

## **SYLLABUS**

**Subject: EDUCATION**

**Note:**

**There are two Papers for each of the subjects. Paper – I on Teaching and Research aptitude, Paper – II 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 rising 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 50 questions for Paper – I.

1. The Test will be conducted in objective mode. The Test will consist of two Papers. All the two Papers will consist of only objective type questions and will be held on the day of Test in two separate sessions as under :

<b>Session</b>	<b>Paper</b>	<b>Number of Questions</b>	<b>Marks</b>	<b>Duration</b>
First	I	50 question	$50 \times 2 = 100$	1 Hours
Second	II	100 questions	$100 \times 2 = 200$	2 Hours

2. Candidates who appear in two Papers and secure at least 40% aggregate marks for candidates belonging to General Category and at least 35% aggregate marks for candidates belonging to reserved categories will be declared qualifies for Eligibility for Assistant Professor by following the reservation policy of the State Government.
3. The Syllabus of Paper – II and Paper – III will be combined for Paper – II of each subject.

## 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/branching 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