EDUCATION

(Subject Code-38)

Unit-1 Philosophical Foundation of Education :

Western Schools of Philosophy : Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism a with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents, methods students Teacher Relationship.

Indian Schools of Philosophy (Sankhya, Nyaya, Yoga Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implications for aims, contents and methods and Student Teacher Relationship.

Contributions of Vivekananda, Tagore, Madan Mohan Malviya, Gandhi, Shri Aurobindo, Dayanand, J. Krishnamurthy, Deendayal Upadhyaya, Gijubhai Badheka, Savitribai Phule and Dr. Bhimrao Ambedkar to educational thinking.

National values as enshrined in the Indian Constitution, and their educational implications

Unit-2 Sociological Foundations of Education :

Relationship of Sociology and Education

Meaning and nature of Educational Sociology and Sociology of Education

Education – as a social subsystem – specific characteristics Education and the home

Education and the Community with special reference to Indian Society

Education and Modernization

Education and State

Education and Religion

Education and Culture

Education and Democracy

Meaning and Nature of Social Change, Constraints on Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism)

Education as related to Social Stratification and Social Mobility

Education as related to Equity and Equality of Educational Opportunities.

Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population

Unit- 3 Psychological Foundations of Education :

Concept, Definition, Meaning, Nature and Scope of Educational Psychology

Principles & Process of Growth and Development, Social, Emotional and Intellectual development of learner, problem solving and creative thinking; language development, individual differences – determinants; role of heredity and environment; implications of individual differences for organising educational programs

Intelligence – Theories of Guilford, Gardner, Sternberg; Emotional and Social intelligence; and measurement of intelligence quotient

Concept : Nature, factors influencing concept formation, concept mapping

Theories of learning – Thorndike's 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, Social learning theory, Constructivism

Gagne's Hierarchy of Learning.

Factors Influencing Learning.

Motivation : Theories & Strategies.
Transfer of learning and its theories.
Psychology and Education of Exceptional children – Creative, Gifted, backward and learning disabled.
Personality theories : Freud, Rogers, Costa & McRae, Erickson, Cattell; Indian view point, measurement of personality
Mental health and hygiene – process of adjustment, conflicts and defence mechanism, mental hygiene and mental health.
Guidance and Counselling : Concept, Types & procedure

Unit-4 **Educational Research :**

Meaning, Nature and need of Research in education, characteristics of scientific method
Fundamental, Applied and Action Research; Approaches to educational research : Qualitative & Quantitative.
Types of Educational research – Descriptive, Expost facto, Historical/Philosophical, Experimental, Case study, Ethnographic, Phenomenological, Grounded theory : Their characteristics & design; Mixed method design
Criteria and sources for identifying the Research Problem
Review of Related Literature; need sources, use, style
Delimiting and Operationalizing variables
Hypothesis : Concept, sources & types.
Concept of Population and Sample, Various methods of sampling, Characteristics of a good sample. Characteristics of a good research tool, Types of research tools and techniques and their uses.
Normal Probability curve & its uses, Descriptive and Inferential Statistics : Levels of significance; Types of error, One Tailed and Two Tailed tests; T-test and F-test (one-way and two – way ANOVA); Non-Parametric tests : Chi-square, Median & Mann – Whitney U - test).
Correlation : Biserial, Point–biserial, Tetrachoric, Phi–coefficient, Partial and Multiple correlations
Using SPSS for data analysis.
Qualitative data analysis : data reduction and classification, analytical induction, constant comparison, triangulation.
Research & Publication Ethics

Unit-5 **Educational Administration & Management :**

Educational Administration and Management : Meaning and Concept Principles, Scope functions and its importance in Institutional building, POSDCORB, CPM, PERT, SWOT analysis; Theories & approaches of Educational Administration, Organizational climate
Leadership : Meaning, nature, approaches –Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
Educational Planning –Concept, Principles, need, Types and Approaches
Quality assurance & Total Quality Management : Concepts & process.
Change Management : Meaning, need, models of change (Unfreezing, moving & refreezing; Japanese model), Cost benefit and cost effective analysis; Indian and international quality assurance agencies : objectives, functions and initiatives of NAAC, QCI, INQAAHE, NIRF.
Educational Supervision –Meaning, need scope, types planning & challenges

Unit-6 **Measurement and Evaluation in Education :**

Educational Measurement and Evaluation : Concept, need and functions.

Levels of measurement
Taxonomy of Educational objectives – Cognitive, Affective and Psychomotor
Characteristics of a good measuring Tool : Validity, Reliability, Norms, Usability, etc.
Construction and standardization of achievement test and attitude scales, Types of items.
Standard scores : Z score, T score, C score; Grading & scaling : concept; Interpretation of test-scores and methods of feedback to students.
Types of evaluation : Formative and Summative, norm and criterion referenced tests;
Examination reforms in India: Grading, Semester, Continuous Internal Assessment, Question Bank, uses of computer in evaluation.

Unit-7 **Educational Technology :**

Meaning and Scope of Educational Technology, Approaches to educational technology- Hardware, Software & System approach; Applications of educational technology in formal, nonformal (Open & Distance Learning), informal and inclusive education systems.
Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Application of Computers in Education: CAI, CAL, CBT, CML, Process of preparing ODLM, Concept of e-learning, Approaches to e learning & mobile learning.
Emerging Trends in e-learning and Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E-Inclusion - Concept of E-Inclusion, Application of Assistive technology in E-learning , Quality of E-Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&MIS Success Model, 2003), Ethical Issues for E-Learner and E-Teacher - Teaching, Learning and Research.
Use of ICT in Evaluation, Administration and Research: E-portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit-8 **Inclusive Education :**

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986, 2020), Programme of Action of Action (1992), Persons with Disabilities Act (1995)
National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication, RPWD Act (2016).
Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools.
Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India.

Unit-9 History, Politics and Economics of Education :

Education in India in Ancient , Buddhist, Medieval and British periods; Committees and Commissions' National Education Movement and its Contribution to Education, Radhakrishnan Commission (1948), Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education 1968 (1986,1992), National Curriculum Framework NCF (2005, 2023), National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), National Education Policy (2020).

Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education, Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting.

Relationship between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization.

Unit-10 Curriculum Studies :

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, Democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Historical and Cultural bases, Bench marking and Role of National level Statutory Bodies - UGC, NCTE and NCERT in Curriculum Development.

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model).

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum development, Role of Various Stake holders in curriculum development/improvement, Scope of Curriculum Research and Types of Research in Curriculum Studies.