

# Education

## PAPER-I

- Unit –I Relationship between Philosophy and Education, Western Schools of Philosophy and their educational implications – Existentialism, Perennialism and Reconstructionism, Contributions of Gandhi, Tagore, Sri Aurobindo, John Dewey and Rousseau to educational theory and practice; Indian Schools of Philosophy and their educational implications – Vedanta, Buddhism and Jainism.
- Unit-II Relationship between Sociology and Education, Concept of social change and factors influencing social change, Role of Education as an instrument of social change, Concept of Urbanization, Modernization and Westernization with reference to Indian society and their educational implications. Equalization of Educational opportunity; Education of social and economically disadvantaged sections of the society with reference to SC, ST and Women; Education and culture; Education and Values, Education and Democracy.
- Unit-III Growth and Development – Concept and Difference between growth and Development, Principles of Development, Areas of development – Physical, Social and Emotional during childhood and adolescence; Piaget’s theory of cognitive development; Theories of Learning – Skinner’s operant condition, Bandura’s observational learning, Bloom’s Mastery Learning and Gagn’s Hierarchy of Learning; Intelligence – its concept and measurement of intelligence; Personality – its theories and assessment.
- Unit-IV Education in medieval India – Aims of Education, Curriculum, Methods of Teaching, System of Admission, Role of Teacher, Medium of Instruction, Types of Educational Institutions; Merits and demerits of Medieval Education, Education in British India – Charter Act of 1813; Macaulay’s Minute – 1835; Wood’s Despatch – 1854; Hunter Commission Report – 1882; Sadler Commission – 1917; Hartog Committee Report – 1929 and Sargent’s Plan – 1944, National Policy on Education, 1986 and its Revised Policy, 1992.
- Unit-V Meaning, Need, Scope and Purpose of Comparative Education; Basic factors of Comparative Education; Approaches to Comparative Education; Comparative study of Administration, Supervision and control of Education, Higher Education, Teacher Education and Distance and Continuing education with special reference to USA, UK and India.
- Unit-VI Meaning, Nature and Scope of Educational Research; Need and purpose of Educational Research; Basic, Applied and Action Research, Formulation of Research problem – sources and criteria for identifying the problem; Review of related literature – Need, Source and Methods; Sampling – Meaning, Purpose and Methods of Selection – Random Sampling, Stratified Sampling, Cluster and Systematic Sampling; Major approaches to Research – Descriptive, Historical and Experimental.

- Unit-VII Importance of Statistics in Educational Research; Descriptive and Inferential Statistics; Properties of Normal Probability Curve and its Applications; Significance of difference between means, 't' test for independent and non-independent samples; One-way ANOVA, Chi-Square, Pearson coefficient of correlation, Bi-serial and Point bi-serial correlation.
- Unit-VIII Meaning and Scope of Teacher Education; Objectives of Teacher Education at elementary and secondary level; Development of Teacher Education in India, Pre-service Teacher Education – Aims, Objectives and Organizational structure, In-service Teacher Education – Need and agencies; Problems of Teacher Education, Qualitative Improvement of Teacher Education with reference to NCTE, Teacher Effectiveness – Meaning and Assessment.

## **PAPER-II**

- Unit – I Measurement and Assessment Process – Concept, Scope and Need, Norm-referenced and criterion referenced measurement, Function of Assessment, Basic Principles of Assessment, Bloom's Taxonomy of Educational Objectives, Assessment, Principles of Test Construction and Standardization, Reliability, Validity and Objectivity, Trends in Assessment – Grading, Semester and Continuous Internal Assessment.
- Unit – II Economics of Education – Concept, Scope and Significance, Education as Investment, Education and Economic Development, Cost-Benefit Analysis of Education, different types of costs of Education, Manpower Planning, Resources for Education – Role of Centre and State in financing education, Financing Education – theoretical conceptualization, Principles of Financing, Problems of financing education.
- Unit-III Meaning, Nature, Scope and Significance of Educational Technology, Components of Educational Technology – Hardware and Software, Communication Process – Concept and components and theories of Communication Process, Programmed instruction, Computer assisted instruction, Personalised system of instruction, Micro Teaching, Team Teaching, System Approach in instructional process, Emerging trends in Educational Technology – Teleconference, CCTV, INSAT.
- Unit-IV Concept and types of curriculum, Bases of curriculum – Philosophical, Sociological and Psychological, Factors affecting curriculum development, Conceptual framework for curriculum designing, representative curriculum design – Subject design, Discipline Design, Broad Fields Design – Learner centred Design, Experience Centre Design, Curriculum Evaluation – Meaning, Need and Importance, Models of Curriculum Evaluation.

- Unit-V Educational Management – Meaning, Nature and Scope, Difference between Administration and Management, Leadership in Educational Management – Meaning, Nature and Styles of Leadership, Theories of Leadership, Measurement of leadership, Educational Planning – Meaning, Nature and Need, Approaches to Educational Planning, Types of Educational Planning, Problems of Educational Planning in India, Institutional Planning – Meaning, Nature, Scope and Steps.
- Unit-VI Universalisation of Elementary Education – Problems and Issues, Alternatives to Formal Education – Sarva Shiksha Abhiyan, Rastriya Madhymik Siksha Abhijan, Right of children to free and compulsory education, importance of Early Childhood Care and Education, Life-long Education, Distance Education, Environmental Education, Human Rights Education, Vocationalisation of Secondary Education, Family life Education and Adolescence Education – Approaches and Strategies, HIV and AIDS Education.
- Unit-VII Meaning, Nature and Objectives of Guidance, Scope of Guidance, Types of Guidance – Educational, Vocational and Personal, Essentials of launching a guidance programme, Guidance services in Schools, Counseling – Meaning, nature and scope of counseling, Different types of counseling, Steps and Techniques of Counseling, Tools of Guidance – Interest Inventory, Attitude Scale and Intelligence Tests, Cumulative Record Card.
- Unit-VIII Special Education – Concept, Nature, Objectives and types of Special Education, Education of Visually and Hearing Impaired, Characteristics, degree of impairment, Prevention and Educational Programmes, Mentally Retarded – Classification and remedial programmes, Learning Disable Children – characteristics, identification and educational programmes, Emotional Disturbances – meaning, classification, characteristics of emotionally disturbed children and role of education.