IV. In Entrance Exam, There shall be 100 Questions in total, each carrying 01 mark. While for each correct answer 01 mark will be awarded, for each incorrect answer, 0.25 mark will be deducted and **Zero mark** for unattempt questions. Time duration:- 02.00 Hrs. { For PwD Candidates: 40 minutes extra time (@20 minutes per hour) will be allowed }.

...............·******·............

SYLLABUS For ENTRANCE TEST

Subject Area	Marks	No. of Items
Basics of Education	20	20
Understanding the learner & learning process	20	20
Curriculum and curriculum transaction	20	20
Contemporary issues in school Education	20	20
Assessing the learner; Planning and management of school	20	20
Total	*100*	*100*

Detailed Syllabus :

Subject	Detailed Content
Basics of Education	▪ Understanding Education: Education as a process, Aims of Education, Ideas of Educational thinkers (Gandhi, Tagore, Dewey, Rousseau). ▪ Education in socio cultural context of India: Role of education in social control & social charge. Education as an instrument for promoting national integration, Education for Democracy & Education for Globalization.

	▪ Education for National Development: Education and national development, Education as an investment for Human Resource and Economic development. ▪ Education Policy imperatives: Constitutional provisions, NPE(1986,1992), RCFTE 2009, NCF-2005.
Understanding the learner & learning process	▪ Understanding the child & Adolescent: Developmental tasks and role of teacher. ▪ Understanding differences between learners: Areas of differences, factors affecting differences. Understanding differently-abled learners. ▪ Methods of studying learner behavior- Test, Observation, Case study ▪ Understanding learning process:- Relevance and applicability of theoretical, Perspectives of learning – Skinner, Piaget, Vygotsky. ▪ Understanding higher mental processes of learning: Intelligence - Measurement of Intelligence, Creativity: Characteristics & process, Role of teacher in promoting creativity. ▪ Organizing learning – Paradigms for organizing learning, modes of learning, organizing learning in heterogeneous classrooms.
Curriculum and curriculum transaction	▪ Curriculum: Concept, types, bases of curriculum, principles & process of curriculum development. ▪ Understanding teaching: Major shift in teacher education as per NCF-2005, ▪ Teaching as a profession, professional ethics & accountability of teacher, ▪ Phases of teaching: Pre-active, interactive & post-active phase, teacher activities in different phases.
Contemporary issues in school Education	▪ Equality & Equity in Education: Nature & forms of inequalities, inclusive education, provision for addressing inequalities – SSA, RTE Act, RMSA. ▪ Quality in Education: Strategies for enhancement of quality in School Education, Functions of NCERT, NCTE, NUEPA, for quality improvement. Role of teacher for quality education. ▪ Education for conservation of Environment: Protection and

	conservation of environment. Strategies for sensitizing learners towards protection of environment and its conservation.
Assessing the learner; Planning and management of school	▪ Learning Assessment: CCE, Assessment of learning, Assessment for learning, Assessment as learning – its tool & techniques. ▪ Test construction: Characteristics of a good test. ▪ Statistics: Measures of variability, Correlation, Standard scores – Z score, T-score, percentile. ▪ School Development plan & management, management of material, financial and human resources. ▪ Monitoring and Action Research: Mechanism of monitoring, conducting, reporting action research & follow up. ▪ Classroom Management: Components of class room environment and its management, types of learning resources in the class room and their management

Note:
*All questions are **Multiple Choice Questions (MCQs)** and are subject to **negative marking**. Please answer carefully.*