

St. Xavier's College (Autonomous), Kolkata

M.A. EDUCATION ENTRANCE TEST FORMAT AND SYLLABUS

Full marks : 100 marks

Duration : 2 hours 30 minutes

Paper Structure :

Type of Questions	No. of Questions to be Answered	Marks Allocated to each Question	Total
MCQ Type	20	2	40
Short Questions	10	4	40
Reflective Essay based on an Excerpt from a Text	1	20	20

Syllabus for Admission Test:

- 1. Philosophical Foundation of Education:** Concept and aims of modern education; Delor's commission (UNESCO, 1997); Functions and scope of education-Individual and social perspective; Education as propagation of values; Role of Philosophy in Education; Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism; Schools of Indian Philosophy-Basic features and Influence on Education; Vedic schools (Sankhya, Yoga, Nyaya); Non-Vedic schools (Charvak, Buddhist, Jain); Dewey; Rabindranath Tagore; Vivekananda
- 2. Psychological Foundation of Education:** Personality development; Psychoanalytical theory of Personality; Erikson's Stages of Psycho social development, Stages and types of Development and their Educational significance: Physical and motor development, Factors affecting Physical and motor development, Cognitive development, brief outline of Piaget's theory of Cognitive development, Emotional development, and Emotional Quotient, Moral development, Theories of Piaget and Kohlberg; Role and factors of attention; Motivation: types and factors; Learning: Laws of learning, classical and operant conditioning, Insight learning, concept learning, Bandura's social learning theory; Transfer of learning: Concept and application; Intelligence: Theories of intelligence, Thurston, Guilford and Gardener; Programme learning, Microteaching (basic concepts).
- 3. Sociological Foundation of Education:** Social issues in education –globalization, multiculturalism, secularism, education for sustainable development; Nationalism, universalism and secularism – their interrelationship with education; Illiteracy, poverty, socially disadvantaged groups, gender inequality.
- 4. Development of Education in India:** Recommendations of various commissions after independence: Indian University Commission(1948-49), Secondary Education Commission(1952-53), Indian Education Commission(1964-66), National Policy of Education(1986,1992); Education and Contemporary Social Issues: Equalization and universalization of Elementary and Secondary Education, Unemployment, Poverty,

- National integration, Population explosion, Inequality, Discrimination and Marginalization in education; Constitutional provision for Education in India
5. **Educational Organisation & Management:** Educational Planning, Institutional Planning, Leadership, Administrative structure of Secondary Education, Quality Management
 6. **Psychology of Adjustment and Educational Guidance and Counselling:** Concept of adjustment, Criteria of good adjustment; Meaning of maladjustment; Manifestation of maladjustment in Childhood and adolescence (a synoptic view of problem behaviours); General causes of maladjustment; Role of educational institution in promoting mental health; Meaning and nature of guidance; Different forms of Guidance (group and individuals); Types of Guidance (educational, vocational); Meaning, types and techniques of Counselling; Directive, non-directive, eclectic, individual and group counselling.
 7. **Evaluation in Education:** Test, Measurement, Assessment and Evaluation: concept, point of difference, Scope and Needs; Types of Test: Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test, essay type and objective type tests; Observation as techniques of evaluation- Concept and Use; Scales of Measurement- Nominal, Ordinal, Interval, Ratio; Criteria of Standardized test a) Validity b) reliability c) objectivity d) Usability e) Norms; Achievement Test
 8. **Statistics:** Organization and Graphical Representation of data- Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive; Measures of Central tendency - Mean, Median, Mode; Measures of Variability - Range, Quartile Deviation, Standard Deviation.
 9. **Educational Technology and Curriculum:** Concepts of Information and Communication Technology; Concepts, need and scope of educational technology; Computer and its role in education; Use of media in education: Audio, Visual Audio-visual; Models of Teaching: Nature, Concepts, Different families of Teaching Models and advantages; Communication and educational technology: Components of Communication process, Factors affecting classroom communication; Instructional techniques: Programmed learning, Microteaching; Distance education; Curriculum: concept, nature, types, and bases/determinants; Objectives of curriculum; Principle of construction of curriculum, Revised Bloom's Taxonomy of educational objectives; Principles of selecting curriculum content; Curriculum transaction; Curriculum evaluation: Meaning and utility, Sources and means of curriculum evaluation, Formative and Summative evaluation.
 10. **Inclusive Education:** Concept of inclusive education; National initiatives for inclusive education – National Policy on Education (1986); Memory: acquisition, storage and retrieval of information, Sensory memory, short term and long-term memory, forgetting; Brief outline of anxiety disorder, depressive disorder, substance abuse, Personality disorder; Identification and guidance for special learners- gifted, slow learners, learner with learning disabilities, MR/ mentally challenged; Classification of mental disorders- DSM IV; Tools and Techniques of collecting Information on pupils (Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC).