M.Ed.(Master of Education)Entrance Examination Syllabus

DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY GORAKHPUR-273009

शिक्षा संकाय

दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर – 273009

Faculty of Education
Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur – 273009
Accreditated A⁺⁺ by NAAC

एम0एड0 प्रवेश परीक्षा पाठ्यक्रम
(बी0एड0 शिक्षाशास्त्र सी0बी0सी0एस0 पाठ्यक्रम के मेजर सैद्धान्तिक कोर्सेस)

एम0एड0 प्रवेश परीक्षा में दो प्रश्न–पत्र होंगे। प्रत्येक प्रश्न–पत्र की अवधि 2 घंटा की होगी। प्रत्येक प्रश्न–पत्र के सही उत्तर पर 2 अंक देय होगी। हिन्दी एवं अंग्रेजी भाषा के प्रश्नों को छोड़कर समी प्रश्न हिन्दी तथा अंग्रेजी भाषा में होंगे। एम0एड0 प्रवेश परीक्षा के अधिकतम अंक 200 + 200 = **400** होंगे।

प्रथम प्रश्न–पत्र में हिन्दी एवं अंग्रेजी भाषा सहित सामान्य ज्ञान के प्रश्न होगें। भाषा के प्रश्न शब्दकोश, व्याकरण, अभिव्यक्ति तथा बोधात्मक योग्यता के मूल्यांकन हेतु होंगे। सामान्य ज्ञान के अर्न्तगत भारतीय राजव्यवस्था, भारतीय अर्थतंत्र, भारत की स्वतंत्रता हेतु संघर्ष, सामान्य विज्ञान, राष्ट्रीय तथा अर्न्राष्ट्रीय समसामयिकी तथा खेलकूद के क्षेत्रों से पूछे जायेंगे।

S.No.	Aria/Topic	
1.	Hindi Langudge (शब्दकोश, व्याकरण, अभिव्यक्ति तथा बोधात्मक योग्यता)	
2.	English Langudge (Vocabulary, Grammar, Expression and Comprehension abilities)	
3.	General Knowledge	Indian Polity
4.		Indian Economic System
5.		Struggle for Indipendance of India
6.		General Science
		National and International Current Affairs
7.		Games and Sports

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प्रवेश परीक्षा का द्वितीय प्रश्न–पत्र बी0एड0 सी0बी0सी0एस0 पाठ्यक्रम के मेजर प्रश्न पत्रों पर आधारित होंगें।

II Paper

Course Code	Course Name
EDUBED-102	Knowledge and Curriculum
EDUBED-103	Childhood and Growing up
EDUBED-104	Contemporary India and Education
EDUBED-106	School Management and Leadearship
EDUBED-107	Assessment of Teaching and Learning
EDUBED-110	Principles and Methods of Teaching
EDUBED-113	Technology of Teaching
EDUBED-114	Fudamentals of Teacher Education
EDUBED-115	Challenges and Issues of Education in India

Paper - II

Knowledge and Curriculum

I	PHILOSOPHICAL BASES OF EDUCATION • Philosophy of education-concept, scope and need • Relationship between philosophy and education • Major philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline • Idealism, • Naturalism • Pragmatism • Realism
II	MAJOR INDIAN PHILOSOPHY OF EDUCATION • Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in • Vedanta, • Buddhism • Islamic tradition • Integral Humanism
III	SOCIOLOGY OF EDUCATION • Sociology of education-concept, scope and need • Individual and social aims of education • Education as an agent of socialization • Role of education in promoting national integration • international understanding and education
IV	SOCIALIZATION AND EDUCATION • Culture and education • Social change and education • Group Dynamics • Social order and education • Industrialization and education • Modernization and education
V	CONCEPTUAL FRAMEWORK OF CURRICULUM • Curriculum: concept, aims and types • Principles of curriculum construction • Characteristics of a good text book • Relationship between aims of education and curriculum

Childhood and Growing up

I	PSYCHOLOGY OF GROWTH AND DEVELOPMENT • Meaning and methods of Educational Psychology • Need of Educational Psychology • Methods of Educational psychology • Need of Educational psychology for teachers
II	STAGEWISE DEVELOPMENT • Heredity and environment and its impact on learners • Developmental Stage wise characteristics of the learners • Emotional and Cognitive Development • Theory of cognitive development-Jean Pieget
III	LEARNING AND MOTIVATION • Concept of learning • Learning theories of Thorndike, Pavlov and Skinner • Factors affecting learning Motivation – meaning and techniques of enhancing learners' motivation
IV	INTELLIGENCE AND PERSONALITY • Concept of intelligence and its measurement • Factor theory of intelligence • Use of standardizes intelligence tests • Concept of personality and its type • personality and its measurement
V	UNDERSTANDING LEARNERS IN DIVERSE CONDITIONS • Differences and Diversity among Learners • Effect of family and community on learners • Growing up as girl child • Growing up in a Dalit Household • Sensitivity to Gender, class and poverty

Contemporary India and Education

I	STATUS OF EDUCATION IN PRE-COLONAL ERA	
	• Concept, aims and characteristics of Education in;	
	• Vedic era	
	• Buddhist era	
	• Islamic Era	
II	EDUCATION IN PRE-INDEPENDENT INDIA	
	• Macaulay's Minute-1835	
	• Woods Dispetch-1854	
	• National Education Movement	
	• Gokhle's Bill and Wardha Scheme of Education	
III	EDUCATION IN INDEPENDENT INDIA	
	Recommendations on Teacher Education, Secondary Education, Higher Education and Vocational Education of the following;	
	• University Education commission	
	• Secondary Education commission	
	• Education Commission	
	• NPE 1986	
	• NEP 2020	
IV	CRUICIAL ISSUES IN INDIAN EDUCATION	
	• Education to live together	
	• Women Education	
	• Education for citizenship	
	• Education and National integration	
V	EDUCATION IN INDIAN CONSTITUTION	
	• Constitutional provisions for education	
	• Role of education in promoting constitutional values (freedom, justice and democracy)	
	• Alternative experiments in education	

School Management and Leadership

I	INTRODUCTION
	• Meaning Definition and Nature of Educational Administration.
	• Objectives, scope and type of Educational Administration.
	• Principles and functions of Educational Administration.
	• School Management- concept, characteristics, need, scope and problems
	• Difference between Educational Administration and Management
II	FUNCTIONS OF EDUCATIONAL ADMINISTRATION
	• Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964), National Policy on Education (1986) regarding Educational Administration and Management.
	• School as an organization.
	• Educational Planning; Meaning, nature, Objectives, qualities principles and Types
	• Educational supervision: Meaning, nature, Objectives, Types scope importance and functions

III	MACHINARY OF EDUCATIONAL ADMINISTRATION IN INDIA
	• Central Administrative Machinery of Education and its role
	• state Administrative Machinery of Education and its role
	• Local Educational Administrative structure and its functions
	• Functions of UGC, NCERT, NUEPA, NCTE, SIEMAT and DIET

IV	SCHOOL MANAGEMENT
	• Qualities and duties of head of institution as manager and administrator
	• Qualities and duties of teachers as manager, facilitator, counselor and community leader.
	• Classroom Management; concept, principles, techniques and factors influencing it.
	• Time table; Concept, types, need, qualities and practical problems in framing it.
	• School discipline; concept, need, types and strategies of maintaining discipline, reward andpunishment.
V	MANAGEMENT OF SCHOOL ACTIVITIES
	• Co-curricular Activities- meaning, need, importance, type and principles of organizing co-curricular activities.
	• Guidance programs in schools—concept, nature principles, importance, type and organizingprogamme in schools.
	• School Records and Register- meaning need, importance, use, type and maintaining theserecords.
	• Parent Teachers Association- need and functions..
	• Role of students in school administration.

Assessment of Teaching and Learning

I	INTRODUCTION
	• Meaning Definition and Nature of Assessment and Evaluation
	• Objectives, scope and type of Assessment and Evaluation.
	• Principles and functions of Assessment and Evaluation
	• Present examination system at secondary level-its strength and weaknesses,
II	FUNCTIONS OF EVALUATION AND MEASUREMENT
	• Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964), National Policy on Education (1986) regarding Examination System
	• Examination reforms,
	• Characteristics of a good measuring tool-Objectivity, usability, reliability, validity and norms.
III	EVALUATION AND TEACHING LEARNING PROCESS
	• Need of Evaluation for teachers and students
	• Testing Achievement: Process of evaluation,
	• Characteristics of a good achievement test,
	• Type of achievement tests-criterion referenced vs norm referenced, teacher made vs. standardized, Types of test items-Objective type, essay type and short answer type, Construction of achievement test.
IV	METHODS AND TOOLS FOR EVALUATION
	• Tools for measuring intelligence,
	• creativity, aptitude, interest and personality of learners,
	• Non testing techniques for evaluation-observation, Rating scale, interview, Sociometry, Projective Technique.

V	USE OF STATISTICS IN EVALUATION
	• Statistics: Meaning of Statistics,
	• Graphical presentation of data-Histogram, frequency polygon, bar graph, pie graph
	• Measures of Central Tendency-Mean, Median, mode; their use and computation,
	• Measures of Variability: Computation of Standard deviation and percentiles,
	• Correlation: Meaning, Nature and type
	• Meaning, Nature and computation of rank order correlation

Principles and Methods of Teaching

I	TEACHING AS A COMPLEX ACTIVITY
	• Concept and Principles of Teaching
	• Theories of teaching,
	• Stages of teaching
	• Levels of teaching- Memory, Understanding and Reflective
	• Challenges of Teaching
II	TEACHING AS A COMMUNICATION PROCESS
	• Process of communication
	• Lesson Planning- concept, need and steps
	• Basic Teaching Model
	• Auto instructional approach: Programmed Instruction, Linear and Branching.
	• Basic Teaching Model: Feedback, Devices of Teaching, FIACS, Micro teaching,SSST.
III	METHODS OF TEACHING AND PLANNING:
	• Brain Storming,
	• Dialogue Method,
	• Participatory Method, Project Method,
	• Problem Solving, Team Teaching and Multimedia Approach.
IV	TEACHING IN A DIVERSE CLASS
	• Teaching learning relationship
	• Learner centered approaches of teaching Teacher centered approaches of teaching
	• Monitorial system of teaching and training, Distance Education, Open Learning System
V	TEACHING AS PROFESSION
	• Concept of teaching profession.
	• Qualities of a good teacher.
	• Professional growth of teachers.
	• Professional commitment and Ethics
	• Action Research –Concept need important and Steps

Technology of Teaching

I	CONCEPT OF EDUCATIONAL TECHNOLOGY • Meaning, Scope and Significance • The Educational Technology Movement: Software, Hardware and Systems approach. • Educational Technology *vs* Teaching Technology
II	CLASSROOM COMMUNICATION PROCESS • Concept and components of Classroom Communication • Principles of Classroom Communication • Barriers and Breakdowns in Communication • Modalities of Teaching: Conditioning, Training, Instruction
III	NEW TRENDS OF TEACHING • Problem solving method, Project method, Supervised method, Discovery approach • Models of Teaching: Concept, need, Characteristics and their Families • Psychological model of teaching: Glaser`s BTM
IV	PROGRAMMED INSTRUCTION • Concept and Characteristics • Origin and types – linear and branching • Distance and open learning-concept, need and Characteristics
V	COMPUTERS FOR TEACHING LEARNING • Computer System: Meaning, Characteristics, Hardware, Software • Computer Assisted Instruction (CAI) • Computer Managed Instruction (CMI) • Developing digital lesson plan through Power Point Presentation.

Fundamentals of Teacher Education

I	INTRODUCTION TO TEACHER EDUCATION • Meaning & Scope of Teacher Education. • Objectives of teacher education at different levels. • Development of teacher education in India. • Brief history of teacher education in India • Teacher Training and Teacher Education
II	• INSERVICE AND PRESERVICE TEACHER EDUCATION • Pre-Primary education level • Primary level Teacher Education • Secondary level Education • Higher Education level teacher Education • Orientation and refresher courses
III	• STUDENT TEACHING PROGRAMME. • Pattern of student – teaching (Internship, Block Teaching Practice,Off-campus Teaching Programme) • Techniques of Teacher Training-Core teaching, Microteaching and Interaction Analysis • Evaluation of Students Teaching

IV	INNOVATIONS IN TEACHER EDUCATION • Distance education & Teacher education. • Innovations in teacher education. • Integrated Teacher Education Programmes • Role of NCTE,DIET,HRDC and Department of Education
V	• OTHER ISSUES OF TEACHER EDUCATION IN INDIA • Quality vs Quantity • Need of Professional Ethics and Dedication • Demand vs Supply • Curriculum related Issues

Challenges and issues of Education in India

I	CHALLENGES RELATED TO CONVENTIONAL EDUCATION • Problems of Pre-Primary Education. • Problems of Primary Education.-Universalization of Primary Education • Problems of Secondary Education-. • Problems of Higher Education.
II	CHALLENGES RELATED TO POLICY INITIATIVES IN EDUCATION • Sarva Shiksa Abhiyaan • Right of Children for Free and Compulsory Education Act 2009, • Minimum Levels of Leaning (MLL), • Millennium Development Goals (MDGs)..
III	NEW TREND IN EDUCATION AND CHALLENGES • Problem of Women Education. • Problems of Students Unrest. Inculcation of Values through Education. • Issues related to Education and National Integration. • Education for Emotional integration
IV	OTHER ISSUES • Language Problem in Education. • Problems of Distance and opening Learning. • Problems of Examination system in Education. Problems of teacher Education system
v	ISSUES IN EDUCATION AND TEACHER-Role and strategies ---- • Role of teacher in maintaining quality • Role of teacher in national integration • Teachers role in inculcating all types of values • Teaching in diverse classes and maintaining harmony