

**Post-Graduate Department of Education
University of Kashmir**

Entrance Test Syllabus for M.Ed. Programme 2018-19

Total Marks: 60

Unit I Education & Philosophy:

- i) Nature & Meaning and Aims of Education – individual and social.
- ii) Nature and Meaning of Philosophy
- iv) Relation between Philosophy & Education. (4)

Unit II Major Schools 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, 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) Roles of Education viz.-à-viz. social change. (4)

Unit V Psychology & Educational Psychology:

- i) Nature & Meaning of Psychology,
- ii) Methods & Scope 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, Techniques of enhancing motivation,
- iv) Nature, Meaning and Measurement of Intelligence – Concept of I.Q, Verbal, Non-verbal & Performance tests.
- v) Two-factor Theory (Spearman), Multifactor Theory (Turnstone), Structure of Intellect (Guilford). (4)

Unit VII Personality and its Theories:

- i. Meaning & nature
 - ii. Development of Personality – biological & socio-cultural 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, RMSA. (4)

Unit IX Exceptionality, Inclusive Education and Guidance and Counseling:

- i) Meaning of Exceptionality, Visual and Hearing Impairment, Mentally Retarded & Gifted children – their causes, characteristics & educational measures,
- ii) Historical background of Inclusive Education, Principles of inclusion and necessary resources, Inclusion, integration and mainstreaming.
- iii) Concept, aims, basic principles and Type – (Educational, Vocational, Personal). History of guidance movement in India,
- iv) Meaning, purpose and steps of counseling
- v) Qualities of counselor, Directive and Non-Directive theories of counseling. (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.
- (4)

Unit XI Education during Pre-independence Era:

- i) Macaulay's Minutes (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 its Challenges, Stress, Conflict, Crime, Terrorism,
Violence and Modernization.
 - iv) Democracy, Secularism and Peace & Culture and Peace,
 - v) 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 and
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- Meaning, Principles, types, Objectives and Construction.
- v) Measurement and evaluation: Meaning, need, importance, scope, formative and summative evaluation
- vi) Scales of Measurement: Nominal, Ordinal, Interval and Ratio, (4)

Prof. Mohammad Iqbal Mattoo
Chairman and Dean