

# **CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR**

## **M.Ed. Entrance Examination - 2022 (For Admission in M.Ed. Programme 2022-24)**

### **About the Course**

M.Ed. Program is full time highly professional and research oriented aimed at preparing teacher educators. Admission to this course is through entrance test that will be conducted by C.S.J.M. University, Kanpur for C.S.J.M.U. campus and affiliated colleges. The orders of Uttar Pradesh Government, regulations of NCTE and statutes of Chhatrapati Shahu Ji Maharaj University, Kanpur will be followed for the above.

### **Duration of Programme**

Duration of this programme is of two academic sessions divided into four semesters. During the session, reflective based theoretical, practical, extra-curricular and research activities groom the personality of learners and provide them opportunities to extend and deeper their knowledge, specialized in their selected areas and develop research capacities which help them to be dedicated, energetic and sharp teacher educators.

### **Eligibility for the admission**

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% or an equivalent grade from any institution recognised by U.G.C. in the following programmes:

- B.Ed.
- B.El.Ed.
- B.A.-B.Ed. and B.Sc.- B.Ed. or equivalent there to
- D.El.Ed. with Graduate Degree.

### **Admission Procedure**

- Admission shall be made on merit on the basis of marks obtained in the entrance examination or any other selection process as per the policy of the State Government/University. Reservation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the State Government whichever is applicable. There shall be a relaxation of 5% marks in the eligibility criteria for SC/ST/PWD and other reserved categories.
- University reserves the right to cancel any admission at any stage. The prospective candidates are advised to keep visiting the University website regularly for announcements, notices and updates, because no separate information shall be sent to any prospective candidate.
- Please see the University website ([www.csjmu.ac.in](http://www.csjmu.ac.in)) for updates. All precautions have been taken to include the updated eligibility criterion, number of seats and fees structure of CSJM University, Kanpur. In case of any discrepancy, the eligibility criterion, number of seats and amount of fees for each course entered in the official records of the University will be final.
- The admission will be on the basis of written test. Written Exam will be of two hours of 100 Marks in both English and Hindi medium based on the B.Ed. syllabus of this Chhatrapati Shahu Ji Maharaj University, Kanpur. Written Test will comprise of 100 objective type questions, for this OMR sheet will be given. There will be no negative marking.
- If the marks obtained by the candidates in the entrance are same in such cases first preference will be given to the candidate who has secured higher percentage of marks at B.Ed. or equivalent examination.

**Date of start of online form submission:**

**31.05.2022**

**Last date of online form submission:**

**30.06.2022**

**Proposed Date of Entrance Exam:**

**July 2022 (Second Week)**

## **Syllabus for M.Ed. Entrance**

### **Unit I Philosophical & Sociological perspectives of Education**

#### **(a) Education & Philosophy**

- i) Education - Meaning, Concept, Nature and aims of education
- ii) Agencies of Education - Formal, Informal, Non-Formal- Role of Home, School, Society.
- iii) Mass Media and social media.
- iv) Significance of Philosophy of Education

#### **(b) Major Philosophies of Education**

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

#### **(c) 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

#### **(d) 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\*-vis social change.

### **Unit II Psychological Perspectives of Education**

#### **(a) Psychology & Educational Psychology**

- i) Nature, meaning, scope, Functions & methods of Psychology.
- ii) Nature & Meaning of Educational Psychology.
- iii) Functions of Educational Psychology.

#### **(b) Learning & Motivation**

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

### **(c) 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 (Thurston)
- v) Structure of intellect (Guilford)

### **(d) Personality**

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

## **Unit III Education in Ancient & Medieval India**

### **(a) Education in India during**

- i) Vedic Period
- ii) Buddhist Period
- iii) Medieval Period

### **(b) Education in British India: Detailed study of the following landmark documents:**

- i) Beginning of British Education system in India, Macaulay's Minutes and Bentinck's Resolution of 1835
- ii) Adam's Report and its Recommendations
- iii) Wood's Dispatch - 1854
- iv) Recommendations of Indian Education Commission (Hunter Commission)- 1882, its influence on the subsequent development of education
- v) Lord Curzon's educational policy
- vi) Essential features of Sadler Commission -1917
- vii) Wardha scheme of education (Basic Education)-1937
- viii) Sargent Report-1944

### **(c) Education in Post-Independence Period**

- i) The University Education Commission (Radhakrishnan Commission 1948-49)
- ii) The Secondary Education Commission (Mudaliar Commission 1952-53) •
- iii) Education Commission or Kothari Commission(1964-66)
- iv) National Policy on Education(1968), (1986) and Program of Action (1992)
- v) National Curriculum framework for School Education-2005
- vi) NEP 2020

## **Unit IV Present Scenario of Indian Education**

### **(a) Present Scenario of Indian Education**

- (a) Pre-Primary and Primary Education
- (b) Secondary Education
- (c) Higher Education
- (d) Teacher Education
- (e) Adult Education
- (f) Distance Education and Open Education
- (g) Technical and Vocational Education
- (h) National and State Agencies for Enhancement of Quality - NCERT, NCTE, NAAC, SCERT, DIET

### **(b) Challenges of Indian Education System**

- i) Universalization of Elementary Education
- ii) Vocationalisation of Secondary Education
- iii) Rashtriya Madhyamik Shiksha Abhiyan(RMSA)
- iv) Privatization and Commercialization of Education
- v) Examination Reforms 3
- vi) Deterioration in Educational Standards

## **Unit V Educational Technology**

### **(a) Perspectives of educational technology**

- i) Educational Technology: Meaning, Nature, Scope and Significance. Types of Educational Technology: Hardware, Software and System Approach
- ii) Various Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology.
- iii) Computer Assisted Instruction: Meaning, concept and basic assumptions, Types or Modes.
- iv) E-Learning: Meaning, Nature, Characteristics, Modes and Styles of E-Learning: Support Learning, Blended Learning.

### **(b ) Teaching & its Models**

- i) Concept, Characteristics, Functions & phases of teaching
- ii) Principles & Maxims of teaching
- iii) Concept Attainment Model (J.Bruner)
- iv) Programmed Instruction: (Linear, Branching & Mathletics).
- vii) Virtual Classroom: Concept, Advantages and Limitations