DURCET – 2015
SYLLABUS FOR EDUCATION

Unit I: Philosophical Foundations of Education

Relationship of Education and Philosophy

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

Indian Schools of Philosophy – Sankhya, Vedanta, Jainism, Buddhism, and Islamic traditions with specific reference to the concepts of knowledge, reality and values and their implications for education.

Contributions of Vivekananda, Tagore, Gandhi, and Aurobindo to Educational Thought.

National values as enshrined in the Indian Constitution, and their implications for education.

Modern concept of Philosophy – Analysis – Logical Analysis, Logical empiricism and Positive relativism

Unit II: Sociological Foundations of Education

Relationship between Sociology and Education
Meaning and nature of Educational Sociology and Sociology of Education
Education as a social sub-system and its 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 opportunities
Limitations on social change in India with reference to caste, ethnicity, class, language, religion, and regionalism

Unit III: Psychological Foundations of Education

Relationship of Education and Psychology

Process of Growth and Development – physical, social, emotional, intellectual, and moral

Development of concept formation, logical reasoning, problem solving, creative thinking, critical thinking, language development

Individual differences – determinants – role of heredity and environment – implications of individual differences for organizing educational programmes

Concept of Intelligence – its theories and measurement

Concept of Cognition, and Cognitive Style – Models of Cognitive Styles – Messick, Sternberg, Witkin

Concept of Learning and Learning Style – Models of Learning Styles – Sudbury, Fleming, Henry Mumford

Learning and Motivation
Theories of learning – Thorndike's theory of connectionism - Pavlov's theory of classical conditioning - Skinner's theory of operant conditioning - Learning by Insight of Kohler - Hull's reinforcement theory - Tolman theory of learning - Lewin's field theory - Gagne's hierarchy of learning
Learning and motivation and its relationship

Concept of transfer of learning and its theories

Psychology and education of exceptional children – mentally challenged, creative children, gifted, slow learners, children with learning disabilities, autism

Concept and nature of Personality – type and trait theories – measurement of personality

Mental health and hygiene – process of adjustment, conflicts and defence mechanisms, mental hygiene and mental health, adolescence education

Concepts of Guidance and Counselling – Principles of guidance and counseling – types of guidance and counseling - tools and techniques of guidance – records, scales and tests, techniques, organizing guidance services at different levels of education, occupational information, kinds of services - information giving, testing, counseling and follow-up

Unit IV: Methodology of Educational Research

Nature of Research: Knowledge and inquiry, Scientific inquiry, scientific method, nature and sources of knowledge, Paradigm, theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research. Philosophical, Psychological and Sociological orientation in Educational research, Interdisciplinary in Educational research and its implications.

Methods of Educational Research: Experimental; Normative Survey; Historical; Case Study; Development; Ethnographic; Documentary analysis, Evaluative Research and Action Research, Developing a Research Proposal, Problem and its sources; Selection and Definition of problem, Objectives - Primary, secondary and concomitant, Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis: directional and non- directional hypothesis, Sampling, Unit of sampling, population; techniques (a) Probability sampling techniques & (b) non- probability sampling techniques, Characteristics of a good sample, Sampling errors and how to reduce them, Tables of Random Numbers; types; how to use them

Tools and techniques of data collection: Observation; Interview; Sociometric techniques, Questionnaire, Rating scales; Interview schedules, Attitude scales etc, Reliability and validity of various tools and techniques, Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings, Evaluation of Research : Criteria and types of research

Nature of Educational data: Quantitative and Qualitative, Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data and observation based data, Organization and representation: Frequency distribution, Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

Concept, calculation and use of Measures of central tendencies : Measures of variability, Percentiles and Percentile Ranks, Correlations, Regression equations, Properties and uses of normal distribution, Inferential statistical methods, Standard errors, confidence limits, Hypothesis testing: Difference between means, correlations, Cross breaks (Chi- Square).

Unit V: Recent Trends in Teacher Education

Educational Technology - ICT in Teacher Education
Educational Planning and Administration – Manpower planning – Economics of Education
Construction and Development of Curriculum – Curriculum Evaluation
Educational Measurement and Evaluation
Teacher Education – Historical perspectives – Emerging Issues and Policies

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