
Syllabus for P. G. Entrance Test
Programme: M.Ed. Programme Year-2025

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.
 - ii) Idealism:
 - iii) Pragmatism:
(With special reference to Objectives, Curriculum, Methods of Teaching, Discipline and Role of Teacher)
- (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)

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 (Thurstone), 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) Psychoanalytical 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,InclusiveEducationandGuidance&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:EducationinAncient&MedievalIndia:

- i) Vedic Education
- ii) Buddhist Education
- iii) Muslim Education
(With special reference to Objectives, Curriculum, Methods of Teaching, Discipline and Role of Teacher)

(4)

Unit-XI: Education during Pre-independence Era:

- i) Macaulay's Minute(1835),
- ii) Wood's Dispatch(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 –Safe guards 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) Lesson planning: Herbartian and Gloverian approach
- iv) Concept, Characteristics, Phases & Functions and Maxims of teaching.
- iv) 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)

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