

RET syllabus for 2022 EDUCATION

A. Research Methodology:

Unit-I: Meaning, Nature, and Scope of Educational Research

- **Meaning and Steps of Scientific Method, Characteristics of Scientific Method (Repliability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.**
- **Educational Research – Meaning and nature. Identification of research worthy problem.**

Unit-II: Types/Approaches of research

- **Fundamental, Applied and Action.**
- **Quantitative and Qualitative.**
- **Longitudinal and Cross-sectional**
- **Research design- meaning and nature**

Unit-III: Strategies of Educational Research

- **Historical, Descriptive and Experimental and their importance.**

Unit-IV: Normal Probability Curve

- **Meaning and nature, Causes of non normality. Standard scores-meaning, types, and uses**

Unit-V: Development of Tools for Educational Research

- **Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory),**
- **Techniques of Research (Observation, Interview and Projective Techniques)**

Unit-VI: Measurement Scale and Descriptive Statistics

- **Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio),**
- **Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data),**

Unit-VII: Measures of Relationships

- **Co-efficient of correlation- Rank difference, Product moment, Biserial and Point– biserial, Tetra choric, Phi, Partial and Multiple correlations (concepts and uses only)**

Unit-VIII: Population and Sampling

- **Concept of Universe and Sample,**
- **Characteristics of a good Sample,**

- **Techniques of Sampling (Probability and Non-probability Sampling)**

Unit-IX: Variables and Hypothesis:

- **Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator),**
- **Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, concept of Null hypothesis, testing of null hypothesis, types of Error-Type I and Type II, levels of significance, Tests of significance, Directional (one tailed) and non- directional(two tailed) tests.**

Unit-X: Inferential Statistics-I

- **Sampling distribution of Statistics: Parameter, statistics, sampling distributions, sampling error and standard error of statistics, degrees of freedom, confidence limits and confidence intervals.**
- **Parametric and non parametric techniques (concept), chi-square tests, CR-test, F-test (one way), Median test, ANOVA (concept).**

Unit-XI: Inferential Statistics-II

- **Regression and Prediction: concepts, types, methods for estimation of linear regression and prediction (one / two predictor) and uses in educational research, Multiple Regression (concept and uses).**

Unit-XII: Qualitative Data Analysis

- **Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation**

Unit-XIII: Qualitative research design-I

- **Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT)**
- **Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses),**
- **Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),**

Unit-XIV: Qualitative research design-II

- **Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design),**

- **Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.**

Unit-XV: Standardization of Research Tool and Statistical Application of Psychological, Educational testing

- **Item Analysis, Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation.**
- **Application of any two test from the following (Attitude, Leadership, Learning Style, Personality, Memorization and Interest Inventory)**

Unit-XVI: Research Report

- **Nature and importance of reporting**
- **Steps of Writing a Research Proposal,**
- **Recording, organizing and reporting of investigation /experimentation as per style format. Evaluating a research report.**

B. Educational Philosophy:

Unit-I : Nature and Scope of Indian Philosophy. Meaning, Nature and Scope of Educational Philosophy, Relationship of Education and Philosophy, Aspects of Philosophy (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya),

Unit-II : Indian schools of Philosophy: Nyaya, Sankhya, Yoga in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Unit-III : Buddhism, Jainism and Islamic tradition with special reference to their philosophical aspects and educational implications.

Unit-IV : Some problems of Philosophy of Education in relation to concept, aim, curriculum, teaching and learning with respect to their philosophical aspects.

Unit-V : Western Schools of Philosophy: Idealism, Realism, Naturalism, and Pragmatism with special reference to their philosophical aspects and educational implications.

Unit-VI : Educational Philosophy of J. J. Rousseau, J. Dewey, Bertrand Russell , A. N. Whitehead.

Unit-VII : National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit-VIII : Modern Concept of Philosophy : Analysis, logical analysis; logical positivism and positive relativism with respect to their educational implications.

Unit-IX : Indian Schools of Philosophy : Charvaka, Vaiseshika, Vedanta in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

Unit-X : Educational Philosophy of Swami Vivekananda, Rabindranath Tagore, Aurobindo, M. K. Gandhi, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule;

Unit-XI : Building a Philosophy of Indian Education : Main issues of development of education in India.

Unit-XII : Western Schools of Philosophy : Existentialism, Essentialism, Humanism, Progressivism, Marxism in terms of Knowledge (Epistemology/Vidya), Reality (Metaphysics/Darshan), Values (Axiology/Daya) and their educational implications.

C. Educational Psychology:

Unit-I: Schools of Psychology: Behaviourism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions.

Unit-II: Growth & Development: Concept and principles, Cognitive Processes and stages of Cognitive Development, Moral development, Language development,

Unit-III: Mental health and Mental hygiene- meaning, nature and need. Anxiety and Stress and their management. Conflict and Adjustment mechanism

Unit-IV: Motivation theories and their educational implications: Hierarchy of Needs, Achievement Motivation, Attribution Theory. Factors affecting motivation of learning.

Unit-V: Learning: Concept, Nature & Types, Influencing Factors – Attention & Interest, Maturation and Motivation, Remembering & Forgetting. Information Processing Model. Transfer of Learning- Meaning and nature, High road and Low road transfer.

Unit-VI: Creativity: Concept and nature, Identification of creative person. Nurturing Creativity. Creativity and Intelligence. Measurement of creativity

Unit-VII: Individual differences: Individual differences: – Concept & Types. Role of heredity, environment and culture. Implications of individual differences for organizing educational programmes.

Unit-VIII: Remedial Education: Meaning, Needs, Objectives, Nature & Techniques of Educational Diagnosis, Specific Backwardness – Reading, Writing & Arithmetic- Causes and Remedial measures.

- Unit-IX: Intelligence: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition, and Emotional intelligence.**
- Unit-X: Learning theories and their implications: Cognitive (Tolman, Lewin, Bruner) and Social theories of learning (Bandura), Constructivist learning (Vygotsky and Piaget, Factors affecting social learning, social competence, Concept of social cognition.**
- Unit-XI: Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka Big five factor). Measurement of personality.**
- Unit-XII: Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)**

D. Educational Sociology:

- Unit-I : Meaning and nature – Educational Sociology and Sociology of Education. Relationship between Sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics.**
- Unit-II: Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)**
- Unit-III: Social group and Community– Social groups and group dynamics. School community relationship, changes in Indian society and their impact on Education. Socio-metric study in formal groups.**
- Unit-IV: Education and Culture – Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & lag.**
- Unit-V: Education and Backward Community – Education of the socially and economically disadvantaged sections of the Indian society with special reference to scheduled caste and scheduled tribes women and rural people.**

Unit-VI: Educational and Social organization – Factors affecting social organization, social group, group dynamics in a class room situation. Folkway, mores and institutions

Unit-VII: Population: Population dynamics, population growth, components of population growth – fertility, mortality, migration, population composition, age, sex, religion, literacy, population policy in India.

Unit-VIII: Education and Leadership: the locus of leadership and roles, leaders & leadership, the dynamics of leadership, leader types and leader styles, characteristics of leaders.

Unit-IX: Education and Social Change : Factors affecting social change, various instruments of social change, constraints of social change (caste, ethnicity, class, language, religion, regionalism), theories of social change (Marxian theory, Sorokin's and other views on social changes).

Unit-X : Education and Social Stratification : Role of education in social mobility, education to social equity and equality of educational opportunity.

Unit-XI : Education and Values: Concepts, Nature & Classification need for inculcation of values, Indian traditional thought on value education.

Unit-XII: Education and economic growth; urbanization, industrialization, modernization, westernization & Sanskritization with special reference to Indian society and its educational implication. Education in relation to democracy, politics, religion, national integration, globalization.

E. Historical foundation of Education:

Unit-I: Education in India during Ancient and Medieval Period:

Education in Vedic Period: Salient features, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.

Brahmanic System of Education: Aims, Curriculum, Method of Teaching and Evaluation system. Centre of Learning: Takshasila, Nalanda and Vikramshila.

Comparison between Brahmanic and Buddhistic System of Education

Medieval System of Education:

General Characteristics, Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught Relation and Evaluation System.

Unit-II: Education in the 19th Century in India

Charter Act, 1813, Oriental-Occidental Controversy, Macaulay's Minute, Bentinck's Declaration. Wood's Despatch: Context, Recommendations, Criticism, and Educational Significance. Serampore Mission: Contribution of Trio to Education.

Indian Education commission, 1882: Background, Composition of commission, criticism and Educational Significance.

Unit-IV: Bengal Renaissance and its Influence on Education

Meaning and Concept, Causes, Characteristics of Bengal Renaissance. Curzon's proposal on Indian Educational reform. Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education. Impact of Bengal Renaissance in Education.

Unit-IV: Education in India after Independence:

Indian University Commission (1948-49), Secondary Education Commission (1952-1953), National Education Commission (1964-66), National Education policy 1986, POA-1992.