

DEPARTMENT OF COLLEGIATE EDUCATION KARNATAKA

SYLLABUS FOR COMPETITIVE EXAMINATION TO RECRUITMENT OF ASSISTANT PROFESSOR IN DEGREE COLLEGES.

SUBJECT: EDUCATION

UNIT 1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

- a) **Indian Schools of Philosophy** - Concept, nature and scope of educational philosophy. Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge. Educational Contribution of Indian thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy.
- b) **Western Schools of Philosophy:** Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom. Educational Thoughts of Western Philosophers – Maria Montessori, Frobel, John Dewey, Rousseau,
- c) **Education and Sociology-** Meaning, Concept, development and scope of Educational Sociology, Methods of Sociological Enquiry, Relationship between Education and Sociology. Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)
- d) **Socialization and Education-** Education and social change. Concept of Modernization and Westernization with reference to Indian Society and their educational implications. Education and culture; Acculturation and Enculturation. National Values as enshrined in the Indian Constitution -

Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

UNIT 2: HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION.

- a) **Vedic, Medieval and British period of Education in India:** Education in different periods pertaining to aims, curriculum, methods of Teaching, student teacher relationship with reference to: Vedic period, Buddhist Period, Medieval Period (Islamic). Education during British Period- an overview of the recommendations of Macaulay's minute, Woods Despatch, Hunter Commission, Hartog Committee & Sargent Report.
- b) **Education in Post-Independence of India:** Committees and Commissions' Contribution to Education: University education commission(1948), Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Knowledge Commission (2007), Justice Verma Committee Report (2012).
- c) **Relationship between Politics and Education:** Perspectives of Politics of Education – Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization, Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy. Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.
- d) **Education & Economics:** Concept of Economics of Education, Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signalling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

UNIT 3: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

- a) **Educational Psychology:** Concept, scope and importance of Educational Psychology, Growth and Development: Concept and principles, Cognitive Processes and stages of Cognitive Development. Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Mental health and Mental hygiene.
- b) **Intelligence:** Approaches to Intelligence from Unitary to Multiple, Concepts of Social intelligence, multiple intelligence, emotional intelligence, Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Meta cognition and Creativity.
- c) **Principles and Theories of learning:** Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals.
- d) **Guidance and Counselling:** Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality).

UNIT 4: TEACHER EDUCATION

- a) **Structure of Teacher Education:** Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.

- b) **Perspectives & Models of Teacher Education:** Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
- c) **State and National level Educational Agencies and it's Schemes:** structure and functions of SCERT, NCERT, NCTE and UGC. Objectives and impacts of SSA, RMSA,&RUSA on education.
- d) **Professional development:** Concept of Profession and Professionalism, Teaching as a Profession. Concept, Need, Purpose and Scope of In-service Teacher Education programs, Modes of In-service Teacher Education, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

UNIT 5: CURRICULUM STUDIES

- a) **Bases of curriculum:** Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
- b) **Models of Curriculum Design:** Traditional and Contemporary Models (Academic /Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model). National Curriculum Framework 2005, National Curriculum Framework for Teacher Education (2009),

- c) **Curriculum transaction & evaluation:** Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
- d) **Curriculum change:** Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies.

UNIT 6: RESEARCH IN EDUCATION

- a) **Educational Research:** Meaning and Scope of Educational Research, Meaning, steps & Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)
- b) **Variables, Sampling & tools:** Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

- c) **Types of Measurement Scale** (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation
- d) **Qualitative Research Designs:** Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

UNIT 7: PEDAGOGY, ANDRAGOGY AND ASSESSMENT

- a) **Models of Pedagogy and Andragogy-** Concept and Stages of pedagogy, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), 5E model. Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), the Dynamic Model of Learner Autonomy.

- b) **Assessment of learning** – Meaning, nature, perspectives (assessment for Learning, assessment of learning) - Types of Assessment (Placement, formative, diagnostic, summative, Continues comprehensive evaluation (CCE)). Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning
- c) **Assessment in Pedagogy of Education:** Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources.
- d) **Assessment in Andragogy of Education** - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

UNIT 8: TECHNOLOGY IN/ FOR EDUCATION

- a) **Educational Technology:** Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups).
- b) **Instructional Design:** Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design,

Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

- c) **Emerging Trends in e-learning:** Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E-Inclusion, Application of Assistive technology in E learning, Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research
- d) **Use of ICT in Evaluation, Administration and Research:** E portfolios, ICT for Research -Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

UNIT 9: EDUCATIONAL MANAGEMENT AND GROUP DYNAMICS

- a) **Educational Management and Administration** – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate.
- b) **Leadership in Educational Administration:** Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader- Member Exchange Theory)

- c) **Quality in Education:** Concept of Quality in Education in Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad.
- d) **Change Management and assessment of management:** Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Pokayoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

UNIT 10: CONTEMPORARY ISSUES IN EDUCATION

- a) **Inclusive Education:** Concept, Scope and importance of inclusive education. Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities). Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. Legal Provisions & Policies and Legislations related to special education need students in NEP (1986), POA (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992). Provisions for Inclusive Education under Sarva Shiksha Abhiyan (SSA). Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational. Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners.
- b) **Environmental Education:** Environmental education-meaning, Environmental pollution and types, Conservation and sustainable

development of natural resources, Global warming and climate changes, Waste disposal, e-waste, waste water management, drainage, scarcity of drinking water. Disaster management.

- c) **Education and Women Empowerment:** Meaning, Concept of women education. Development of women education in pre Independence period. Development of women education during post-independence period. The role of education in women development. Strategies for women empowerment, government initiatives to the empowerment of women.
- d) **Universalization of Elementary Education (UEE):** Status of Pre-Primary and Primary Education in India. constitutional provisions for Education. Concept of Universalization of Elementary Education. Universal Access, Universal Retention, Universal Achievement. Impediments (Barriers) to UEE. Major Schemes and programmes for UEE-Operation Black Board (OBB) District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA).

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