QuickNotes

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UGC NET Paper 2

Education (009)
Complete revision notes — all 10 units

10 units | Tables & formulas | Key revision points

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02 History, Politics and Economics of Education
03 Learner and Learning Process
04 Teacher Education
05 Curriculum Studies
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07 Pedagogy, Andragogy and Assessment
08 Technology in and for Education
09 Educational Management, Administration and Leadership
10 Inclusive Education

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Edition: November 2026

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How to use these notes

- Read one unit at a time, then test yourself with its key revision points.
- Make your own short notes on topics you find difficult.
- Units follow the main areas of the official syllabus — the exact unit list can change between sessions.
- Always check the latest syllabus and notices on the official UGC NET portal: **ugcnet.nta.ac.in**.

UNIT 01

Educational Studies and Philosophy

Indian and Western philosophies of education and the thinkers behind them.

Educational philosophy asks what education is for, what should be taught and how.

Western schools of thought

School	Key idea	Thinkers
Idealism	Mind and ideas are ultimate reality; teacher as guide	Plato, Froebel
Naturalism	Education according to the child's nature	Rousseau (*Émile*)
Pragmatism	Learning by doing; truth is what works	John Dewey
Existentialism	Freedom, choice and individual responsibility	Sartre, Kierkegaard
Realism	The material world is real; science-based curriculum	Aristotle, Locke

Indian thought

Thinker	Contribution
Rabindranath Tagore	Santiniketan; Visva-Bharati; learning in harmony with nature
Mahatma Gandhi	Basic education / Nai Talim (Wardha, 1937); craft-centred learning
Swami Vivekananda	Education as the manifestation of the perfection already in man
Sri Aurobindo	Integral education
J. Krishnamurti	Freedom from fear; self-knowledge

Indian philosophical schools discussed in education: Vedanta, Sankhya, Yoga, Buddhism, Jainism.

★ Key revision points

- Learning by doing = Dewey (pragmatism).
- *Émile* = Rousseau (naturalism).
- Nai Talim = Gandhi (Wardha scheme, 1937).
- Visva-Bharati = Tagore.

UNIT 02

History, Politics and Economics of Education

Commissions and policies, constitutional provisions, and education as investment.

Education in India has been shaped by colonial documents, post-independence commissions and constitutional rights.

Colonial period

Document	Year	Note
Macaulay's Minute	1835	Favoured English education
Wood's Despatch	1854	Called the Magna Carta of English education in India
Hunter Commission	1882	Primary and secondary education
Sadler Commission	1917–19	Calcutta University

After independence

- Radhakrishnan Commission (1948–49), Mudaliar Commission (1952–53), Kothari Commission (1964–66).
- National Policy on Education 1968, 1986 (revised 1992); **NEP 2020** — 5+3+3+4 school structure.

Constitution and law

- **Article 21A** (86th Amendment, 2002): free and compulsory education for children aged 6–14.
- **RTE Act, 2009** (in force 1 April 2010); 25% reservation for weaker sections in private unaided schools.
- Article 45 (early childhood care), Article 46 (weaker sections), Articles 29–30 (minority rights).

Economics of education

Education as **human capital** (Schultz, Becker); cost–benefit and rate-of-return analysis; education as investment and consumption.

★ Key revision points

- Wood's Despatch 1854 = Magna Carta of English education.
- Article 21A via 86th Amendment, 2002.
- RTE Act 2009: ages 6–14.
- NEP 2020: 5+3+3+4.

UNIT 03

Learner and Learning Process

Growth and development, learning theories, intelligence, motivation and individual differences.

Understanding how learners grow and learn is the basis of good teaching.

Development theories

Theorist	Theory	Key stages / ideas
Jean Piaget	Cognitive development	Sensorimotor, preoperational, concrete operational, formal operational
Lev Vygotsky	Socio-cultural	Zone of proximal development; scaffolding
Erik Erikson	Psychosocial	8 stages, e.g. identity vs role confusion (adolescence)
Lawrence Kohlberg	Moral development	Pre-conventional, conventional, post-conventional

Learning theories

Theory	Theorist	Idea
Classical conditioning	Pavlov	Learning by association
Operant conditioning	Skinner	Reinforcement shapes behaviour
Trial and error / connectionism	Thorndike	Laws of readiness, exercise and effect
Insight learning	Köhler	Sudden understanding (Gestalt)
Social learning	Bandura	Observation and modelling
Constructivism	Piaget, Vygotsky, Bruner	Learners build knowledge actively

Intelligence

- IQ = (Mental age ÷ Chronological age) × 100 (Stern / Terman).
- Spearman (g factor), Thurstone (primary mental abilities), Guilford (structure of intellect), **Gardner** (multiple intelligences), Sternberg (triarchic).
- Emotional intelligence — Goleman.

★ Key revision points

- ZPD and scaffolding = Vygotsky.
- Operant conditioning = Skinner; classical = Pavlov.
- Multiple intelligences = Gardner.
- IQ = MA ÷ CA × 100.

UNIT 04

Teacher Education

Concept and history of teacher education, regulating bodies, programmes and professional development.

Teacher education prepares teachers (pre-service) and helps them grow (in-service).

Institutions

Body	Role
NCTE	Statutory regulator of teacher education (NCTE Act, 1993)
NCERT (1961)	Curriculum, textbooks, research for school education
SCERT	State-level counterpart of NCERT
DIET	District Institutes of Education and Training — elementary teacher training
NUEPA / NIEPA	Educational planning and administration

Programmes and frameworks

- Pre-service: D.El.Ed., B.Ed., M.Ed.; NEP 2020 proposes the **4-year Integrated Teacher Education Programme (ITEP)**.
- **NCFTE 2009** — National Curriculum Framework for Teacher Education.
- In-service: orientation, refresher courses, online programmes (e.g. on DIKSHA).

Teaching skills

Microteaching (developed at Stanford, 1963): teach — feedback — re-plan — re-teach — re-feedback, practising one skill at a time (e.g. questioning, explaining, reinforcement).

★ Key revision points

- NCTE is statutory under the 1993 Act.
- DIETs train elementary teachers at district level.
- Microteaching: Stanford, 1963.
- NEP 2020: 4-year ITEP.

UNIT 05

Curriculum Studies

Concept and types of curriculum, foundations, development models, and evaluation.

> Curriculum is the total planned experience a learner receives — not only the syllabus.

Types of curriculum

Subject-centred, learner-centred, problem-centred, core, hidden curriculum (unstated values and norms), spiral curriculum (Bruner).

Development models

Model	Key idea
Tyler (1949)	Objectives → learning experiences → organisation → evaluation
Taba	Grassroots, teacher-led, inductive
Wheeler	Cyclical model
Kerr	Objectives, knowledge, learning experiences, evaluation interlinked

National frameworks

NCF 1975, 1988, 2000, **NCF 2005** (connect knowledge to life outside school), and the NCF for School Education 2023 under NEP 2020.

Curriculum evaluation

Formative and summative; **CIPP model** (Stufflebeam): Context, Input, Process, Product.

★ Key revision points

- Tyler's rationale, 1949.
- Spiral curriculum = Bruner.
- Hidden curriculum = unstated lessons of school life.
- CIPP = Stufflebeam.

UNIT 06

Research in Education

Research types, methods, sampling, tools and statistics used in educational research.

Educational research studies teaching and learning systematically to improve practice and policy.

Types and methods

- Fundamental, applied, **action research** (Stephen Corey in education).
- Methods: historical, descriptive survey, experimental, case study, ethnography, mixed methods.
- Experimental designs: pre-experimental, true experimental, quasi-experimental.

Tools

Tool	Use
Questionnaire	Many respondents, written answers
Interview	In-depth responses
Observation	Behaviour in natural settings
Rating scale / Likert scale	Attitudes and opinions
Sociometry	Social relationships in a group (Moreno)

Statistics

- Parametric tests (t, ANOVA) assume normal data; non-parametric tests (chi-square, Mann–Whitney) do not.
- **Reliability** = consistency; **validity** = measures what it claims to.

★ Key revision points

- Sociometry = Moreno.
- Reliability = consistency; validity = accuracy of what is measured.
- Chi-square is non-parametric.
- Action research in education = Corey.

UNIT 07

Pedagogy, Andragogy and Assessment

Teaching models and methods, adult learning, and modern assessment practice.

> Pedagogy is the art and science of teaching children; andragogy, of teaching adults.

Models of teaching (Joyce and Weil)

Families: information processing (e.g. concept attainment — Bruner; advance organiser — Ausubel), social, personal, behavioural.

Methods

- Lecture, demonstration, discussion, project (Kilpatrick), problem-solving, inquiry, cooperative learning, flipped classroom.
- **Andragogy** — Malcolm Knowles: adults are self-directed and experience-based learners.

Assessment

Type	Purpose
Formative	During learning, to give feedback
Summative	End of a course, to grade
Diagnostic	Find learning difficulties
CCE	Continuous and comprehensive evaluation of scholastic and co-scholastic areas
Rubrics, portfolios	Authentic, performance-based assessment

★ Key revision points

- Joyce and Weil: four families of models.
- Advance organiser = Ausubel.
- Project method = Kilpatrick.
- Andragogy = Knowles.

UNIT 08

Technology in and for Education

Educational technology concepts, systems approach, e-learning and national ICT initiatives.

Educational technology covers both hardware (devices) and software (methods and content) used to improve learning.

- **Edgar Dale's Cone of Experience**: from direct, purposeful experience (base) to verbal symbols (top).
- **Programmed instruction** (Skinner): linear programming; branching programming (Crowder).
- **Systems approach**: input → process → output with feedback.
- E-learning: synchronous vs asynchronous; blended learning; MOOCs.

Initiative	What it is
SWAYAM	National MOOC platform
SWAYAM PRABHA	Educational DTH TV channels
DIKSHA	Digital platform for school teachers and students
e-PG Pathshala	Postgraduate e-content
NDLI	National Digital Library of India

★ **Key revision points**

- Cone of Experience = Edgar Dale.
- Linear programming = Skinner; branching = Crowder.
- DIKSHA serves school education.
- SWAYAM = MOOCs.

UNIT 09

Educational Management, Administration and Leadership

Management functions, theories, leadership styles, quality and the structure of educational administration.

Educational management plans, organises and leads institutions so that learning goals are met.

- Functions: planning, organising, staffing, directing, controlling; **POSDCORB** (Gulick).
- Theories: scientific management (Taylor), administrative (Fayol), bureaucracy (Weber), human relations (Mayo).
- Leadership: autocratic, democratic, laissez-faire; transformational and distributed leadership.
- **Total Quality Management** (Deming): continuous improvement, PDCA cycle.
- Quality bodies: NAAC (higher education), NBA (technical programmes).

Level	Body
National	Ministry of Education, NCERT, UGC, AICTE, NCTE
State	State education departments, SCERT, state boards
District / local	DIETs, district education officers, school management committees (RTE)

★ **Key revision points**

- POSDCORB = Gulick.
- TQM and PDCA = Deming.
- NAAC accredits institutions; NBA accredits programmes.
- School Management Committees come from the RTE Act.

UNIT 10

Inclusive Education

Concept of inclusion, learners with special needs, laws and policies, and inclusive classroom practice.

Inclusive education means all learners — whatever their ability or background — learn together in regular classrooms with the support they need.

Integration vs inclusion

Segregation (separate schools) → **integration** (child adjusts to school) → **inclusion** (school adjusts to the child).

Laws and policies

Instrument	Key point
Salamanca Statement (UNESCO, 1994)	Inclusive schools as the norm
UNCRPD (2006)	UN Convention on the Rights of Persons with Disabilities
RPWD Act, 2016	Recognises 21 disabilities; replaced the PWD Act 1995
RCI Act, 1992	Rehabilitation Council of India — trains special educators
Samagra Shiksha (2018)	Integrated school scheme including inclusive education

Classroom practice

Universal Design for Learning (UDL), differentiated instruction, individualised education plans (IEP), assistive technology, peer tutoring.

★ **Key revision points**

- Salamanca Statement: 1994.
- RPWD Act 2016: 21 disabilities.
- RCI Act 1992.
- Inclusion = the school adapts to the child.

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