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**Syllabus for P. G. Entrance Test  
Programme: M.Ed. Programme Year- 2023**

**Total Marks: 60 (Each Unit Carries 4 Marks)**

**Unit-I: Education & Philosophy:**

- i) Nature, Meaning & Aims of Education ---Individual and Social.
  - ii) Nature and Meaning of Philosophy.
  - iii) Relation between Philosophy & Education
- (4)

**Unit- II: Major School of Philosophy:**

- i) Naturalism: Role of Teacher, Aims of Education  
Methods of Teaching, Discipline.
  - ii) Idealism: Role of Teacher, Aims of Education  
Methods of Teaching, Discipline.
  - iii) Pragmatism: Role of Teacher, Aims of Education  
Methods of Teaching, Discipline.
- (4)

**Unit- III: Educational Thinkers & their contribution:**

- i) M. K. Gandhi: Basic Education
  - ii) Swami Vivekananda: Man making Education
  - iii) Froebel: The play way method
  - iv) Maria Montessori: The Didactic Apparatus.
- (4)

**Unit- IV: Culture & Social Change:**

- i) Concept, Dimensions and Characteristics of Culture
  - ii) Relationship between Culture & Education with special reference to conservative and creative role/s
  - iii) Concept and Factors of Social change.
  - iv) Role of Education viz-a-viz. social change
- (4)

**Unit V: Psychology & Educational Psychology:**

- i) Nature & Meaning of Psychology
  - ii) Scope of Psychology
  - iii) Nature & Meaning of Educational Psychology
  - iv) Functions of Educational Psychology
- (4)
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**Unit-VI: Learning, Motivation and Intelligence:**

- i) Concept, nature and factors of learning (personal and environmental)
- ii) S-R Theory of Learning (Thorndike), Skinner's Operant Conditioning
- iii) Motivation-Nature, Types and Techniques of enhancing motivation
- iv) Intelligence: Meaning and Nature. Measurement of Intelligence – concept of I.Q. Verbal, Non-verbal & performance tests.
- v) Two-factor Theory (Spearman), Multifactor Theory (Thurnstone), Structure of Intellect (Guilford) (4)

**Unit-VII: Personality and its Theories:**

- i) Personality: Meaning and Nature,
- ii) Development of Personality –Biological & Socio-Culture determinants
- iii) Trait-theory of Personality (G.W. Allport)
- iv) Factor-theory of Personality (R.B. Cattell)
- v) Psycho analytical theory of Personality (S. Freud)  
(Educational Implications of the above mentioned theories) (4)

**Unit-VIII: Population and Gender Education:**

- i) Population composition – Age, Sex, Rural/Urban,
- ii) Factors affecting Population growth –fertility, mortality & migration,
- iii) Women Education: Need, Importance and problems,
- iv) Education of girl child in India: Present status and challenges
- v) Kasturba Gandhi Balika Vidyalyiya, SSA and RMSA. (4)

**Unit- IX: Exceptionality, Inclusive Education and Guidance & Counselling:**

- i) Meaning of Exceptionality, Visual and Hearing Impairment, Mentally Retarded & Gifted Children – characteristics & educational measures,
- ii) Historical background of Inclusive Education, Principles of Inclusion and necessary resources, Integration and mainstreaming
- iii) Guidance: Concept, Aims, basic Principles and types (Educational, Vocational, Personal). History of guidance movement in India.
- iv) Meaning, purpose and steps of counselling
- vi) Qualities of a good counsellor. Directive and Non-Directive theories of counselling (4)

**Unit-X: Education in Ancient & Medieval India:**

- i) Vedic Education: Salient features, Objectives, Curriculum, Methods of Teaching and Role of Teacher
  - ii) Buddhist Education: Salient features, Objectives, Curriculum, Methods of Teaching and Role of Teacher
  - iii) Muslim Education: Salient features, Objectives, Curriculum, Methods of Teaching and Role of Teacher
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**Unit-XI: Education during Pre-independence Era:**

- i) Macaulay's Minute (1835),
- ii) Wood's Despatch (1854),
- iii) Indian Education Commission (1882),
- iv) Sadler Commission Report (1917)
- v) Sargent Report (1944) (4)

**Unit-XII: Contemporary Issues and Problems of Indian Education:**

- i) Universalization of Elementary Education, Women's Education,
- ii) Distance Learning, Education of Weaker Sections, Adult Education,
- iii) Peace Education and its Challenges,
- iv) Fundamental and Human rights – Safeguards in Indian Constitution (4)

**Unit-XIII: Taxonomy of Educational Objectives and Teaching Models:**

- i) Meaning and domains of Bloom's Taxonomy:  
- Cognitive, Affective & Psychomotor.
- ii) Formulation of Instructional objectives (Mager's)
- iii) Meaning & Significance of Herbartian and Gloverian approach of lesson planning
- iv) Concept, Characteristics, Phases & Functions and Maxims of teaching.
- v) Bruner's Concept Attainment Model, Gordon's Synectics Model. (4)

**Unit-XIV: Innovations in Teaching and Learning:**

- i) Micro-teaching: Nature & Meaning, Main Propositions, Phases, Steps and role of Supervisor
- ii) Simulated-teaching: Nature & Meaning, Mechanism, Role Playing & T-group, Advantages & Limitations
- iii) Flanders Interaction Model
- iv) Programmed Learning: Meaning, Types, Characteristics and Principles
- v) Development of the Programmed instructional material. (4)

**Unit-XV: School Management, Educational Measurements and Evaluation:**

- i) Meaning, Principles, Scope and Functions of School Management,
- ii) Constituents of Educational management-planning, organizing controlling,
- iii) Head of the Institution-Qualities, Responsibilities and Functions,
- iv) Time Table-concept, Principles, Types, Objectives and construction
- v) Measurement and Evaluation: Need, Importance, Scope, Formative and summative evaluation,
- vi) Scales of Measurement: Nominal, Ordinal, Interval and Ratio. (4)

Sd/-  
Prof. Tasleema Jan  
Head of the Department

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