Subject: EDUCATION

Subject Code: 12

Note:
There will be two question papers, Paper-II and Paper-III. Paper II will have 50 objective Type Questions (Multiple choice, Matching type; True/False, Assertion-Reasoning type) carrying 100 marks. All the 50 questions are compulsory and have to be marked in OMR sheet. Paper III contains seventy five (75) objective type questions (Multiple choice, Matching type; True/False, Assertion-Reasoning type) of two (2) marks each. All the 75 questions are compulsory and have to be marked in OMR sheet.

SYLLABUS

Paper—II

1. Philosophical Foundation of Education

Relationship of Education and Philosophy

Western Schools of Philosophy : Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implications.

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

National values as enshrined in the Indian Constitution, and their educational implications

Modern concept of Philosophy : Analysis-Logical analysis, Logical empiricism and Positive relativism-(Morris L. Prigge)

2. Sociological Foundations of Education

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education

Education-as a social sub-system-specific characteristics

Education and the home

Education and the community with special reference to Indian society
Education and modernization
Education and politics
Education and religion
Education and culture
Education and democracy
Socialization of the child
Meaning and nature of social change
Education as related to social stratification and social mobility
Education as related to social equity and equality of educational opportunities
Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism)
Education of the socially and economically disadvantaged sections of the society with special
reference to scheduled castes and scheduled tribes, women and rural population

3. Psychological Foundations of Education

Relationship of Education and Psychology
Process of Growth and Development
—Physical, social, emotional and intellectual
—development of concept formation, logical reasoning, problem solving and creative
thinking; language development
—individual differences—determinants; role of heredity and environment; implications of
individual differences for organising educational programmes
Intelligence—its theories and measurement
Learning and Motivation
Theories of learning—Thorndike is connectionism; Pavlov’s classical and Skinner’s operant
conditioning; Learning by insight: Hull’s reinforcement theory and Tolman’s theory of learning;
Lewin’s Field theory
—Gagne’s hierarchy of learning
—Factors influencing learning
—Learning and motivation
—Transfer of learning and its theories
Psychology and education of exceptional children—creative, gifted, backward, learning disables
and mentally retarded
Personality—type and trait theories—measurement of personality
Mental health and hygiene-process of adjustment, conflicts and deference mechanism, mental hygiene and mental health. Sex Education Guidance

4. Methodology of Educational Research

Nature and Scope of Educational Research
Meaning and Nature
Need and Purpose
Scientific Inquiry and Theory Development-some emerging trends in research Fundamental-
Applied and Action Research
Formulation of Research Problem
Criteria and sources for identifying the problem
Delineating and Operationalizing variables
Developing assumptions and hypothesis in various types of research
Collection of Data
Concept of population and sample
Various methods of sampling
Characteristics of a good sample
Tools and Techniques
Characteristics of a good research tool
Types of research tools and techniques and their uses
Questionnaire-Interviews-Observations
Tests and scales, Projective and sociometric techniques
Major Approaches to Research
Descriptive Research
Ex-post facto Research
Laboratory Experiment
Field Experiment
Field Studies
Historical Research
Analysis of Data
Descriptive and Inferential Statistics. The null hypothesis, test of significance, types of
error, one-tailed and two-tailed test
The t-test
The F-test (one-way and ANOVA)
Non-parametric tests (Chi-square test)
Biserial, point-biserial, tetrachoric and phi-coefficient of correlation
Partial and multiple correlations

Paper—III
(Core Group)

Unit—I
Western Schools of Philosophy:
Idealism, Realism, Naturalism, Pragmatism, Existentialism; with special reference to the
corcepts of knowledge, reality and values; their educational implications for aims, contents and
methods of education.
Indian schools of philosophy (Vedanta, Buddhism, Jainism, Islamic traditions) with special
reference to the concepts of knowledge reality and values and their educational implications
Contributions of Indian Thinkers, like Vivekananda, Tagore, Gandhi and Aurobindo to
educational thinking

Unit—II
Meaning and nature, Education and Social change, constraints on social change (caste, ethnicity,
class, language, religion, population and regionalism)
Education as related to social equity and equality of educational opportunities. Education of
socially and economically disadvantage section of society with special reference to scheduled
castes and scheduled tribes, women and rural populations.

Unit—III
Process of Growth and Development
—Physical, social, emotional and intellectual
—development of concept formation, logical reasoning, problem-solving and creative thinking
language development
Individual differences-determinants-role of heredity and environment. Implications of individual
differences for organising educational programmes

Unit—IV
Intelligence—its Theories and Measurement

Learning and Motivation:
—Theories of learning: Thorndike’s conditions, Pavlov’s classical and Skinner’s operant conditioning; learning by insight. Hull’s reinforcement theory and Tolman’s theory of learning
—Gagne’s hierarchy of learning
—Factors influencing learning
—Learning and motivation
—Transfer of learning and its theories

Unit—V

Personality-type and trait theories—measurement of personality

Mental health and hygiene

Process of adjustment, conflicts and defence mechanism, mental hygiene

Unit—VI

Concept and principles of guidance and counselling, types of guidance and counselling

Tools and Techniques of Guidance—records, scales and tests, techniques, interview

Organizing Guidance services at different levels of education, occupational information, kinds of services, like information, testing, counselling and follow-up

Unit—VII

Sample: Concept of population and sample various methods of sampling

Hypotheses: Concept, difference with assumptions, source, various types of hypothesis

Tools: Questionnaire, observation and interview as tools of data collection, tests and scales

Unit—VIII

Descriptive Research, Ex-post facto Research. Survey Research, Historical Research

Experimental Research: Designs of experimental research. characteristics. Internal and external validity in experimental research

Qualitative Research: Phenomenological research. Ethnomethodical and Naturalistic inquiry

Unit—IX

Universalization of elementary education in India

Vocationalization of education in USA and India

Educational administration in USA, UK (Britain and Ireland) and India

Distance education and continuing education in Australia, UK and India
Unit—X

Construction and Development of Curriculum
— different models
— administrative
— grass root
— demonstration
— system analysis
Curriculum Evaluation
— formative
— summative
— interpretation of evaluation results

PAPER—III
( Elective/Optional)
Elective-I

Development of Modern Concept of Educational Administration from 1900 to Present-day.
Taylorism
Administration as a process
Administration as a bureaucracy
Human Relations Approach to Administration
Meeting the Psychological needs of employees, systems approach specific trends in Educational Administration such as (a) Decision making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management
Leadership in Educational Administration:
Meaning and Nature of Leadership
Theories of Leadership
Styles of Leadership
measurements of Leadership
Educational Planning :
Meaning and Nature
Approaches to Educational Planning
Perspective Planning
Institutional Planning
Educational Supervision :
Meaning and Nature
Supervision as service activity
Supervision as a process
Supervision as functions
Supervision as educational leadership
Modern supervision
Functions of supervision
Planning the supervisory programme
Organizing supervisory programme
Implementing supervisory programme

Elective—II
Educational Measurement and Evaluation concept, scope, need and relevance. Tools of measurement and evaluation subjective and objective tools, essay test, objective test, scales, questionnaires, schedules, inventories, performance tests. Characteristics of a good measuring instrument:
Validity
Reliability
Norms
Usability etc.
Test standardization:
Norm-referenced and criterion-referenced tests, scaling-standard scores.
T-scores and C-scores
Steps in the standardization of a test
Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills
Interpretation of test-scores and methods of feedback to students
New trends:
Grading, semester, continuous internal assessment, question bank, uses of computer in evaluation, qualitative analysis

Elective—III
Meaning and Scope of Educational Technology
—educational technology as systems approach to education
—systems approach in educational technology and its characteristics
—components of educational technology, software, hardware

Multi-media approach in Educational Technology

Modelities of Teaching-difference between teaching and instruction. conditioning and training

Stages of teaching- pre-active, interactive and post-active

Teaching at different levels-memory, understanding and reflective

Modification of teaching behaviour : Microteaching, Flander’s Interaction Analysis, simulation.

Programmed Instruction (origin, types, linear and branching, development of programmed instruction material-linear/branching model. teaching machines. computer assisted instruction

Models of Teaching : Concept, different families of teaching models.

Designing Instructional System
—formulation of instructional objectives
—task analysis
—designing of instructional strategies, such as lecture, team teaching. discussion, panel discussion, seminars and tutorials

Communication Process : Concept of communication. Principles. Modes and Barriers of communication. Classroom communication (interaction verbal and non-verbal)

Distance Education : Concept, Different contemporary systems, viz., Correspondence. Distance and open : Student support services: Evaluation Strategies in Distance Education : Counselling

Methods in Distance Education

Development of Evaluation Tools-Norm-referenced and criterion-referenced tests

Elective—IV

Concept and nature of special education
—Objectives
—types
—historical perspective
—integrated education

Education of Mentally Retarded
—characteristics of the retarded
—educable mentally retarded
— teaching strategies
— enrichment programmes
— remedical programmes
— etiology and prevention
— mental hygiene as remediation

Education of the visually impaired:
— characteristics
— degree of impairment
— etiology and prevention
— educational programmes

Education of the Hearing Impaired
— characteristics
— degree of impairment
— etiology and prevention
— educational programmes

Education of the Orthopaedically Handicapped
— types of handicap
— characteristics
— educational programmes

Education of the Gifted and Creative Children
— characteristics
— creativity and identification process
— educational programmes

Learning Disabled Children
— characteristics
— identification
— educational programme

Education of Juvenile Delinquents
— characteristics
— problems of alcoholion, drug addiction
anti-social and character disorder
educational programmes for Rehabilitation

**Elective—V**

Teacher Education: Historical perspective
Recommendations of various commissions on teacher education; Kothari Commission
National Policy on Education
Aims and objectives of teacher education at-
— elementary level
— secondary level
— college level
Teaching as a Profession:
Professional organisations for various levels of teachers and their role:
Performance appraisal of teachers
Faculty improvement programme for teacher education
Types of teacher education programmes and agencies:
Inservice teacher education
Preservice teacher education
Distance education and teacher education
Orientation and Refresher courses
Current Problems:
Teacher education and practicing schools
Teacher education and other institutions
Preparing teachers for special schools
Implementation of curriculum of teacher education
Areas of Research:
Teaching effectiveness
Criteria of admission
Modification of teacher behaviour
School of effectiveness