



Syllabus for P. G. Entrance Test (M.Ed programme)

Total Marks: 60

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 (4)

Unit II

Major Philosophies of Education

- i) Naturalism
- ii) Idealism
- iii) Pragmatism.
- iv) Existentialism (4)

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 (4)

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-à-vis social change. (4)

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 (4)

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). (4)

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 (Thorndike)
- v) Structure of intellect (Guilford) (4)

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. (4)

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. (4)

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) (4)

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 (4)

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. (4)

Unit XIII **Techniques of Teacher-Preparation.**

- i) Microteching - 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. (4)

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) Herbartian Steps.
 - b) Gloverian approach.
- v) Skill lesson & Appreciation lesson. (4)

Unit XV **A detailed discussion of the following:**

- i) Problem Solving Method
- ii) Dalton Plan
- iii) The Project Method
- iv) Heuristic Method. (4)