SYLLABUS FOR THE POST OF LECTURER (10+2) EDUCATION

a) **Philosophical foundation of education**

- 1. Definition & Scope of Educational Philosophy
- 2. Need for Philosophy of Education
- 3. Bilateral Relationship of Philosophy & Education
- 4. Study of Thinkers of Education
 - a) R.N. Tagore
 - b) M.K. Gandhi
 - c) Sri Aurobindo Ghosh
 - d) John Dewey
 - e) Rousseau
 - f) Paulo Freire
 - g) Ivan Illich
- 5. Realism with Special Reference toAims,Curriculum,Methods,Discipline,and Human Relationships
- 6. Existentialism
- 7. Pragmatism
- 8. –Ancient Indian Educational Thought in the context of metaphysics:
 - a) Samakhaya
 - b) Vedanta
 - -Methods of acquiring knowledge through:
 - a) Nyaya
 - b) Yoga
 - -Values formation of:
 - a) Buddhism
 - b) Jainism
 - c) Bhagvad Gita
 - d) Islamic Traditions
- 8. Vedic &Buddhist Schools, Medieval Period
- 9. Modern Indian Educational Thought:
 - a) Swami Vivekanada
 - b) Dr. Radha Krishnan

b) Sociological Foundations of Education

- 1. Definition and Scope of Education and Educational Sociology
- 2. Culture
 - a. Cultureand Education
 - b. Difference between Culture and Civilization
 - c. Enculturation and Acculturation
- 3. SocialChange
 - a. Theories of Social Change: Karl Marx Conflict Theory, Functionalist Theory & Cyclic Theory
 - b. Effect of Social change on Caste System and family system in India
 - c. Social Change and Education; Role of Media and Technology in Social change
- 4. Modernization
 - a. ConceptofModernization
 - b. Attributes of Modernization
 - c. DemandsonIndian Education

<u>Meaning and Types of Inequality:</u> Social inequality and social stratification, Types of social stratification, Relationship of Social Stratification and Education, Social Status and Social mobility, Education and Social Mobility, Social Stratification and Social mobility and their relationship with education.

c) Educational Psychology

- 1. Major Schools of Psychology having Educational Relevance
 - a. Behaviourism (**Pavlov, Skinner, Thorndike**)
 - b. Gestalt Psychology (Insight Theory)
 - c. Psychoanalysis (Sigmund Freud)
 - d. Constructivist (Piaget, Vygotsky)
- 2. Development-
- 3.
- a) Concept and Stages of Development
- b) Methods of Studying Development-Longitudinal and Cross Sectional
- c) Factors Influencing Development
 - Genetics
 - Biological
 - Environmental
- d) PrinciplesofDevelopment
- 4. Human learning
- a) ConceptofLearning
- b) Classical Conditioning
- c) Operant Conditioning
- d) Cognitive approach to learning (Tolman)
- e) Social Learning (Bandura)
- f) Lawsof Learning

5. Motivation: Nature, Importance, Theories (Maslow, Rogers)

5. Personality

- a) Concept & Structure of Personality
 - Freud's Model (Id, Ego, and Super-Ego; Conscious, Sub-Conscious, and Unconscious)
- b) Theories of Personality
 - Type Theory (Sheldon,Jung,Kretschmer,Spranger)
 - Trait Theory (Cattell, Allport)
- c) Factors Affecting Development of Personality
- d) Assessment of Personality Through Projective Techniques
- 6. Intelligence
- a) Concept of Intelligence
- b) Intelligence Tests
- c) Guilford's Model of Intellect
- d) Gardner Theory of Intelligence

d) Inclusive education

- 1. Concept and Scope of Inclusive Education
- 2. Principles of Inclusive Education
- 3. Need & Importance of Inclusive Education
- 4. Difference Between Inclusive & Special Education
- 5. Types of Disabilities viz. a viz. their identification and Digital Intervention for children with disabilities.
- 6. RPWD Act 2016
- 7. Inclusive Education Programme under Samagra Shiksha
- 8. Concept of Equity According to NEP & Equitable Education
- 9. Planning and Management of Inclusive Classrooms
- 10. Barriers and Facilitators in Inclusive Education

e) Educational Technology:

Meaning and definition, objectives, types, and its need in our country.

- 1. Instructional Technology: Concept, importance, and implications, its use for rural upliftment.
- 2. Innovations in Teaching:
 - Programmed Instruction– Linear and branching programming
 - Writing frames
 - \circ Micro-teaching
 - Team teaching
 - Simulated teaching
- 3. Computer-assisted instruction in formal and non-formal educational systems.
- 4. Classroom Interaction–Its nature, advantages, and limitations. Analysis through various systems:
 - a) FlandersSystem
 - b) Reciprocal Category System
 - c) Equivalent Talk Category System (ETC)
- 5. Emerging Trends in E-Learning
- 6. Concept of ICT in Evaluation
- 7. A I in Education: Ethics, Principles of AI Integrated Learning.

<u>f)</u> <u>The National Education Policy (NEP) 2020 and the Recommendations of NCF (2023)</u>

- 1. Main Aims and Objectives of NEP 2020
- 2. Features & Pillars of NEP 2020
- 3. Stages in School Education According to NEP 2020
 - a) Foundation Stage
 - b) PreparatoryStage
 - c) Middle Stage
 - d) SecondaryStage
- 4. New Curricular and Pedagogical Structure
- 5. FLN and UDL(Concepts)
- 6. Concept of Equity According to NEP
- 7. Higher Education Features as per NEP 2020
- 8. Professional Education features as per NEP 2020
- 9. Recommendations of NEP regarding open and Distance Learning'
- 10. Evaluation and assessment techniques as per NEP2020

g) MentalHealthand Hygiene

1. Mental Health and Hygiene

- a) Concept of Mental Health and Hygiene and Yoga
- b) Meaning, functions, goals, and principles of Mental Health and Hygiene
- c) Factors affecting Mental Health
- d) Characteristics of a Mentally Healthy Individual
- e) Symptoms of Mental Illness, Causes of Mental Illness
- Role of School, Home, and Community in the Prevention of Mental Illnesses and Sustenance of Mental Health
- 2. Meaning, Objectives, and Importance of Yoga Education
- a) Elements of Yoga–Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi
- b) Role of Yoga in the Prevention of Mental Disorders (i.e., Psychosis and Neurosis). Types of Food according to Yogic Diet
- c) Stress Management-Concept, Manifestation of Stress, and Coping with Stress
- d) Psychotherapies– Behavioural Therapy, Client-Centered Therapy, and Group Therapy

h) Educational Research

- 1. Definition, Steps, and Characteristics of the Scientific Method
- 2. Overview of Exploratory, Explanatory, and Descriptive Types of Scientific Method
- 3. Types of Research–Fundamental, Applied, and Action Research
- 4. Quantitative, Qualitative and Mixed method Approaches in Educational Research
- 5. Experimental Design in Educational Research
- 6. Variables–Concept & Types of Variables–Independent, Dependent, Extraneous, Intervening, and Moderators

- Hypotheses–Concept, Sources, and Types (Research: Directional, Non-Directional, Null)
- 8. Formulating Reasonable Hypotheses
- 9. Sampling Techniques–Probability and Non-Probability Sampling
- ResearchTools–Validity,Reliability,andStandardization;TypesofToolssuchas RatingScales,AttitudeScales,Questionnaires,AptitudeTests,AchievementTests, and Inventories
- 11. Observation, Interview, Focus Group Discussion and Projective Techniques

i) Educationin India:Post-IndependenceEra

- 1. University Education Commission(1948-49)
 - Main recommendations and their implications in Indian Education
- 2. Secondary Education Commission(1952-53)
 - Main recommendations and their implications in Indian Education
- 3. Indian Education Commission(1964-66)
 - Main recommendations and their implications in Indian Education
- 4. NationalPolicyonEducation(NPE1986,1992)
 - \circ $\,$ Main features and its implications on the Indian Education System $\,$
- 5. Right to Education Act(2009)
 - Main features and its implications
- 6. National Curriculum Framework(2005)
 - \circ Mainfeatures
- 7. NationalCurriculumFrameworkforTeacherEducation(2009)

j) STATISTICSINEDUCATION

- 1. Normal Distribution Curve
 - a. Properties of normal curve
 - b. Tabulated areas under normal curve
- 2. Correlation and Regression:
 - a. Correlation by product moment method from scattergram.
 - b. Correlation by Rank Difference Method

- c. Significance of correlation coefficients.
- d. Regression equation
- e. Predicting a particular value of Y'for a given value of X'.
- f. Drawing a regression curve.

3. Parameteric and Non-parameteric Tests

- a) T-Test(forcorrelatedanduncorrelatedmeasures)
- b) F-Test
- c) Chi-square and contingency coefficient

d) Mann-Whitney U Test

- 4. Analysis of Variance:
 - a) Concept, Assumption, computation and Two-way and Three-way classification with equal number of cases.