ANNAMACHARYA UNIVERSITY RESEARCH ADMISSION TEST (AURAT) 2024-25

12- EDUCATION

UNIT-I: History of Indian Education

a) Ancient (Vedic, and Buddhist) Medieval (Islamic and Mughal System) and contemporary Education and India (Constitution of India Basic Features, Fundamental Rights, Directive principles of state policy, Federal Structure, Preamble of the Constitution, Sovereign Nation, Democratic and Secular polity, Liberty equality and fraternity, Justice: Social, Economic and political)

b) Committees and Commissions' Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), NEP -2020.

c) Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towardseducational aims and methods of acquiring valid knowledge

d) Contribution of Western schools of Philosophy (Idealism, Realism, Naturalism, Pragmatism,Marxism, Existentialism) and their contribution to Education with special reference to information,knowledge and wisdom

e) Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism andConflict 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)

f) Socialization and education- education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, PauloFreire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian

Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

UNIT-II: <u>Learner and Learning Process</u>

a) Growth and Development: Concept and principles, Cognitive Processes and stages of CognitiveDevelopment, Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene Approaches to Intelligence from Unitary to Multiple: 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 Creativity

b) Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

c) 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)

UNIT-III: <u>Research in Education</u>

a) Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, 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, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

b) Variables: 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, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristicsof a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and

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

c) 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), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Powerof a statistical test and effect size, Parametric Techniques, Non-Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

d) Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Stepsin conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), 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, Underlyingassumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weaknessof MM research.

UNIT-IV: <u>Teacher Education, Educational Management, Administration and Leadership</u>

a) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository,
Collaborative and Experiential learning

b) Understanding Knowledge base of Teacher Education from the viewpoint of Schulman, Deng andLuke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting

Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

c) Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

d) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

e) Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate

f) Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

UNIT-V: Curriculum and Technology in/ for Education

a) Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

b) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model

[social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, C I P PModel (Context, Input, Process, Product Model)

c) Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

d) Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum changeand improvement, Scope of curriculum research and Types of Research in Curriculum Studies

e) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups).

f) Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.

g) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or testgenerators) – Concept and Development.