

M. Ed

Note: The syllabus prescribed for the entrance test has been divided into fifteen units. Each unit carries a weightage of four marks. Paper setters are required to set four multiple choice type questions with only one correct or most appropriate answer separately for each unit, giving uniform representation to the whole syllabus contained therein.

Unit I Education & Philosophy

- i) Nature & Meaning of Education
- ii) Aims of Education - individual and social.
- iii) Nature and Meaning of Philosophy
- iv) Relation between Philosophy & Education
- v) Significance of Philosophy of Education

Unit II Major Philosophies of Education

- i) Naturalism ii) Idealism
- iii) Pragmatism, iv) Existentialism

Unit III Educational Thinkers & their Contribution in developing Principles of Education.

- i) M. K. Gandhi : Basic Education
- @ ii) Tagore : Shanti Niketan
- iii) Swami Vivekananda : Man making Education
- iv) John Dewey : Learning by doing
- v) Froebel : The play way method
- vi) Montessori : The didactic Apparatus

Unit IV Culture & Social Change

- i) Concept & Dimensions of Culture
- ii) Characteristics of Culture
- iii) Relationship between Culture & Education with special reference to conservative and creativity roles
- iv) Concept of social change
- v) Factors of social change
- vi) Roles of Education Vis-a-vis social change.

Unit V Psychology & Educational Psychology

- i) Nature & Meaning of Psychology.

- ii) Methods & Scope Psychology.
- iii) Nature & Meaning of Educational Psychology.
- iv) Functions of Educational Psychology.

Unit VI Learning & Motivation

- i) Concept of learning & its nature
- ii) Factors of influencing learning - Personal & Environmental
- iii) Motivation-Nature, Types: @
- Techniques of enhancing learner's motivation
- iv) S-R Theory of Learning (Thorndike)
- v) Operant Conditioning theory of learning (Skinner)
- vi) Gestalt theory of Learning (Kohler et al).

Unit VII Intelligence

- i) Nature & Meaning
- ii) Measurement of Intelligence - Concept of I.Q, Verbal, Non-verbal & Performance tests.
(One test from each category to be discussed)
- iii) Two-factor Theory (Spearman)
- iv) Multifactor Theory (Thurstone)
- v) Structure of intellect (Guilford)

Unit VIII Personality

- i) Meaning & nature
 - ii) Development of Personality - biological & socio-culture determinants.
 - iii) Integration of Personality
 - iv) Trait-theory of Personality (Allport)
 - v) Factor-theory of Personality (Cattell)
 - vi) Psycho analytical theory of Personality (Freud)
- Educational Implications of the above mentioned theories.

Unit IX Education in Ancient & Medieval India

- i) Vedic Education
- ii) Brahmanic Education
- iii) Buddhist Education

Detailed description of Salient features. Objectives, Curriculum, Methods of Teaching, Role of Teacher of these systems of Education

- iv) Muslim Education - its Salient features. Objectives & Curriculum. Method of teaching & role of teacher.

Unit X Education in British India : Detailed study of the following landmark documents:

- i) Macaulay's Minutes (1835)
- ii) Wood's Despatch (1854)
- iii) Indian Education Commission (1882)
- iv) Indian Universities Commission (1902) & Act, (1904)
- v) Gokhlee's Bill (1910-12)
- vi) Sadler Commission Report (1917)
- vii) Govt. of India Act (1935)
- viii) Sargent Report (1944)

Unit XI Problems & Issues

- i) Universalization of Elementary Education
- ii) Women's Education
- iii) Distance Learning
- iv) National & Emotional integration.
- v) Medium of Instruction
- vi) Education of Weaker Sections
- vii) Adult Education
- viii) Quality Control in Higher Education

Unit XII Teaching & its Models

- i) Concept of teaching.
- ii) Characteristics & Functions of teaching.
- iii) Phases of teaching (Jackson)
- iv) Principles & Maxims of teaching
- v) Concept Attainment Model (J.Bruner)
- vi) Synectics Model (W.Gordon)

Each Model is to be discussed along the following:

Syntax, Social system, Principles of Reaction, Support System, Instructional effect, Application.

Unit XIII Techniques of Teacher-Preparation.

- i) Microteaching - Nature & Meaning, Main proposition, Phases, Steps, Merits & Limitations.
- ii) Simulated - Nature & Meaning, Mechanism, Teaching Role Play & T-group. Advantages & Limitations.
- iii) Programmed - Meaning & Characteristics, Learning - Principles & Development of the Programmed instructions. Types. Merits & Demerits.

Unit XIV Taxonomy of Educational Objectives & Lesson Planning.

- i) Bloom's Taxonomy of instructional objectives:
Cognitive, Affective & Psychomotor domains
- ii) Formulation of Instructional Objectives (Mager's)
- iii) Meaning & Significance of lesson planning
- iv) Approaches to Lesson planning.
 - a) The Herbartian Steps.
 - b) Gloverian approach.
- v) Skill lesson & Appreciation lesson.

Unit XV A detailed discussion of the following:

- i) Play Way Method
- ii) Dalton Plan
- iii) The Project Method
- iv) Heuristic Method.