



**MASTER OF EDUCATION**  
**Syllabus with effect from the Academic Year 2021-2022**

<p><b>Programme Outcome (PO) – for Master of Education Programme</b></p>	<ul style="list-style-type: none"><li>▪ Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development teachers.</li><li>▪ To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological to make sense of education – its policies, systems, institutions, practices and processes.</li><li>▪ To understand and practice to logical balance between theory and field exposure</li><li>▪ Professional preparation and continuing professional development of students in turn need teachers educators who are themselves professional teacher and who have through a process of critical scrutiny of theory, critical reflection on practices as well as doing research, deepened their understanding of the larger societal factors them circumscribe the context and scope of the core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics played out in the psychic and social world of the learners.</li><li>▪ To prepare teacher educators; however, in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.</li><li>▪ Service provided with a relationship characterized by desire to help and with a sense of integrity and authorized by an institutional body.</li><li>• A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's OWN also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.</li></ul>
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<p>Programme Specific Outcome(PSO)- for M.Ed. Semester-1</p>	<p>Having completed semester-1 the learner will be able to</p> <ol style="list-style-type: none"><li>1. Comparing a view on selected contemporary western and Indian theories related to learning and development.</li><li>2. Explaining the psychological basis in different situations that make learning happened.</li><li>3. Identifying the Learning Curve and Transfer of Learning in different situation.</li><li>4. Describe the interdisciplinary view of education with reference to history, polity and economy.</li><li>5. Determine the quality of life and explain its relation with education.</li><li>6. Explain the characteristics and roles of a teacher in democratic classroom.</li><li>7. To describe concept and need of educational research.</li><li>8. To identify research problem.</li><li>9. Synthesis the academic knowledge of prospective teacher educator.</li><li>10. Use advance pedagogies and classroom techniques, research orientated and solves their educational problem through research.</li><li>11. Organize academic representation with effective writing skill.</li><li>12. Define life skills and perform them.</li><li>13. Relate personality and teaching profession.</li></ol>
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**Programme and Subject: Master of Education**

**Semester-1 (two years) Syllabus with Effect from June 2021**

Course type	Course Code	Name of Course	Theory/ practical	Credit	Contact Hours/ week	Exam duration in hrs	Component of Marks		
							Internal Marks	External Marks	Total
							Passing/Total	Passing/Total	Passing/Total
<b>CORE</b>	<b>PE01CMED51</b>	Psychology of learning and Human Development	<b>Theory</b>	4	4	3 hours	10/30	28/70	40/100
	<b>PE01CMED52</b>	Historical, Political & Economic concerns of Education	<b>Theory</b>	4	4	3 hours	10/30	28/70	40/100
	<b>PE01CMED53</b>	Educational Studies	<b>Theory</b>	4	4	3 hours	10/30	28/70	40/100
	<b>PE01CMED54</b>	Introduction to Research in Education	<b>Theory</b>	4	4	3 hours	10/30	28/70	40/100
<b>FOUNDATIO N</b>	<b>PE01FMED51</b>	Academic Writing	<b>practical</b>	2	4	2 hours	20/50	--	20/50
	<b>PE01FMED52</b>	Self-Development and Activities	<b>practical</b>	2	4	2 hours	20/50	--	20/50
		<b>Total</b>		<b>20</b>			<b>80/220</b>	<b>112/280</b>	<b>200/500</b>





**MASTER OF EDUCATION**  
**Semester I**

Course Code	PE01CMED51	Title of the Course	Psychology of learning and human development
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> <li>1. Develop a view on human development and learning process based on Bhartiya thinking.</li> <li>2. explain the psychological basis in different situations that make learning happened.</li> <li>3. compare a view on selected contemporary theories related to learning and development.</li> <li>4. Use the theories of Motivation, Thinking and Reasoning in learning and teaching.</li> <li>5. Identify the concept of learning curve &amp; transfer of learning.</li> </ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p><b>BHARTIYA THINKING ON HUMAN DEVELOPMENT AND LEARNING PROCESS</b></p> <ul style="list-style-type: none"> <li>• Development of Charitra : Panchkoshamak and Vyashti to Parmeshti – Holistic development</li> <li>• Indian psychological foundation of education : Basic nature of human is spiritual, treasure within human, antahkaran chatushtaya- Mana, Buddhi, chitt , ahankar</li> <li>• Gnanarjan prakriya (learning process) : meaning of learning, Characteristics of learning, gnanarjan karan &amp; upkaran, learning through anthkaraan</li> <li>• Basis of learning : Biological and Neurological, Upcoming obstructions during learning process and remedies</li> </ul>	25%
2.	<p><b>Learning Theories – Association and Field Theory</b></p> <ul style="list-style-type: none"> <li>• Schools of Thoughts related to Education: Cognitive, Behaviouristic, Constructive, Humanistic <ul style="list-style-type: none"> <li>○ Vygotsky’s theory of social constructivism: concept of ZPD</li> <li>○ Role of teacher in constructivist learning and Educational Implications</li> </ul> </li> <li>• Hull’s Drive Reduction Theory of learning- Association Theory <ul style="list-style-type: none"> <li>○ Four Level Learning Theory</li> <li>○ Postulates for Learning</li> <li>○ Educational Implications</li> </ul> </li> <li>• Kurt Lewin’s Field Theory of Learning-Behaviourism – Field Theory <ul style="list-style-type: none"> <li>○ Meaning and basic elements</li> <li>○ Experiment</li> </ul> </li> </ul>	25%





	<ul style="list-style-type: none"> <li>○ Educational Implication</li> <li>● Tolman’s Sign Gestalt Theory of learning- Field Theory <ul style="list-style-type: none"> <li>○ Meaning of Sign – Gestalt Theory</li> <li>○ Types of learning</li> <li>○ Laws of Learning</li> <li>○ Educational Implications</li> </ul> </li> </ul>	
3.	<p><b>Learning Theory – Cognitivism, Behaviourism, Constructivism and Humanism</b></p> <ul style="list-style-type: none"> <li>● Gagne’s Hierarchy of Learning - Cognitivism <ul style="list-style-type: none"> <li>○ Meaning and conditions</li> <li>○ Events of Instructions</li> <li>○ Educational Implications</li> </ul> </li> <li>● Bandura’s Theory of Social Learning - Behaviorism <ul style="list-style-type: none"> <li>○ Meaning and Essentials of Social Learning</li> <li>○ Bobo Doll Experiment</li> <li>○ Social Learning Process</li> <li>○ Educational Implications</li> </ul> </li> <li>● Bruner’s Theory of Discovery Learning - Constructivism <ul style="list-style-type: none"> <li>○ Meaning of Discovery Learning</li> <li>○ Steps and educational implication</li> </ul> </li> <li>● Rogers’s Learning theory (Experiential Learning)- Humanism <ul style="list-style-type: none"> <li>○ Meaning and elements of experiential learning</li> <li>○ Educational Implication</li> </ul> </li> </ul>	25%
4.	<p><b>Learning Curve &amp; transfer, Motivation, Thinking and Reasoning</b></p> <ul style="list-style-type: none"> <li>● Learning Curve &amp; transfer: <ul style="list-style-type: none"> <li>○ concept, present views,</li> <li>○ importance, types,</li> <li>○ positive learning transfer</li> </ul> </li> <li>● Theories of Motivation <ul style="list-style-type: none"> <li>○ Concept and Types of motivation</li> <li>○ McClelland’s Motivation Theory</li> <li>○ Educational Implication</li> </ul> </li> <li>● Thinking <ul style="list-style-type: none"> <li>○ Meaning, Definition &amp; Characteristics of Thinking</li> <li>○ Types, Methods &amp; Tools of Thinking</li> <li>○ Essentials of Effective Thinking</li> </ul> </li> <li>● Reasoning <ul style="list-style-type: none"> <li>○ Meaning, Definition &amp; Characteristics of Reasoning</li> <li>○ Kinds &amp; Steps of Reasoning</li> <li>○ Role of teacher in developing reasoning of students</li> </ul> </li> </ul>	25%

Teaching-Learning Methodology	Lecture- cum- discussion, abhinav panchpadi education methodology, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"><li>Internal Written / Practical Examination (As per CBCS R.6.8.3)</li><li>Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)</li></ul>	30%
2.	University Examination	70%
Course Outcomes: Having completed this course, the learner will be able to		
1.	Analysis the concept of the human development and learning process based on Bhartiya thinking.	
2.	Explaining the psychological basis in different situations that make learning happened	
3.	Comparing a view on selected contemporary theories related to learning and development.	
4.	Using the theories of Motivation, Thinking and Reasoning in learning and teaching.	
5.	Testing selected models of teaching under social learning in classroom.	
6.	Identifying the Learning Curve and Transfer of Learning in different situation.	

Suggested References:	
References	
<p>Ahlawat, N. (2010). <i>Development Psychology</i>. RBSA.</p> <p>Anderson, J.R. (1985). <i>Cognitive Psychology and its Implications</i>. Freeman.</p> <p>Ausubel, D.P. (1978). <i>Educational Psychology: A cognitive View</i>. Holt, Rinehart.</p> <p>Baruah, Kuin (2001). <i>Information Society and its impact</i>. University news.</p> <p>Bernard, H.W. (1954). <i>Psychology of Learning and Teaching</i>. Mc Graw Hill.</p> <p>Coon, R. &amp; Mittere, J.O. (2007). <i>Introduction to Psychology</i>. Thomas Press.</p> <p>Drisscoll, M. (1994). <i>Psychology of learning for Instruction</i>. Allyn and Bacon.</p> <p>Evans, R.L. (1973). <i>Jean Piaget: The man and his Ideas</i>. E.P.Dutton.</p> <p>Glover, J.A. &amp; Brunning, R.H. (1987). <i>Educational Psychology: Principles and Applications</i>. Scott Foresman &amp; Co.</p> <p>Jensen, E. (2005). <i>Teaching with the brain in Mind</i>. (2nd re.ed.). Association for Supervision and Curriculum Development.</p> <p>Klausmeier, H.J. (1971). <i>Learning and Human Abilities</i>. Harper and Row.</p> <p>Kumar, A. &amp; Kumar, A. (2005). <i>IT based knowledge management for Institutions of higher education</i>. A need Uni.</p> <p>Mayer, R. (1987). <i>Educational Psychology, A Cognitive Approach</i>. Little, Brown.</p> <p>Rao, K.R. &amp; others (2008). <i>Handbook of Indian Psychology</i>. Foundation books.</p>	





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Chauhan, S.S. (1978). *Advanced Educational Psychology*. Vikas Publishing house.  
Mangal, S.K. (2008). *Advanced Educational Psychology*. PHI Learning Private Ltd.  
શાહ, જી. બી. અને પંડ્યા, કે. ડી. (૧૯૯૩). *શૈક્ષણિક મનોવિજ્ઞાન*. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.  
શાહ, જી. બી. (૧૯૮૬). *શૈક્ષણિક મનોવિજ્ઞાનમાં અધ્યયન મીમાંસા*. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.  
તોમર, એલ. (૧૯૯૧). *ભારતીય શિક્ષણનાં મૂળ તત્ત્વો*. સંસ્કાર ગુર્જરી.  
કાટદરે, ઈ. (૨૦૧૮). *ભારતીય શિક્ષા ગ્રંથમાળા ભાગ 1,2*. પુનરુત્થાન પ્રકાશન સેવા ટ્રસ્ટ.  
દોંગા, એન. (૨૦૦૭). *શિક્ષણનું મનોવિજ્ઞાન*. નિજજન સાયકો સેન્ટર.  
..... (૨૦૧૨). *અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ*. નિજજન સાયકો સેન્ટર.  
ભોગાયતા, સી. કે. (૨૦૦૩). *અધ્યાપન પ્રાયોજિત મનોવિજ્ઞાન*. પાર્શ્વ પ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

Fosnot Gold: *A critical look at Computers on childhood*. <https://allianceforchildhood.org/www.allianceforchildhood.com>  
Rodgers, D.L. (2015). *The Biological basis of Learning: Neuro education through Simulation. Theory to practice in Simulation*. Sage. [sagepub.com, 46\(2\), https://journals.sagepub.com/doi/abs/10.1177/1046878115590585](https://journals.sagepub.com/doi/abs/10.1177/1046878115590585)

