

SUBJECT: EDUCATION

Syllabus for Research Eligibility Test (RET), 2019

Core Course Title: Philosophical Foundations of Education (Part One)

CONTENTS:

Unit-1: Education & Philosophy

- 1) Concept and Definition.
- 2) Nature and Scope.
- 3) Forms of Education:- Formal, Informal, and Non-Formal.
- 4) Agencies of Education: Home, School, Socio-cultural organizations, and Mass Media.
- 5) Relationship between Education and Philosophy

Unit-II: Branches of Philosophy:

1. Metaphysics;
2. Epistemology,
3. Axiology.

(Their Implications in Education.)

Unit-III: Indian Schools of Philosophy:

1. Charvaka
2. Buddhism
3. Jainism
4. Naya
5. Vaiseshika

(With special reference to knowledge, reality, values & their Educational Implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-IV: Western Schools of Philosophy:

1. Naturalism

2. Idealism
3. Pragmatism
4. Realism

(With special reference to the concepts of Epistemology, Metaphysics & Axiology. their educational implications: aims, curriculum, methods of teaching, teacher-students relationship and discipline.)

Unit-V: Contribution of Western Thinkers in Education:

1. Rousseau
2. Montessori
3. Froebel
4. John Dewey

Core Course Title: Philosophical Foundations of Education (Part Two)

CONTENTS:

Unit-I: Modern Concept of Philosophy:

1. Logical Analysis.
2. Logical Positivism.
3. Logical Relativism.

Unit-II: Indian Schools of Philosophy:

1. Vedanta.
2. Sankhya.
3. Yoga.
4. Islamic traditions.

(With special reference to knowledge, reality, values & their Educational implications)

Unit-III: Western Schools of Philosophy:

1. Existentialism.
2. Humanism.
3. Marxism.

Unit-IV: Educational Philosophy of:

1. R.N. Tagore.
2. M.K. Gandhi.
3. Aurobinda.
4. Vivekananda.

(With special reference to their educational implications: aims, content, methods of teaching, teacher-students relationship and discipline.)

Unit-V: National values as enshrined in the Indian Constitution and their educational implications.

Core Course Title: Sociological Foundations of Education (Part One)

CONTENTS:

Unit - I: Meaning and Nature

1. Educational Sociology and Sociology of Education
2. Relationship between Sociology and Education
3. Education as a process of Socialization

Unit - II: School and Community

1. School-Community relationship
2. Changes in Indian Society and their impact on Education
3. Socio-metric study in Formal Groups

Unit - III: Education and Backward Community

Education of the socially and Economically Disadvantaged sections of the Indian society with special reference to:

1. Scheduled Caste
2. Scheduled Tribe
3. OBC,
4. Women and
5. Rural people

Unit - IV: Education and Social Organization

1. Factors affecting social organization, social group
2. Group-dynamics in a class room situation
3. Folk way, Mores, Institutions

Unit - V: Education and Culture

1. Meaning and Nature of Culture
2. Role of education in Cultural Context
3. Cultural determinants of Education
4. Cultural change

Core Course Title: Sociological Foundations of Education (Part Two)

CONTENTS:

Unit - I: Education and Social Change

1. Factors affecting Social Change
2. Constraints of Social Change – (Caste, Ethnicity, Class, Language, Religion, and Regionalism)
3. Theories of Social Change (Marxian Theory and Sorokin's View)

Unit - II: Education and Social stratification

1. Social Stratification: Meaning Nature and Types,
2. Social Mobility: Meaning, Kinds and Importance in Educational context
3. Role of Education in Social Mobility
4. Education for social Equity & Equality of Educational Opportunity

Unit - III: Education and Value

1. Concepts
2. Nature
3. Classification
4. Need for inculcation of Values
5. Indian traditional thoughts on Value education

Unit - IV: Education and Social Aspects: Education in Relation to-

1. Democracy
2. Politics
3. Religion
4. National Integration
5. Impact of Technology and Globalization

Unit- V: Education and Leadership

1. Leadership - Meaning, Nature, Types
2. Styles of Leadership
3. Characteristics of a good Leader
4. Importance of Leadership in Educational Institutions

Core Course Title: Psychological Foundations of Education (Part One)

CONTENTS:

UNIT – I: Psychological Bases of Education

1. Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.
2. Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental method.

UNIT – II: Psychology of Development

1. Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic factors and Environmental factors
2. Theories of Development and their Educational Implications:
 - Piaget’s Cognitive Development

- Erikson's Psycho-social Development
- Kohlberg's Moral Development

UNIT-III: Socio Cultural Perspectives of Development and Individual Difference

1. Childhood and Adolescence: Meaning, Characteristics, Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.
2. Ethnicity, social class and multiculturalism in the Indian context
3. Individual Differences: Meaning, Dimensions and Causes of Individual Differences with special reference to learning disability, mental retardation and giftedness

UNIT-IV: Intelligence and Creativity

1. Intelligence – Concept, Nature and Types
2. Theories of Intelligence and their Educational Implications with Special Reference to-
 - Guilford's SOI Model
 - Gardener's Theory of Multiple Intelligences
3. Measurement of Intelligence and significance
4. Creativity: Concept, Factors and Techniques of nurturing Creativity

UNIT-V- Personality and Mental Health

1. Personality-Concept and nature
2. Theories of Personality and their Educational Implications
 - Freud's Psycho-analytical Theory
 - Trait Theories by Allport and Cattell
 - Type Theory by Eysenck
3. Mental Health - Nature, Concept, Scope and Principles; Factors Affecting Mental Health.

Core Course Title: Psychological Foundations of Education (Part Two)

CONTENTS:

Unit-I: Learning

1. Learning: Concept and Nature of Learning as a Process,
2. Factors Affecting Learning
3. Neo-behaviouristic theories and their educational implications-Skinner, Tolman and Hull

Unit-II: Modern approaches of Constructivism

1. Constructivist theories and their educational implications
 - Piaget
 - Vygotsky
 - Brunner

Unit-III: Transfer of Learning

1. Transfer of Learning: Concept, Types of Transfer of Learning
2. Modern theories of Transfer of Learning and their Educational Implications.
3. Transfer of Learning and Role of Teacher in Transfer of Learning.
4. Strategies to Maximize Transfer of Learning.

Unit-IV-Instruction

1. Concept of effective teaching, Instruction and reflective teaching
2. Instructional design-direct and indirect design of instruction
3. Instruction for thinking skill and cognitive styles
4. Instruction for concept attainment and problem solving

Unit-V-Motivation

1. Motivation- Concept, Nature, Functions and Relationship with Learning
2. Theories of Motivation with their educational implications
 - Maslow's Hierarchy motivation

- Atkinson and McClelland's achievement Motivation Theories

Core Course Title: Methodology of Educational Research (Part One)

CONTENTS:

Unit I- Research in Education: Conceptual Issues

1. Methods of Acquiring Knowledge
2. Educational research: Meaning, Need, Types, Scope, and Limitations
3. Kinds of Educational Research: Basic, Applied, Action Research and their characteristics.
4. Research paradigms in education: Quantitative and Qualitative.
5. Planning the research study: Selection, definition and evaluation of research problems.
6. Review of the literature and its importance
7. Formulation of Hypotheses
8. Variable – Meaning and types, Delineating and Operationalizing Variable,
9. Preparation of a research proposal

Unit II- Methods of Data Collection

1. Criteria of a good research tool
2. Questionnaire
3. Interview
4. Observation
5. Tests and scales, Projective and Sociometric techniques

Unit III- Sampling in Research

1. Concept of population, sample, and sampling

2. Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
3. Non- Random Sampling Techniques: Incidental Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling,

Unit IV- Descriptive Data Analysis

1. Data types: Nominal, Ordinal, Interval and Ratio scale,
2. Graphical representation of data (Ogive)
3. Measures of central tendencies and dispersion
4. Normal distribution
5. Relative positions: percentile rank, z-scores.

Unit V- Examining Relationships

1. Scatter plots and their interpretation product moment, rank,
2. Biserial, Point-bacterial, Tetrachoric and Phi-coefficient of correlation (Concept and uses only)
3. Partial and Multiple correlations (Concept and uses only)

Core Course Title: Methodology of Educational Research (Part two)

CONTENTS:

Unit I- Methods of Research

1. Historical research
2. Descriptive research
3. Experimental Research including Laboratory Experiment, Field Experiment
4. Ex-post facto Research

Unit II- Inferential Data Analysis

1. Parameter and Statistics-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean

2. Testing of hypotheses-Types of error, levels of significance,
3. Testing of significance: t-test and ANOVA
4. Non-parametric statistics: Meaning and uses in Educational Research, Chi-square and median test

Unit III–Computer Data Analysis

1. Data Organization by Computer,
2. Uses of Computer in data analysis
3. Knowledge of different types of software for statistical analysis
4. use of EXCEL

Unit IV–Research Report and Dissemination

1. Meaning, Format, Presentation of Table and Figure, Editing, Footnotes, References, and Bibliography
2. Dissemination of research findings

Unit V–Emerging trends in educational research

Core Course Title: Educational Technology

CONTENTS:

Unit I- Educational Technology

1. Educational technology – concept and Scope
2. Educational technology – Historical Developments
3. Forms of educational technology: teaching technology, instructional technology and behaviour technology;
4. Approaches of educational technology: Hardware and Software;
5. System approach in Education

Unit II- Communication and Instruction

1. Communication – Concept, Characteristic, Components, Principles, Types, Barriers, classroom communication, and Factors affecting classroom communication,
2. Instruction – Formulation of instructional objectives, Difference between Educational and Instructional Objectives, Task analysis, Instructional Strategy (Lecture, Team Teaching, Seminar, Discussion, Panel Discussion, and Tutorial)

Unit III- Phases and Levels of Teaching

1. Phases of teaching – Pre-active, Interactive and Post-active
2. Levels of teaching – Memory, understanding and reflective

Unit IV- Modification of Teaching Behaviour and Models of Teaching

1. Modification of Teaching Behaviour – Microteaching, Flanders' Interaction Analysis, and Simulation
2. Models of Teaching – Concept, characteristic, Families, and elements of models of teaching, Teaching Model: Ausubel and Bruner and their application in education

Unit V- Emerging Trend in ET

1. Multimedia
2. Web-based learning
3. Cell Phones
4. Interactive TV
5. Podcasting