



**Pt. Ravishankar Shukla University,  
Raipur (C.G.), India 492010**

**Curriculum & Syllabus**

**(Based on LOCF)**

**M.Ed Entrance Exams**

**(Semester System)**

**Semester: I-IV**

**Session:** 2025-27 (प्रभावशील सत्र का उल्लेख करेंगे)

**टीप:-** सत्र 24-25 के पाठ्यक्रम को सत्र 25-27 के लिए यथावत प्रभावशील किया जाता है।

Approved by :  
Board of Studies : Education (Subject Name )  
Dates : 16/05/2025  
Name of Chairman : Dr. Riya Tiwari  
Name of Member's : Dr. Padma Bohre  
Dr. Sarika Sahu  
Dr. Bakesh Tiwari  
Dr. Seema Aggarwal  
Dr. Nidhi Shukla

## UNIT-1: AIMS OF EDUCATION

- I. Education Nature and Meaning its objectives aims in relation to the time and place.
- II. Educational aims in the Western context: with specific reference to Russell, Dewey. Their impact on educational thought and class room practices, in term of progressive.
- III. Educational aims in the Indian context with specific reference to Indian thinkers such as Gandhi, Tagore.
- IV. Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.

## UNIT-II: PHILOSOPHICAL SYSTEMS

Major Philosophical systems their salient features and their impact on education.

- I. Realism with reference to Aristotle and Jainism.
- II. Naturalism with reference to the view of Rousseau and Rabindra Nath Tagore
- III. Idealism with reference to Plato, Socretes and Advaita Philosophy.
- IV. Pragmatism with reference to Dewey "Instrumentalism & Experimentalism"
- V. Humanism: Historical, Scientific ans Buddhists.

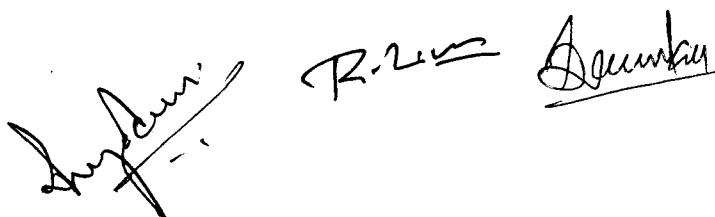
## UNIT-III: INDIAN THINKERS

Educational thinkers and their contribution in developing principles of education

- I. M.K. Gandhi: Basic tenets of Basic education.
- II. Gijju Bhai :The world of the child.
- III. Swami Vivekananda :Man making education.
- IV. Sri Aurobindo: Integral education, its basic premises, stages of development,
- V. J. Krishna Murthy: Child Centered Education.

## UNIT IV: DEVELOPMENT OF EDUCATION

- I. Aims of Education in key policy and documents.
- II. Mudaliar commission report.
- III. Kothri commission report.
- IV. Curriculum frame work, 1975.
- V. National policy on Education, 1986.
- VI. Curriculum frame work 2000 and 2005.
- VII. NCFTE 2009.



## **UNIT V: UNDERSTANDING DIVERSITY IN INDIAN SOCIETY WITH SPECIAL REFERENCE TO CHHATTISGARH**

Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion.

Special focus will be on childhood in these communities and access to Education. Student teachers will be encouraged to look at this diversity as a potential pedagogical resource within the class room.

- I. Diversity in this class room. Getting to know the diverse socio-cultural and linguistic background of fellow student, Getting to know about how they got themselves educated.
- II. Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community).
- III. Children at risk: educationally profiling communities of children who have not been integrated well into schooling (non-enrolment, early dropout, low achievement).
- IV. Profiling of the society of one's own village in terms of communities, professional groups' economic status, social respect, power, etc.
- V. How can a teacher use the social background of diverse students as a resource for teaching in the class room?

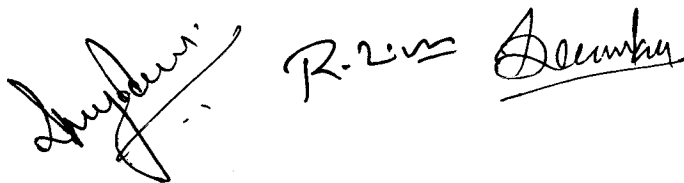
## **UNIT VI: SOCIOLOGICAL CONCEPTS RELATING TO SOCIAL STRATIFICATION**

Some key sociological concepts like life opportunities, discrimination, exclusion, stratification etc. will be discussed to enable the student teachers to use them in different social contexts.

- I. Life opportunities, class, status and power: frameworks of Marx and Max Weber.
- II. Social discrimination, exclusion and exploitation.
- III. Social capital, cultural capital and economic capital: the approach of P. Bourdieu.
- IV. Equality of opportunities and capabilities: approach of Amartya Sen.

## **UNIT-VII NATURE OF PSYCHOLOGY AND STAGES OF DEVELOPMENT**

- I. Psychology. Its meaning, nature, methods and scope, functions of educational psychology.
- II. Stages of human development, stage specific characteristics and developmental tasks.
- III. Adolescence in Indian context: characteristics and problems of adolescents, their needs and aspirations.
- IV. Guidance and counseling for adolescents.



## UNIT-VIII LEARNING

- I. Nature of learning; learning theories, to Behaviorism, Cognitivism, Connectivism, Humanism.
- II. Factors influencing learning and teaching process: learner related, teacher related: process related and content related.

### Intelligence

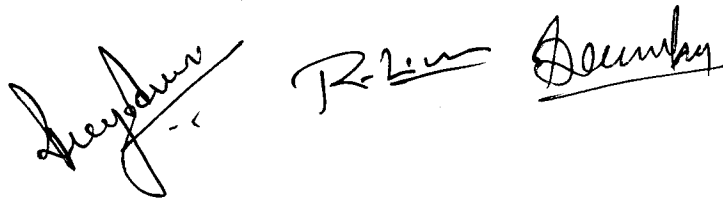
- I. Nature and characteristics of intelligence and its development.
- II. Theories of intelligence, two factor theory - Multifactor Theory (PMA) and SI Model.
- III. Measuring intelligence Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each),
- IV. Creativity-definition, measurement.

## UNIT-IX: CONCEPT OF EDUCATIONAL TECHNOLOGY

- I. Meaning
- II. Nature
- III. Scope
- IV. Functions
- V. Need for educational technology in the schools of Chhattisgarh
- VI. New trends in educational technology

## UNIT-X: COMMUNICATION TECHNOLOGY

- I. Concept
- II. Nature
- III. Process
- IV. Principles
- V. Components
- VI. Types
- VII. Barriers
- VIII. Allied Skills Required - Micro Teaching and other skill based techniques.

Three handwritten signatures in black ink are positioned at the bottom of the page. The first signature on the left is stylized and appears to be 'Sreyas'. The middle signature is 'Ravi'. The signature on the right is 'Saurabh'.