SYLLABUS FOR M.Ed. ENTRANCE EXAMINATION

Paper – 1st





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

(बी०एड० शिक्षाशास्त्र सी०बी०सी०एस० पाठ्यक्रम के मेजर सैद्धान्तिक कोर्सेस)

एम०एड० प्रवेश परीक्षा में दो प्रश्न-पत्र होंगे। प्रत्येक प्रश्न-पत्र की अविध 2 घंटा की होगी। प्रत्येक प्रश्न-पत्र के सही उत्तर पर 2 अंक देय होगी। हिन्दी एवं अंग्रेजी भाषा के प्रश्नों को छोड़कर सभी प्रश्न हिन्दी तथा अंग्रजी भाषा में होंगे। एम०एड० 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, अभिव्यवित तथा बोधात्मक योग्यता के मूल्यांकन हेतु होंगे। सामान्य ज्ञान के अर्न्तगत भारतीय राजव्यवस्था, भारतीय अर्थतंत्र, भारत की स्वतंत्रता हेतु संघर्ष, सामान्य विज्ञान, राष्ट्रीय तथा अर्न्शष्ट्रीय समसामयिकी तथा खेलकूद के क्षेत्रों से पूछे जायेंगे।

•		
S.No.	Aria/Topic	
1.	Hindi Langudge (शब्दको	श, व्याकरण, अभिव्यक्ति तथा बोधात्मक योग्यता)
	English Langudge (Voca	abulary, Grammar, Expression and
2.	Comprehension abilitie	es)
3.		Indian Polity
	1.	
4.	· - ×1	Indian Economic System
5.	General Knowledge	Struggle for Indipendance of India
	: 1	
6.	_4	General Science
		0.00
		National and International Current Affairs
7.		Games and Sports



Paper – 2nd





शिक्षा संकाय

दीनदयाल उपाध्याय गोरखपुर विश्वविद्यालय, गोरखपुर - 273009

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



एम०एड० प्रवेश परीक्षा पाठ्यक्रम (बी०एड० शिक्षाशास्त्र सी०बी०सी०एस० पाठ्यक्रम के मेजर सैद्धान्तिक कोर्सेस) एम०एड० 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 सभी प्रश्न हिन्दी तथा अंग्रजी भाषा में होंगे। एम०एड० प्रवेश परीक्षा के अधिकतम अंक 200 + 200 = 400 होंगे।

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प्रवेश परीक्षा का <u>दि</u>तीय प्रश<u>्न</u>–पुत्र बी०एंड० सी०बी०सी०एस० पाठ्यक्रम के मेजर प्रश्न पत्रों पर आधारित होंगें।

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	11

COURSE- EDUBED-102 Knowledge and Curriculum

CREDIT-4 MM: 100

COURSE OBJECTIVES: The course aims to enable student teachers to-

- 1. Develop understanding of nature and functions of philosophy of education.
- 2. Develop understanding of various philosophical concepts implacable in education.
- 3. Develop understanding of idea of education in different western schools of thought.
- Develop understanding of idea of education in different Indian schools of thought.
- 5. Critical appraisal of the contributions of prominent educational thinkers to education.

UNIT	CONTENT			
	PHILOSOPHICAL BASES OF EDUCATION			
1				
	Philosophy of education-concept, scope and need			
	Relationship between philosophy and education			
	Major philosophies of Education with reference to Aims, Curriculum, Methods, Tea			
	Taught Relations and Discipline			
	Idealism,			
	Naturalism			
	Pragmatism			
	Realism			
	MAJOR INDIAN PHILOSOPHY OF EDUCATION			
	Major Indian philosophies of Education with reference to Aims, Curriculum, Methods,			
	Teacher Taught Relations and Discipline in			
11	• Vedanta,			
	Buddhism			
	Islamic tradition			
Integral Humanism				
	SOCIOLOGY OF EDUCATION Sociology of education-concept, scope and need			
Ш	Individual and social aims of education			
111				
	Education as an agent of socialization			
	Role of education in promoting national integration			
	international understanding and education			
==	SOCIALIZATION AND EDUCATION			
IV	Culture and education			
1 V	Social change and education Court Dynamics			
	Group Dynamics Social order and education			
	Industrialization and education			
	Modernization and education Modernization and education			
	CONCEPTUAL FRAMEWORK OF CURRICULUM			
	Curriculum: concept, aims and types			
	Principles of curriculum construction			
Ý				
	Characteristics of a good text book Public by the service of advection and curriculum			
	Relationship between aims of education and curriculum			

SN PRACTICUM / INTERNAL WORK

1 Attendance
2 Assignment
10

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COURSE- EDUBED-103 Childhood and Growing up

REDIT-4 MM: 100

COURSE OBJECTIVES: The course aims to enable Student Teachers to-

- 1. Understand the psychology of learners.
- 2. Acquire knowledge and understanding of adolescent's learners.
- 3. Understanding of process and theories of learning & motivation.

UNIT	CONTENT
	PSYCHOLOGY OF GROWTH AND DEVELOPMENT
I	Meaning and methods of Educational Psychology
	Need of Educational Psychology
	Methods of Educational psychology
	Need of Educational psychology for teachers
	STAGEWISE DEVELOPMENT
5=	Heredity and environment and its impact on learners
	Developmental Stage wise characteristics of the learners
II	Emotional and Cognitive Development
	Theory of cognitive development-Jean Pieget
	LEARNING AND MOTIVATION
	Concept of learning
Ш	Learning theories of Thorndike, Pavlov and Skinner
	Factors affecting learning
	Motivation – meaning and techniques of enhancing learners' motivation
. '	INTELLIGENCE AND PERSONALITY
	Concept of intelligence and its measurement
IV	Factor theory of intelligence
	Use of standardizes intelligence tests
	Concept of personality and its type
	personality and its measurement
UND	ERSTANDING LEARNERS IN DIVERSE CONDITIONS
	Disc.
	Differences and Diversity among Learners

Effect of family and community on learners V Growing up as girl child Growing up in a Dalit Household Sensitivity to Gender, class and poverty

SE- EDUBED-104 Contemporary India Education

EDIT-4

MM: 100

COURSE OBJECTIVES: The course aims to enable Student Teachers to-

- 1. Understand the influenced of socio-political forces of the time education.
- 2. Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India.
- 3. Understand the contribution of various major committees and commissions on education set up from time to time;
- 4. Appreciate the development of Indian education in the post-independence era.
- 5. Understand the critical issues of contemporary system of education in India.

UNIT	CONTENT
I	 STATUS OF EDUCATION IN PRE-COLONAL ERA Concept, aims and characteristics of Education in; Vedic era Buddhist era Islamic Era
п	 EDUCATION IN PRE-INDEPENDENT INDIA Macaulay's Minute-1835 Woods Dispetch-1854 National Education Movement Gokhle's Bill and Wardha Scheme of Education

- 1		have a second and a	
EDUCATION IN INDEPENDENT INDIA			
		Recommendations on Teacher Education, Secondary Education, Higher Education and Vocationa	ı
1	III	Education of the following;	
		University Education commission	
		Secondary Education commission	
1		Education Commission	1
		• NPE 1986	1
		• NEP 2020	
		CRUICIAL ISSUES IN INDIAN EDUCATION	1
		Education to live together	1
	IV	Women Education	l
		Education for citizenship	
		Education and National integration	
		EDUCATION IN INDIAN CONSTITUTION	1
		Constitutional provisions for education	
		 Role of education in promoting constitutional values (freedom, justice and democracy) 	
	V	Alternative experiments in education	

EDUBED-106 School Management and Leadership

EDIT-4 MM: 100

COURSE OBJECTIVES: - The course aims to enable Student Teachers to -

- 1. Acquaint the student teachers with the concept of educational administration & Management.
- 2. Develop an understanding of Educational Administration & management.
- 3. Enable the students to understand the administration of education at different levels.

4. Ena	ible the students to understand the role of Headmaster in school management.	
UNIT	COURSE CONTENT	
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	
11	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		
16	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 and	
V	punishment.	
MANAGEMENT OF SCHOOL ACTIVITIES		
	 Co-curricular Activities- meaning, need, importance, type and principles of organizing of curricular activities. 	
to space the company of the company		
 Guidance programs in schools—concept, nature principles, importance, type and organized programme in schools. 		
	School Records and Register- meaning need, importance, use, type and maintaining these records.	
	records.	
	Parent Teachers Association- need and functions	
	Role of students in school administration.	

EDUBED-107: Assessment of Teaching Learning.

UNIT				
I	INTRODUCTION COURSE CONTENT			
	 Meaning Definition and Nature of Assessment and Evaluation Objectives, scope and two Sections 			
	Objectives, scope and type of Assessment and Evaluation Principles and functions of the Company of the			
	Principles and functions of Assessment and Evaluation Present examination over the second of the second o			
II	Present examination system at secondary level-its strength and weaknesses, ELINGTIONS on the secondary level-its strength and weaknesses,			
36052	FUNCTIONS OF EVALUATION AND MEASUREMENT			
	Recommendations of Indian Education Commission (1882) Consultation			
	• Examination reforms,			
Ш	 Characteristics of a good measuring tool-Objectivity, usability, reliability, validity and norms. EVALUATION AND TEACHING FEARING PROCESS.			
	TEACHING LEARNING PROCESS			
	Need of Evaluation for teachers and students Testing Achievement: Program for the latest and students			
	restring removement. 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 Techniques			
	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			

SN	PRACTICUM / INTERNAL W	VORK
1	Attendance	05
2	Assignment	10
3	Project	10

BOOKS RECOMMENDED

: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970) Ferguson, G.A.: Statistical Analysis in Psychology & Education, McGraw Hill Incte Book Co. (1981).

Garrett, H.E.: Statistics In Psychology And Education: VikasPeffer&Smara Co., Ins, New York.

Granbach, L.J. :Essential Of Psychology Trends Harper Row, New York.

Guilfork, J.P.: Fundamental Statistics In Psychology And Education, McGraw Hill (1965).

B.ED. THIRD SEMESTER

EDUBED-110- Principles and Methods of Teaching

REDIT-4

MM: 100

COURSE OBJECTIVES: The course aims to enable Student Teachers to-

- 1. Acquire the knowledge of principles and stages of teaching.
- 2. Develop understanding of process of communication and micro teaching. 3. Understand the learner and teacher centered approaches of classroom teaching.
- 4. Identify exceptional children and understand different techniques of teaching.
- 5. Understand the teaching as a profession.
- Develop understanding of various approaches of teaching.

UNIT	GOVERNMENT OF THE CONTROL OF THE CON	
I	TEACHING AS A COMPLEX ACTIVITY	
	Concept and Principles of The Living	
	 Concept and Principles of Teaching Theories of teaching, 	
	Stages of teaching	
	• Levels 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 arrays I. P.	
	Auto instructional approach: Programmed Instruction, Linear and Branching. Basic Targebing Models Frontly of Decision of Structure and Branching.	
	Basic Teaching Model: Feedback, Devices of Teaching, FIACS, Micro teaching, SSST.	
Ш	METHODS OF TEACHING AND PLANNING:	
	Brain Storming,	
	Dialogue Method,	
	Tarterpatory Method, Project Method,	
IV	Problem Solving, Team Teaching and Multimedia Approach. 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 	
	System of teaching and training, Distance Education, Open Learning System	
V =	TEACHING AS PROFESSION	
	Concept of teaching profession.	
1	Qualities of a good teacher.	
	Professional growth of teachers.	
	Professional commitment and Ethics	
	Action Research – Concept need important and Steps	
1	/ Constant Constant Constant and Steps	

SN	PRACTICUM / INTERNAL WORK	
1, '	Attendance	05
2	Assignment	10
3	Project	10

SN	PRACTICUM / INTERNAL WORK	
1	Attendance	05
2	Assignment	10
3	Project	10

संदर्भ पुस्तकें

Apte, D.G. & Dongre, P.K.

Report of the Sanskrit Commission

कुशवाहा, के०एस०

पाण्डेय, आर०एस०

चौबे, बी०एन० मित्तल, संतोष : Teaching of Sanskrit in Secondary Schools.

: Govt. of India, 1955.

: संस्कृत शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी

: संस्कृत शिक्षण, विनोद पुस्तक मंदिर आगर : संस्कृत शिक्षण, विधि, उ०प्र० हिन्दी संस्थान, लखनऊ

: संस्कृत शिक्षण, आर0 लाल बुक डिपो, मेरट

EDUBED-113 Technology of Teaching

MM: 100 **CREDIT-4**

COURSE OBJECTIVES: The course aims to enable Student Teachers to -

- 1. Enable the students to understand significance of E.T. and its important components approaches.
- instructional system. 2. Enable the students to understand communication and to design
- 3. Acquaint students with levels, strategies and models of teaching for future improvement.
- 4. Enable the students to understand the importance of programmed instructions and researches in E.T.

5. Acq	uaint the students with emerging trends in Educational Technology	
UNIT	CONTENT	
	CONCEPT OF EDUCATIONAL TECHNOLOGY	
	Meaning, Scope and Significance	
I	The Educational Technology Movement: Software, Hardware and Systems approach.	
	Educational Technology vs Teaching Technology	
	CLASSROOM COMMUNICATION PROCESS	
	Concept and components of Classroom Communication	
	Principles of Classroom Communication	
	Barriers and Breakdowns in Communication	
11	Modalities of Teaching: Conditioning, Training, Instruction	
	NEW TRENDS OF TEACHING	
	Problem solving method, Project method, Supervised method, Discovery approach	
III	Models of Teaching: Concept, need, Characteristics and their Families	
	Psychological model of teaching: Glaser's BTM	
	PROGRAMMED INSTRUCTION	
	Concept and Characteristics	
IV	Origin and types – linear and branching	
	Distance and open learning-concept, need and Characteristics	
	COMPUTERS FOR TEACHING LEARNING	
	Computer System: Meaning, Characteristics, Hardware, Software	
	Computer Assisted Instruction (CAI)	
V	Computer Managed Instruction (CMI)	
	Developing digital lesson plan through Power Point Presentation.	
CNI	PRACTICUM / INTERNAL WORK	
SN	Attendance	0
2	Assignment	1
1	Assignment	1

FEDUBED-114 Fundamentals of Teacher Education

DURSE OBJECTIVES: - The course aims to enable Student Teachers to –

- To enable the students to understand the concept of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different level of education.
- To acquaint the students with the various aspects of student teaching programmes prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
- To enable the student to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research findings in teacher education.

UNIT	COURSE CONTENT
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
7	Secondary level Education
	Higher Education level teacher Education
	Orientation and refresher courses

Ш	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

EDUBED-115 Challenges and issues of Education in India CREDIT-4 MM: 100

Course Objectives- The course aims to enable Student eachers to -

- 1. Understand the major problems of Indian education.
- 2. Appreciate the difficulties involved in the improvement of educational facilities.
- 3. Visualize and seek solutions to these problems.

UNIT	CONTENT	
I	 CHALLENGES RELATED TO CONVENTIONAL EDUCATION Problems of Pre-Primary Education. Problems of Primary EducationUniversalization of Primary Education Problems of Secondary Education. Problems of Higher Education. 	
11	 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) 	
111	 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 	
	PRACTICUM / INTERNAL WORK	05
SN 1	Attendance	10

3 Project

Assignment

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