

UGC NET December Education Syllabus 2016

UGC NET Education Paper II

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 subsystem – 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.
- Constraints on Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism).
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

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 programs.

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.

Dec 22, 2016

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- Learning and Motivation.
- Transfer of learning and its theories.
- Psychology and education of exceptional children – creative, gifted, backward, learning disables 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.
- 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 techniques.
- 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.

UGC NET Education Paper III (A) [Core Group]

Unit – I

Western Schools of Philosophy :

- Idealism, Realism, Naturalism, Pragmatism, Existentialism; 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 (Vedanta, Buddhism, Jainism, Islamic traditions) with Special Reference to the Concepts of Knowledge, Reality and Values and their Educational Implications.

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Contributions of Indian Thinkers, like Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

Unit – II

Meaning and Nature. Education and Social change, constraints on social change (caste, ethnicity, class, language, religion, population and regionalism).

Education as related to social equity and equality of educational opportunities. Education of socially and economically disadvantaged section of society with special reference to scheduled castes and scheduled tribes, women and rural populations.

Unit – III

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 programs.

Unit – IV

Intelligence – its Theories and Measurement Learning and Motivation :

- **Theories of Learning** : Thorndike's conditions, Pavlov's classical and Skinner's operant conditioning; learning by insight. Hull's reinforcement theory and Tolman's theory of Learning.
- Gagne's Hierarchy of Learning.
- Factors Influencing Learning.
- Learning and Motivation.
- Transfer of learning and its theories.

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 counselling.
- Tools and Techniques of Guidance – records, scales and tests, techniques, interview.
- Organizing Guidance services at 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 types of Hypothesis.
- **Tools** : Questionnaire, Observation and Interview as Tools of Data Collection, Tests 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

- Universalization of elementary education in India.
- Vocationalization of education in USA and India.
- Educational administration in USA, UK (Britain and Ireland) and India.
- Distance education and continuing education in Australia, UK and India.


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Unit – X

Construction and Development of Curriculum

- Different Models – Administrative – Grass root – Demonstration – System Analysis – Curriculum Evaluation – Formative – Summative – Interpretation of evaluation results.

UGC NET Education Paper III (B) [Elective / Optional]

Elective – I

Development of Modern Concept of Educational Administration from 1900 to Present – day.

- Taylorism
 - Administration as a process
 - 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

Educational 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 Program
- Organizing Supervisory Program
- Implementing Supervisory Program

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

Test Standardization :

- Norm – referenced and criterion – referenced tests, scaling-standard scores. T – Scores and C – scores.
 - Steps in the standardization of a test.
- Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills.

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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 :
- Educational Technology as systems approach to education.
- Systems approach in educational technology and its characteristics.
- Components of educational technology, software, hardware Multi – media approach in Educational Technology.
- Modelities of Teaching – difference between teaching and instruction, conditioning and training.
- Stages of teaching – pre – active. interactive and post-active Teaching at different levels – memory, understanding and reflective.
- Modification of teaching behaviour : Microteaching, Flander’s Interaction Analysis, simulation.
- Programmed Instruction (origin, types, linear and branching, development of programmed instruction material – linear / branching model, teaching machines, computer assisted instruction.
- **Models of Teaching** : Concept, different families of teaching models
- Designing Instructional System.
- Formulation of instructional.
- Objectives Task.
- Analysis Designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.
- **Communication Process** : Concept of communication, Principles. Modes and Barriers of communication, Classroom communication (interaction verbal and non – verbal).
- **Distance Education** : Concept, Different contemporary systems, viz., Correspondence, Distance and open; Student support services; Evaluation Strategies in Distance Education; Counselling Methods in Distance Education.
- Development of Evaluation Tools – Norm – referenced and criterion – referenced tests.

Elective – IV

Concept and Nature of Special Education	Education of Mentally Retarded	Education of the visually impaired	Education of the Hearing Impaired
	<ul style="list-style-type: none"> * Characteristics of the “retarded * Educable mentally retarded * Teaching strategies * Enrichment programs * Remedial programs * Etiology and prevention * Mental hygiene as remediation 	<ul style="list-style-type: none"> * Characteristics * Degree of impairment * Etiology and prevention * Educational programs 	<ul style="list-style-type: none"> * Characteristics * Degree of impairment * Etiology and prevention * Educational programs
<ul style="list-style-type: none"> * Objectives * Types * Historical perspective * Integrated education 	Education of the Gifted and Creative Children	Learning Disabled Children	Education of Juvenile Delinquents
		<ul style="list-style-type: none"> * Characteristics 	

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- * Types of handicap
- * Characteristics
- * Educational programs

- * Characteristics
- * Creativity and identification process
- * Educational Programs

- * Identification
- * Educational Program

- * Characteristics
- * Problems of alcoholion, drug adiction
- * Anti – Social and character disorder
- * Educational Programs for Rehabilitation

Elective – V

Teacher Education : Historical perspective Recommendations Of various commissions on teacher education; Kothari Commission.

National Policy on Education

- Aims and objectives of teacher education at :
- Elementary Level
- Secondary Level
- College level

Teaching as a Profession :

- Professional organisations for various levels of teachers and their role; performance appraisal of teachers.
- Faculty improvement program for Teacher Education.

Types of teacher education programs and agencies :

- Inservice 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

Areas of Research :

- Teaching Effectiveness
- Criteria of Admission
- Modification of Teacher Behavior
- School Effectiveness

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