13. Rosenthal, R. (1991). *Meta-analytic procedures for social research*. (Revi. ed.) Newbury Park : Sage.
14. Sax, G. (1999). *Foundations of educational research*. (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
15. Sommer, B. & Sommer, R. (1997). *A practical guide to behavior research*. New York: Oxford University.
16. Travers, R. M. W. (1987). Myths, Scripts, and educational research. *Journal of educational Research*, 20, 15-26.
17. ઉચાટ, ડી. એ. (૧૯૯૭). સામાજિક શાસ્ત્રોમાં સંશોધન સમસ્યા પસંદગીના સૈધાંતિક અને વ્યવહારુ આધારો. રાજકોટ : પારસ પ્રકાશન.
18. ઉચાટ, ડી. એ. જોષી, એચ. ઓ., દોંગા, એન.એસ., અને અંબાસણા, એ. (૧૯૯૮). સંશોધન અહેવાલનું લેખન શી રીતે કરશો ? રાજકોટ : નિ જજન સાર્થકો સેન્ટર.
19. દેસાઈ, એચ. ., અને દેસાઈ કે. . (૧૯૯૨). સંશોધન પદ્ધતીઓ અને પ્રવિધિઓ (પમી આ.). અમદાવાદ : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ – ગુજરાત રાજ્ય.