1. Philosophical Foundation of Education

Relationship of Education and Philosophy

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

Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implications

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

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

Modern concept of Philosophy: Analysis - Logical analysis

Logical empiricism and Positive relativism - (Morris L. Prigge)

2. Sociological Foundations of Education

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education

Education - as a social sub-system-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 opportunity

3. Psychological Foundations of Education

Relationship of Education and Psychology

Process of growth and Development

- physical, social, emotional and intellectual

- development of concept formation, logical reasoning, problem solving and creative thinking; language development

- Individual differences-determinants; role of heredity and environment; implications of individual differences for organising educational programmes

Intelligence - its theories and measurement

Learning and Motivation

Theories of learning - Thorndike is 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

- Gagne's hierarchy of learning

- Factors influencing learning

- Learning and motivation

- Transfer of learning and its theories

Psychology and education of exceptional children - creative, gifted, backward, learning disabled and mentally retarded

Personality - type and trait theories - measurement of personality

Mental health and hygiene - process of adjustment, conflicts and defence mechanism, mental hygiene and mental health,

Sex education

Guidance

4. Methodology of Educational Research

Nature and scope of Educational Research

Meaning and Nature

Need and Purpose

Scientific Inquiry and Theory Development - some emerging trends in research

Fundamental - Applied and Action Research

Constraints on social change in India (caste, ethnicity, class, language, religions, regionalism)

Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and tribes, women and rural population
Formulation of Research Problem
Criteria and sources for identifying the problem
Delineating and operationalizing variables
Developing assumptions and hypothesis in various types of research
Collection of Data
Concept of population and sample
Various methods of sampling
Characteristics of a good sample
Tools and Techniques
Characteristics of a good research tool
Types of research tools and techniques and their uses
Questionnaire - Interviews-observations
Tests and scales, projective and sociometric technique
Major Approaches to Research
Descriptive Research
Ex-post facto Research
Laboratory Experiment
Field Experiment
Field Studies
Historical Research
Analysis of data
Descriptive and Inferential Statistics. The null hypothesis, test of significance, types of error, one-tailed and two-tailed tests
The t-test
The F-test (one-way and ANOVA)
Non-parametric tests (Chi-square test)
Biserial, point-biserial, tetrachoric and phi-coefficient of correlation
Partial and multiple correlations
Unit - V
Personality - type and trait theories - measurement of personality
Mental health and hygiene
Process of adjustment, conflicts and defence mechanism, mental hygiene

Unit - VI
Concept and principles of guidance and counselling, types of
guidance and counseling
Tools and Techniques of Guidance - records, scales and tests,
techniques, interview
Organising Guidance services of different levels of education,
occupational information, kinds of services, like information,
testing, counselling and follow-up

Unit - VII
Sample : Concept of population and sample, various methods
of sampling
Hypotheses : Concept, difference with assumptions, source,
various type hypothesis
Tools : Questionnaire, observation and interview as tools of data
collection and scales

Unit - VIII
Descriptive Research, Ex-post, facto Research, Survey
Research, Historical Research
Experimental Research : Designs of experimental research
characteristics Internal and external validity in experimental research
Qualitative Research : Phenomenological research,
Ethnomethodical and Naturalistic inquiry

Unit - IX
Universalisation of elementary education in India
Vocationalization of education in USA and India
Educational administration in USA, UK (Britain and Ireland) and India

Elective - I
Development of Modern Concept of Educational Administration from 1900 to present-day
Taylorism
Administration as a bureaucracy
Human Relations Approach to Administration
Meeting the Psychological needs of employees, systems
approach specific trends in Educational Administration such
as (a) Decision making, (b) Organizational Compliance, (c)
Organizational Development, (d) PERT, (e) Modern Trends in
Educational Management.

Leadership in Educational Administration :
Meaning and Nature of Leadership
Theories of leadership
Styles of leadership
Measurements of leadership

Education Planning :
Meaning and Nature
Approaches to Educational Planning
Perspective Planning
Institutional Planning
Educational Supervision:
Meaning and Nature
Supervision as service activity
Supervision as a process
Supervision as functions
Supervision as educational leadership
Modern supervision
Functions of supervision
Planning the supervisory programme
Organizing supervisory programme
Implementing supervisory programme

Elective - II
Educational Measurement and Evaluation concept, scope, need and relevance
Tools of measurement and evaluation subjective and objective tools, essay test, objective test, scales, questionnaires, schedules, inventories, performance tests
Characteristics of a good measuring instrument:
Validity
Reliability
Norms
Usability etc.
Test standardization:
Norm-referenced and criterion-referenced test, scaling standard scores T-scores and C-scores
Steps in the standardization of a test
Measurement of achievement, aptitudes, intelligence, attitudes, interest and skills
Interpretation of test-scores and methods of feedback to students
New trends:
Grading, semester, continuous internal assessment, question bank, uses of computer in evaluation, qualitative analysis

Elective - III
Meaning and scope of Educational Technology
- education technology as systems approach to education
- systems approach in educational technology and its characteristics
- components of educational technology, software, hardware

Elective - IV
Concept and nature of special education
- objectives
- types
- historical perspective
- integrated education
Education of Mentally Retarded
- characteristics of the retarded
- educable mentally retarded
- teaching strategies
(11) Syllabus/Education

- enrichment programmes
- remedial programmes
- etiology and prevention
- mental hygiene as remediation

Education of the visually impaired:
- characteristics
- degree of impairment
- etiology and prevention
- educational programmes

Education of the hearing Impaired
- characteristics
- degree of impairment
- etiology and prevention
- educational programmes

Education of the Orthopaedically Handicapped
- types of handicap
- characteristics
- educational programmes

Education of the Gifted and Creative Children
- characteristics
- creativity and identification process
- educational programmes

Learning Disabled Children
- characteristics
- identification
- educational programmes

Education of Juvenile Delinquents
- characteristics
- problems of alcoholism, drug addiction
- anti-social and character disorder
- educational programmes for Rehabilitation

Elective - V
Teacher Education: Historical perspective Recommendations of various commissions on teacher education; Kothari Commission National Policy on Education aims objectives of teacher education at -

(12) Syllabus/Education

- elementary level
- secondary level
- college level
Teaching as a Profession:
Professional organizations for various levels of teachers and their role; performance appraisal of teachers
Faculty improvement programmes for teacher education
Types of teacher education programmes and agencies:
In-service teacher education
Preservice teacher education
Distance education and teacher education
Orientation and Refresher courses

Current Problems:
Teacher education and practicing schools
Teacher education and other institutions
Preparing teachers for special schools
Implementation of curricula of teacher education

Area of Research:
Teaching effectiveness
Criteria of admission
Modification of teacher behavior
School effectiveness