

## **SYLLABUS PHD EDUCATION ENTRANCE EXAMINATION**

### **1. PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

Meaning and Function of Educational Philosophy, Relationship of Education and Philosophy

Indian Schools of Philosophy – Vedanta, Sankhya, Buddhism and with special reference to the concepts of reality, knowledge and values and their educational implications. Contributions of Indian Thinkers:- Vivekananda, Aurobindo, Tagore and Gandhi.

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.

National values enshrined in Indian constitution and their educational implications

Modern concepts of Philosophy : Analysis- Logical analysis, Logical empiricism and positive relativism.

**Recommendations of Various Commissions since Independence:** University Education Commission (1948); Secondary Education Commission (1952-53); Education Commission(1964-66); National Policy of Education (1986, 1992); National Knowledge Commission (2005).

### **2. SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Concept and Nature of Educational Sociology and Sociology of Education, Relationship of Sociology and Education. Education and Social Change: Meaning, Nature and Factors determining Social change, Constraints of social change in India: Caste, Ethnicity, class, language, religion and regionalism. Education and Democracy: Constitutional Provisions for Education, Nationalism and Education; Education for National Integration and International Understanding. Education and Social Mobility: Education as related to social stratification and social mobility. Education as related to social equity and equality of Educational Opportunities. Education of socially and economically disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations. 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.

### 3. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Relationship of Education & Psychology. Scope of Educational Psychology Methods of Educational Psychology

**Concept of Growth and Development:** Physical, Social, Emotional and Intellectual Development during Childhood and Adolescence.

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

**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)

**Personality:** Meaning and Determinants, Types and Trait Theories, Assessment of Personality by Subjective and Projective Methods.

**Learning:** Meaning, Theories of Learning - Pavlov's Classical Conditioning - Skinner's Operant Conditioning - Learning by Insight, Hull's Reinforcement Theory, Lewin's Field Theory, Gagne's Hierarchy of Learning

**Motivation:** Concept of Motivation, Theories of Motivation: Psycho-analytical Theory, Murray's Need Theory., Maslow's Theory of Hierarchy of Needs. Theory of Achievement Motivation

**Psychology and education of exceptional children:** Gifted, Creative, Learning Disabled, and mental retarded. Inclusive education; concept and strategies.

Guidance and Counselling: concept, Types, Organisation of Guidance, Guidance Services, Approaches to Counselling

### 4. RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

**Nature and Scope of Educational Research:** Scientific inquiry, scientific method, nature and sources of knowledge. Meaning, Nature, Fundamental, Applied and Action Research

**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.

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.

**TOOLS AND TECHNIQUES:** Characteristics of a good research tool, Types, characteristics and uses of research tools: Questionnaire, Interview, and Observation.

**EDUCATIONAL STATISTICS:** 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. 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 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. Non Parametric Tests Chi – square Tests of Equality and Independence: Concept, Computation, and uses.

**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.

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

