

# **EDUCATION SYLLABUS**

## **PAPER-1**

### **FOUNDATIONS OF EDUCATION**

#### **UNIT-I: Philosophical Foundations of Education**

- 1.1: Educational Philosophy- Concept, nature and scope. Aims & objectives  
Relationship between education & philosophy.
- 1.2: Branches of educational philosophy-Metaphysics, Epistemology,  
axiology
- 1.3: Indian schools of philosophy - Sankhya, yoga, charuvaka, Buddhism,  
Jainism, Nyaya , Christianity & Islam.
- 1.4: Western schools of philosophy - Idealism, Realism , Naturalism,  
Pragmatism, Humannism, Sociolism, Secularism, Marxism.
- 1.5: Western Thinkes – Plato, Aristotle, John Dewey , Froebel, Rousseau,  
Herbert Spencer.
- 1.6: Indian Thinkers: Mahatma Gandhiji, Swami Vivekananda,  
Ravindranath Tagore, Aravind Ghosh, J.Krishnamurthy .

#### **UNIT-II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION :**

- 2.1: Sociology of Education – Meaning nature and scope. Relationship  
Between Sociology and Education.
- 2.2: Process of Socialization – Agencies of socialization (school, family and  
Mass media.)
- 2.3: Social structure & education- Components, class & caste structure in India,  
social stratification, social change & mobility.
- 2.4: Culture & education – Culture, cultural lag, Enculturation & acculturation,  
Cultural conflict.
- 2.5: Social trends & education – Modernization, Liberalization, privatisation and  
Globalisation in higher education.
- 2.6: Sociological perspectives in education – Equalization of Educational  
opportunity, Emotional and national integration.

#### **UNIT-III: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION :**

- 3.1: Educational Psychology - Meaning, nature and its scope. Relationship  
between education and psychology. Schools of psychology-  
Behaviourism, Gestalt, Psycho- analysis & Humanism.
- 3.2: Learning- Concept & nature. Process of learning Gagnes hierarchy  
of learning. Theories of learning -Trial & error (Thorndike), Classical  
conditioning (Pavlov), Operant conditioning (B.F.Skinner),  
Learning by Insight, Ausubel's meaningful verbal learning, Bruner's  
discovery learning, Banduras observational

- learning, Piaget's developmental theory of learning, sign - Gestalt theory.
- 3.3: Information processing view of learning, Atkinson Schiffrin model of information processing . Metacognition – concept, strategies for learning.
- 3.4: Intelligence and Creativity: Intelligence – Concept and nature, Concept of Mental age I Q & its distribution. Guilford's structure of intellect model Gardner's Theory of multiple intelligence, stenberg's triarchic Theory of Intelligence.  
Creativity - Concept nature and components and methods and techniques of Fostering Relationship between creativity and intelligence.
- 3.5: Personality: Concept and nature. Approaches to personality –Trait approach, Type approach, Type cum Trait approach, Neo- analytic perspective (Frowm and Freud) Existential perspective.
- 3.6: Motivation: Concept type and techniques of motivation. Atkinson's Theory of achievement motivation, Moslows hierarchy of needs.
- 3.7: Growth and Development:
- 3.7a; Stages of Human Development – Significance, common behavioural characteristics, needs and problem. Piagets, cognitive development theory, Kohlbergs stages of moral development.
- 3.7b: Adolescence- meaning, significance, physical, mental, social & emotional development, needs and problems, developmental tasks.

#### **UNIT-IV: Research Methodology and Statistics in Education**

- 4.1: Educational Research: Meaning, nature, importance characteristics and types- steps in Educational research, criteria for selecting problem for Educational research, sources of problem.
- 4.2: Variables- Meaning, Importance, Characteristics and types
- 4.3: Hypothesis- Meaning, Importance, Characteristics and types
- 4.4: Sample and sampling: Concept, need and importance, sampling techniques - (Probabalitic and non probabalitic).
- 4.5: Meaning Importance and preparation of - Research proposals, Research report, research abstract, and research synopsis.
- 4.6: Methods of research - Historical, survey, case – study, Experimental, causal comparative correlation.
- 4.7: Descriptive statisytics: Measures of central tendency, Mean, Median and mode, Measures of variability- Deviation, Mean deviation & quartile deviation, percentiles.
- 4.8: Normal Probability curve -- Characteristics & its applications. Skewness & quotosis— characteristics and types.

#### **Unit-V: Educational Technology:**

- 5.1: Educational Technology -Meaning, nature, concept and neds of Educational echnology Process of educational technology and approaches of educational technology.

- 5.2: Taxonomy of educational objectives- Bloom, Krathwohl, Harrows and NCERT's version of educational objectives.
- 5.3: Models of Teaching - Concept, nature and common features and components of models of teaching. Information PROCESSING Model- Inductive Model, Concept Attainment Model, Advanced organiser Model, personal Model -Classroom meeting model of teaching.
- 5.4: Programme development - Selection of the topic, formulation of objectives, Frames characteristics and types Prompting - Its meaning and characteristics.
- 5.5: Feedback mechanism – types of feedback, self feedback, peer group feedback and students feedback.
- 5.6: Evaluation Technology:  
Measurement of Evaluation, Meaning and steps of Evaluation.  
Norm Reference Test (NRT) Advantage and Limitations.  
Criterion Reference Test (CRT) - Advantage and Limitations.  
Formative and Summative Evaluation – Its concept and steps.

#### **Unit- VI : Human Rights:**

- 6.1: Concept of human rights.
- 6.2: Universal declaration of human rights.
- 6.3: National Human Rights Commission
- 6.4: National Integration Council.

## PAPER –II

### PRESENT TRENDS IN EDUCATION

#### **Unit: 1 Educational administration and management, economics of education, leadership and group dynamics.**

- 1.1 Education administration and management – meaning, nature and scope, relationship between administration and management.  
Professionalization of management and administration. Management roles and skills, process of management – concept, nature and process of planning. Institutional planning, long-term and short term planning. Organization-concept, theory organizational structure, factors of affecting organizational factors of affecting organizational structure, organizational behaviours and climate. Dynamics of human behaviour, interpersonal behaviour.
- 1.2 Nature and definitions of leadership: functions of leader: characteristics of leaders: Educational leadership, Leader Accountability, Leadership styles

#### **Unit:2 Higher education & Teacher education:**

- 2.1 Man power planning: need and importance, Financial crunch: causes and measures, self financing institutions and courses. National Accreditation and assessment council: objectives, process of accreditation and its impact.
- 2.2 Teacher education: meaning, concept and scope, need and importance of teacher education, objectives of teacher education at primary, secondary and college levels. Structure of teacher education-D. Ed, B. Ed, M. Ed. Agencies of teacher education-state level (Directorate of State Educational Research and Training (DSERT), District Institute For Educational Training(DIET),College of Teacher Education (CTE), National Level (National Council for teacher Education (NCTE), national Council for Educational Research and Training (NCERT), National University for Educational Planning and Administration (NUEPA).

#### **Unit: 3 Special Education, Guidance and Counseling and Mental Health.**

- 3.1 Special education – Concept of special education, exceptionality, integrated Inclusive education –Approaches to special education segregated, Integrated, Conventional and functional approaches.  
Classification of exceptional children –intellectually challenged, visually – hearing challenged, physically challenged children –children with cerebral palsy, epilepsy- behavioural disorder-characteristics and their education., role of different agencies in improving and providing education and rehabilitation programmes.

- 3.2 Guidance and counselling- concept need, importance, scope, characteristics of guidance and counselling Types of Guidance: educational guidance, vocational Personal and group guidance- It's meaning and importance, guidance, counselling –meaning and it's process. Types of counselling
- 3.3 Mental Health- It's concept and importance.

#### **Unit:4 Education and National Concerns:**

- 4.1 Universalisation of primary education –need, importance and problems – Wastage and stagnation population explosion and Aids – Concept, causes, Preventive measures –values in education –measuring, types and methods- Environmental education-meaning, types, causes and prevention. Peace Education-meaning, objectives, strategies – family life education-meaning and importance

#### **Unit-5 Curriculum and Evaluation:**

- 5.1 Concept, nature and scope of curriculum: components and dimensions of Curriculum. Styles of curriculum theorizing the disciple style the analytic style, humanistic style and futuristic style. Principle of curriculum construction – formulation and validation of educational objectives, deduction of curriculum from aims and objectives of education, administrative consideration, gross-root level planning process of curriculum construction –curriculum construction Process-steps, criteria for selection of content, sequence continuity, structure and integration of content, nature of discipline and its types logic of content, Presentation and development of content, grade placement and distribution, allotment of time.
- 5.2 Concepts of testing, measurement and evaluation, educational evaluation, need and function of evaluation, teaching, guidance, administrative, curricular and research purposes of evaluation, types of evaluation,

#### **Unit: 6 Innovations in Teaching:**

- 6.1. Team teaching, cooperative learning, Brain storming, BUZZ, Quiz, Discussion- small group and large group, panel discussion, inductive deductive approach, role –play, independent study, multimedia approach, Computer Aided Instruction, programmed learning and project method-It's importance, relevance and implementation.
- 6.2. Microteaching –meaning, nature, process, need and importance of microteaching. Microteaching skills.