

**University of Mysore**  
**Department of Studies in Education, Manasagangotri, Mysore**

**SYLLABUS FOR ENTRANCE TEST FOR ADMISSION TO  
M.Ed. DEGREE PROGRAMME (2015-16)**

**Unit 1.0 Education and Philosophy**

- 1.1 Education as process and product, as growth and development, as self actualization and self-realization and as initiation: Educative Process -Teaching, Instruction, Training and Indoctrination (Meaning and differentiation)
- 1.2 Meaning of Philosophy and its relationship to Education; meaning of Philosophy of Education.
- 1.3 Aims of Education-individual and social; as identified in National Policies/ Commissions.
- 1.4 Efforts towards educational reconstruction – contributions of Mahatma Gandhi (Basic Education), Rabindranatha Tagore(Education for Harmony and Artistic Self Expression), Swami Vivekananda(Man Making Education), Aurobindo (Integral Education).
- 1.5 Types of values, Need for value education, different approaches to value education ; Concept of freedom and discipline

**Unit 2.0 Agencies of Education, Culture and Social change**

- 2.1 Formal, Informal and Non-formal agencies.
- 2.2 Meaning of Culture, cultural change and cultural lag, education and culture.
- 2.3 Attributes and demands of modernization
- 2.4 Meaning of social change, factors influencing social change,( with special reference to India), Role of education in promoting desired social changes.
- 2.5 Education in Ancient India – Vedic and Buddhistic education, medieval Period and British period education.

**Unit 3.0 Education, Development and Problems of Indian Education**

- 3.1 Constitution of India – Right of Equality. (Articles – 16, 17, 19, 24, 25, 26, 28) cultural and educational right (Articles – 30, 45 and its amendment)
- 3.2 Education as an aspect of human resource development.
- 3.3 Evolution of the National System of Education – overview of the Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Policy on Education(1986) – recommendations relevant to school education.
- 3.4 Education for All – Right to Education Act and its implementation, Role of SSA and RMSA
- 3.5 Problems of Indian Education (Discussion on need, policies, programmes, targets, achievements, difficulties, solutions), Equalisation of Educational Opportunities, Distance Education and Non-formal Education, National and Emotional Integration, International understanding, Education of the disadvantaged (SC, ST, women, rural), Environmental Education.

#### **Unit 4.0 Educational Psychology and the Learner**

- 4.1 Educational Psychology-Nature and importance, Methods of Educational Psychology-Observation, Experimentation, Case study.
- 4.2 Factors influencing development: brief outline of salient features of physical, intellectual/cognitive (Piaget's view to be emphasized), emotional, social and moral development during childhood (6-12 years) and adolescence (12-18 years).
- 4.3 Psychology of adolescence-its importance, special characteristics, needs and problems of adolescents, developmental tasks of adolescence.
- 4.4 Guidance and counseling: meaning, importance, types (Educational, Vocational, Personal); brief introduction to guidance services, tools and techniques.
- 4.5 Classroom group –structure and characteristics; nature and influence of group (group dynamics).

#### **Unit 5.0 Individual differences and Personality**

- 5.1 Meaning, nature and areas of individual differences- implications for education: Causes of individual differences (Relative role of heredity and environment to be emphasized)
- 5.2 Areas of individual differences
  - a. Intelligence-meaning and nature of distribution, concepts of M.A and I.Q., types of intelligence tests (familiarization only).
  - b. Aptitudes, interests, attitudes- their meaning and nature, measurement (familiarization of one test of each).
  - c. Creativity- meaning and nature, factors influencing creativity, fostering creativity.
  - d. Children with Special Needs - meaning; types- gifted, slow-learners, mentally retarded, physically handicapped/disabled, visually challenged, auditorily challenged, Learning Disabled -their characteristics and special education measures needed for them.
- 5.3 Personality- concept and measurement : concept of well-balanced, well integrated personality.
- 5.4 Concept of tension, frustration, adjustment, defense mechanisms and their educational implications.
- 5.5 Mental health and hygiene-preventive and curative functions of the school and teacher.

#### **Unit 6.0 Learning Process and Factors influencing learning**

- 6.1 Learning-meaning, relationship with maturation and development: factors influencing learning (only a brief mention) -Learner related factors, Teacher related factors, School related factors , Home related factors
- 6.2 Principles, salient features and classroom implications of the following:
  - a. Trial and Error learning (Thorndike).
  - b. Conditional Learning (Pavlov and Skinner) - its application in Programmed Learning.
  - c. Insightful Learning (Kohler)

- d. Meaningful Reception Learning (Ausubel).
  - e. Discovery Learning- Autonomous and Guided (Bruner).
  - f. Master Learning (Bloom)
  - g. Observation Learning (Bandura).
- 6.3 Information processing-reception, registration, encoding, retention and retrieval phases; concept of executive controls.
  - 6.4 Motivation- meaning, intrinsic and extrinsic motivation, strategies for motivating students to learn: Memory- Retention and Forgetting; their nature, factors favouring
  - 6.5 Transfer of Learning-meaning, importance, measures to maximize transfer (conditions and methods).

**Unit 7 Secondary Education – aims and objectives; curriculum**

- 7.1 Taxonomy of educational objectives (Bloom et, al) with reference to Cognitive, Affective and Psycho- motor domains.
- 7.2 Analysis of learning experience-entry behaviour, terminal behaviour.
- 7.3 Meaning and definition of curriculum; Principles of curriculum construction; Components of curriculum –objectives, content, method and evaluation- their inter relationship; Approaches to curriculum construction- liner, spiral, concentric and pyramidal.
- 7.4 Types of curriculum- subject- centered, child- centered: National Curriculum Framework 2005 and its implementation
- 7.5 Importance and types of co-curricular activities and their management ; Principles underlying the organization of co- curricular activities.

**Unit 8 Communication and Teaching skills and Instructional technology**

- 8.1 Meaning and significance of communication process in teaching - Learning ; Teaching as a communication process: Factors affecting communication , Types of communication and their relevance
- 8.2 Micro teaching cycle; micro lesson –concept, importance; integration of skills.
- 8.3 Core Teaching skills ( relevance and components)- Skill of writing instructional objectives in behavioral terms. Introducing a lesson, explaining, questioning, illustrating with examples, black board work and achieving closure.
- 8.4 Concept and importance of Educational Technology, meaning and importance of software , hardware and media in teaching.
- 8.5 General principles and maxims of teaching; Models of teaching –concept with illustrations.

**Unit 9 Action Research, Evaluation and Statistical techniques for analysis of data**

- 9.1 Meaning , importance and procedure of Action research
- 9.2. Evaluation : concept and types -process evaluation, product evaluation, summative and formative evaluation; Meaning, importance and technique of Continuous and Comprehensive Evaluation (CCE)
- 9.3 Tests : types - oral, written and performance; achievement and diagnostic; teacher made and standardized test ( meaning and procedure of construction)

- 9.4 Measures of central tendency- mean, median, mode and Measures of variability- Range, Q.D., S.D.- meaning, calculation and uses.
- 9.5 Meaning and uses of correlation, calculation (R.D. Method) ; Normal Probability Curve (NPC) –meaning and properties

### **Unit 10 School Administration and Management**

- 10.1 School education administrative set up in Karnataka- role of officials in administrative hierarchy; Type of secondary education institutions – management and organization.
- 10.2 Institutional planning – meaning, purpose and procedure; school plant-meaning and maintenance; school complex – meaning, purpose and function.
- 10.3 School timetable – importance, principles and problems; school records – types, importance and maintenance.
- 10.4 Management of human resources – qualities and duties of the head of institution; functions of classroom teacher, staff council, subject associations; management of material resources (community).
- 10.5 Classroom management, school discipline, school quality – role of Management, SDMC, PTA; concept and objectives of supervision; role of NCERT, DSERT, NCTE, CET, DIET, NAAC, in quality improvement of school Education

### **Books for Study and Reference:**

1. NCERT, The Teacher and Education in Emerging Indian Society, New Delhi, NCERT, 1985
2. Mohanty J, Indian Education in the Emerging Indian Society, Sterling Publishers, Bangalore, 1988.
3. B. N. Dasai, Principles of Education and Education in Emerging Indian Society.
4. V. R. Taneja, Educational Thought and Practice, Delhi, Sterling Publishers, 1965.
5. .Dr. Shivashankar H. V., Bharathadalli Shikshana hagu Shaikshanika Samasyegalu.
6. Humayun Babir, Indian Philosophy of Education, Bombay, Asia Publishing House 1961.
7. A. L. Narasimhachar-Bharathadalli Shikshana, Shikshana Prakashana, Mysore, 1992.
8. K. Raghu, Bharathadalli Shikshana Mattu Samaja.
9. Bhatia H.R. (1977) A textbook of Educational Psychology, Delhi, McMillan Co.,
10. Chauhan(1997) Advanced Educational Psychology, 6<sup>th</sup> ed. Vikas Publishing House Pvt. Ltd. N-Delhi
11. Deceeco J. and Crawford W (1988) The Psychology of Learning and Instruction, New Delhi: Prentice Hall.
12. Skinner C.E. (1984) Educational Psychology, New Delhi: Prentice Hall.
13. Mangal S.K. Educational Psychology
14. T.V Thimmegowda; Shikshanadalli Monivignana.
15. .H.M Kashinath and others; Bodhana Kalika Prakriyeyalli Manovignana.
16. H.S. Umesh; Shikshanadalli Monivignana.
17. Bloom B. S., et. al, Taxonomy of Educational Objectives Cognitive Domain, New York Mackay 1956.
18. Dandekar, W. N. Evaluation in Secondary Schools.
19. Passi B. K. (ed.) Becoming Better Teacher; Micro Teaching Approach, Sahitya Mudranalaya, Ahmedabad.

20. Joice B. and Weil M. Models of Teaching ( II Ed.) Printice –Hall Pvt. Ltd., New-Delhi.
21. Santhanam and others – Educational Technology
22. Garrett H. E. (1962) Statistics in Psychology and Education, Bombay Allied Pacific Private Limited.
23. Hilda Taba, Curriculum construction.
24. Kothari. Research Methodology and Statistics in Education
25. Yeshodhara K. ( 2012) Shikshanadalli Sankhyashastra, Shibaa prakashana, Mysore