
Syllabus for P. G. Entrance Test
Programme: M.Ed. Programme Year- 2026

Total Marks: 60 (Each Unit Carries 5 Marks)

Unit-I: Schools of Philosophy:

- i) Nature, Meaning & Aims of Education ---Individual and Social.
- ii) Relation between Philosophy & Education
- iii) Naturalism: Role of Teacher, Aims of Education
Methods of Teaching, Discipline.
- iv) Idealism: Role of Teacher, Aims of Education
Methods of Teaching, Discipline.
- v) Pragmatism: Role of Teacher, Aims of Education
Methods of Teaching, Discipline.

(5)

Unit- II: 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.

(5)

Unit- III: 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

(5)

Unit IV: Learning, Motivation and Intelligence:

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

(5)

Unit-V: 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) (5)

Unit-VI: 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 Vidyalaya, SSA and RMSA. (5)

Unit- VII: 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
- v) Qualities of a good counsellor. Directive and Non-Directive theories of counselling (5)

Unit-VIII: Education During Pre-Independence Era:

- 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
- iv) Macaulay's Minute (1835),
- v) Wood's Despatch (1854),
- vi) Indian Education Commission (1882),
- vii) Sadler Commission Report (1917)
- viii) Sargent Report (1944)

(5)

Unit-IX: 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
- (5)

Unit-X: Taxonomy of Educational Objectives and Teaching Models:

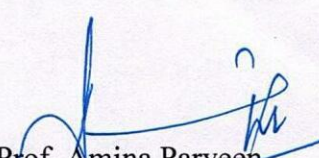
- i) Meaning and domains of Bloom's Taxonomy:
- Cognitive, Affective & Psychomotor.
- ii) Formulation of Instructional objectives (Mager's)
- iii) Meaning & Significance of Herbartian and Gloverian approach of lesson planning
- iv) Concept, Characteristics, Phases & Functions and Maxims of teaching.
- v) Bruner's Concept Attainment Model, Gordon's Synectics Model. (5)

Unit-XI: 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. (5)

Unit-XII: 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. (5)


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