

# **Dr.K.N.Modi University,Newai**

## **SYLLABUS FOR Ph.D ENTRANCE TEST IN EDUCATION**

### **Paper-I PHILOSOPHICAL & SOCIOLOGICAL BASES OF EDUCATION**

1. Meaning and Function of Educational Philosophy, Relationship of Education and Philosophy.
2. Indian Schools of Philosophy – Vedanta, Sankhya, Buddhism and with special reference to the concepts of reality, knowledge and values and their educational implications.
3. Contributions of Indian Thinkers:- Vivekananda, Aurobindo, Tagore and Gandhi.
4. Western schools of Philosophy:- Idealism, Realism, Naturalism, Pragmatism, and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
5. Concept and Nature of Educational Sociology and Sociology of Education, Relationship of Sociology and Education.
6. Education and Social Change: Meaning, Nature and Factors determining Social change, Constraints of social change in India: Caste, Ethnicity, class, language, religion and regionalism.
7. Education and Democracy: Constitutional Provisions for Education, Nationalism and Education; Education for National Integration and International Understanding.
8. Education and Social Mobility: Education as related to social stratification and social mobility.
9. Education as related to social equity and equality of Educational Opportunities.
10. Education of socially and economically disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations.
11. Education; economic growth and development: Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization for system of education.

## **Paper II: ADVANCED EDUCATIONAL PSYCHOLOGY**

### **1. Relationship of Education & Psychology. Scope of Educational Psychology Methods of Educational Psychology:-**

- Experimental
- Clinical
- Differential

### **2. Concept of Growth and Development**

- Physical Development during Childhood and Adolescence.
- Social Development during Childhood and Adolescence.
- Emotional Development during Childhood and Adolescence.
- Intellectual Development during Childhood and Adolescence.

### **3. Individual Differences**

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences.
- Implications of Individual Differences for organizing Educational Programmes.

### **4. Gifted and Mentally Retarded**

- Meaning and characteristics

### **5. Creativity**

- Concept of Creativity
- Characteristics
- Role of Teacher in Igniting and Developing Creativity
- Importance of Creativity in Education

### **6. Intelligence**

- Meaning
- Theories:- Two Factor Theory (Spearman); Multi Factor Theory, Group Factor Theory, Guilford Model of Intellect, Hierarchical Theory.
- Measurement of Intelligence (two verbal and two nonverbal tests)

### **7. Personality**

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods.

### **8. Learning**

- Meaning
- Theories of Learning
- Pavlov's Classical Conditioning

- Skinner's Operant Conditioning
- Learning by Insight

### **9. Hull's Reinforcement Theory**

- Lewin's Field Theory
- Gagne's Hierarchy of Learning Types
- Factors Influencing Learning

### **10. Motivation**

- Concept of Motivation
- Theories of Motivation:
  - o Physiological
  - o Psycho-analytical Theory.
  - o Murray's Need Theory.
  - o Maslow's Theory of Hierarchy of Needs.
  - o Theory of Achievement Motivation
- Factors affecting Motivation

## **Paper III: RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION**

### **1. Nature and Scope of Educational Research**

- Scientific inquiry, scientific method, nature and sources of knowledge.
- Meaning, Nature, Need and Scope of Educational Research.
- Fundamental, Applied and Action Research
- Some emerging trends in educational research.

### **2. Formulation Of Research Problem**

- Criteria and Sources for identifying research problem
- Delineating and operationalising variables
- Review of Related Literature: Importance and various sources including internet.
- Hypothesis: Concept, characteristics of a good hypothesis, sources and types of hypothesis.

### **3. SAMPLING**

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling errors and how to reduce them
- Various methods of sampling: Probability and non-probability

### **4. TOOLS AND TECHNIQUES**

- Characteristics of a good research tool
- Types, characteristics and uses of research tools: Questionnaire, Interview, Observation

### **5. Descriptive Statistics**

- Nature of educational data, Scales of measurement
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation
- Measures of Relative Position: Percentiles and Percentile Ranks

### **6. Major Approaches to Research**

- Descriptive research, Ex-post facto research
- Historical research
- Experimental research: Experimental Designs
- Brief description of Qualitative Research: Scope and areas of application.

### **7. Research Report**

- Developing a research proposal (synopsis)
- Research Report: Characteristics and Steps in report writing.

## **8. Measures of Relationship and NPC**

- Meaning, Assumption, Computation and Uses of:
- Product Moment Correlation
- Rank Difference Correlation
- Normal probability Curve: Meaning and Characteristics, Skewness and Kurtosis

## **9. Inferential Statistics**

- Null Hypothesis, Type I and Type II errors, one and two tailed tests
- Standard error, Confidence limits.
- t-test: Significance of difference between Means, proportions and percentages (Independent samples)
- F-test- One- way ANOVA – Concept, assumption, computation and uses

## **10. Non Parametric Tests**

Chi – square Tests of Equality and Independence: Concept, Computation, and uses.

## **Paper IV: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT**

1. Concept aims and scope of Comparative Education.
2. Factors influencing education system.
3. Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach.
4. Elementary Education: Concept of Universalization, its implications for Indian education, primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system).
5. Secondary education in U.K., U.S.A., and India. Vocationalization of Secondary Education in U.K., U.S.A., Russia and India.
6. Higher Education in U.S.A., U.K. and India.
7. Distance Education: its needs and various concepts with reference to U.K., Australia and India.
8. Educational Administration in U.K., U.S.A. and India.
9. Curriculum: Concept, Factors affecting Curriculum Development:  
Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
10. Curriculum development different Models: Administrative, Grass Root, Demonstration and System Analysis.
11. Curriculum Evaluation in terms of learning outcome: Concept, Formative and Summative Evaluation, System of according marks, Ratings and grades, Interpretation of Evaluation Results.