

SYLLABUS**EDUCATION****Note :**

There are Three Papers for each of the subjects. Paper-I on Teaching and Research aptitude, Paper -II and Paper-III based on the syllabus of concerned subjects. Details are furnished below :

PAPER -I**Subject : General Paper on Teaching & Research Aptitude**

The test is intended to assess the teaching/research aptitude of the candidate. They are supposed to possess and exhibit cognitive abilities like comprehension, analysis, evaluation, understanding the structure of arguments, evaluating and distinguishing deductive and inductive reasoning, weighing the evidence with special reference to analogical arguments and inductive generalization, evaluating, classification and definition, avoiding logical inconsistency arising out of failure to see logical relevance due to ambiguity and vagueness in language. The candidates are also supposed to have a general acquaintance with the nature of a concept, meaning and criteria of truth, and the source of knowledge.

There will be 60 questions, out of which the candidates can attempt any 50. In the event of the candidate attempting more than 50 questions, the first 50 questions attempted by the candidate will only be evaluated.

1. The Test will be conducted in objective mode from SET 2012 onwards. The Test will consist of three papers. All the three papers will consists of only objective type questions and will be held on the day of Test in two separate sessions as

under :

Session	Paper	Number of Questions	Marks	Duration
First	I	60 out of which 50 questions are to be attempted	50% 2=100	1¼ Hours
First	II	50 questions all of which are compulsory	50% 2=100	1¼ Hours
Second	III	75 questions all of which are compulsory	75% 2=150	2½ Hours

2. The candidates are required to obtain minimum marks separately in Paper-II and Paper -III as given below

Minimum marks (%) to be obtained			
Category	Paper-I	Paper-II	Paper-III
General	40 (40%)	40 (40%)	75 (50%)
OBC	35 (35%)	35 (35%)	67.5 (45%) rounded off to 68
PH/VH/ SC/ST	35 (35%)	35 (35%)	60 (40%)

Only such candidates who obtain the minimum required marks in each Paper, separately, as mentioned above, will be considered for final preparation of result.

However, the final qualifying criteria for eligibility for Lectureship shall be decided by Steering Committee before declaring of result.

3. The syllabus of Paper-I, Paper-II and Paper-III will remain the same.

EDUCATION

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 opportunity

Constraints on social change in India (caste, ethnicity, class, language, religions 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 defence 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 technique
 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 tests
 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 (A)
(Core Group)

Unit - I

Western Schools of Philosophy :
 Idealism, Realism, Naturalism, Pragmatism, Existentialism; 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 (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 disadvantaged section of society with reference to scheduled castes and schedule 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 thinking language development
 Individual differences—determinates—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 counseling
Tools and Techniques of Guidance - records, scales and tests, techniques, interview
Organising Guidance services of 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 type hypothesis
Tools : Questionnaire, observation and interview as tools of data collection 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

Universalisation 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 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

Education 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 test, scaling standard scores T-scores and C-scores
 Steps in the standardization of a tests
 Measurement of achievement, aptitudes, intelligence, attitudes, interest 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
 - education 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/braching model, teaching machines, computer assisted instruction

Models of Teaching : Concept, different families of teaching models

Designing Instructional System

- formulation of instruction 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 system, viz., Correspondence, Distance and open : Student support

Services : Evaluation strategies in Distance Education;

Counseling 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
 - remedial 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 programmes
- Education of Juvenile Delinquents
- characteristics
 - problems of alcoholion, durg 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 objectives of teacher education at -

- elementary level
 - secondary level
 - college level
- Teaching as a Profession :
- Professional organizations for various levels of teachers and their role; performance appraisal of teachers
Faculty improvement programmes for teacher education
Types of teacher education programmes and agencies :
- In-service 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 curricula of teacher education
- Area of Research :
- Teaching effectiveness
 - Criteria of admission
 - Modification of teacher behavior
 - School effectiveness