



RANI DURGAVATI VISHWAVIDYALAYA

JABALPUR (MP)

DOCTORAL ENTRANCE TEST

Ph.D (EDUCATION)

SESSION - JAN-2022

SYLLABUS

DOCTORAL ENTRANCE TEST

Ph.D (EDUCATION)

TIME :- 2 HOURS

MAXIMUM MARKS : 100

SYLLABUS

Part A

TOOL COURSES

TOTAL MARKS - 50

A1 - EDUCATIONAL RESEARCH

A2- RESEARCH DATA ANALYSIS AND INTERPRETATION

Part B

SUBJECT SPECIFIC

TOTAL MARKS - 50

B1 -PHILOSOPHICAL PERSPECTIVE OF EDUCATION

B2- SOCIOLOGICAL PERSPECTIVES OF EDUCATION

B3 - PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

B4- CONTEMPORARY ISSUES IN INDIAN EDUCATION

PART A

TOOL COURSES

Total Marks-50

A1- EDUCATIONAL RESEARCH

Marks 25

UNIT I: SCIENTIFIC METHOD, EDUCATIONAL RESEARCH

- Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- Meaning and Definition of Qualitative and Quantitative Research.
- Variable - Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNIT II: HYPOTHESIS

- Definition, Characteristics, Statement of the Hypothesis.
Types: Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis

UNIT III: POPULATION, SAMPLE, AND RESEARCH DESIGN

Definition of Population and Sample Importance of Sampling

- Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
- Size of Sample, Sample Error and Avoidance of Sampling Bias.
- Research Design: Concept of Experimental Design.

UNIT-IV: TOOLS AND TECHNIQUES OF DATA COLLECTION

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

UNIT-V: QUANTITATIVE , QUALITATIVE RESEARCH & RESEARCH DESIGN

- Descriptive research, Survey Research, Ex-post facto research, Experimental Research , Historical research.
- Case studies, Ethnographic studies, Phenomenological research, Naturalistic Inquiry, Meta cognition and Policy research.
- Concept of design of study
- Types: Single variable and Factorial Designs
- Factors affecting validity of experimental design

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Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.

Kunker, P.J. and McGrath, J.E.: Research on human Behaviour- A Systematic Guide to Method. New York Holt Rinehart and Winston Inc.,1972.

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Witrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

A2- RESEARCH DATA ANALYSIS AND INTERPRETATION MARKS 25

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

- Interface between research tools & research data.
- Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT II: UNDERSTANDING BASIC EDUCATIONAL STATISTICS

- Averages and Variability Measures, correlation, & plots.
- Levels of Measurement

UNIT III: NORMAL PROBABILITY AND PARAMETRIC INFERENCE STATISTICS

- Normal probability and its applications
- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.
- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis. Two tailed and one tailed tests
- The t-test Independent and Correlated means.
- One Way ANOVA

UNIT IV: FACTORIAL DESIGN ANOVA

- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT V: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests
- One sample Chi square test: hypotheses of equality, proportion and normality.
- Two sample chi square test, Residual analysis
- one tailed and two tailed tests
- Testing null and directional hypotheses

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Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

PART B

SUBJECT SPECIFIC

Total Marks-50

B1 - PHILOSOPHICAL PERSPECTIVE OF EDUCATION

Marks 12

UNIT I: - PHILOSOPHY OF EDUCATION

- Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy

UNIT II: THEORY BUILDING

- Concept, types and characteristics of Proposition and Assumption
- Concept, Types and Structure of Inference.
- Process of Theory building.

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

- Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

- Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

- Indian Philosophers: Tagore, Aurobindo and Krishnamurti.
- Western Philosophers: Rousseau, Russell and Dewey.

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Agrawal, S.K.: Shiksha ke Darshnic Evam Samaj Shastriya Siddant, Modern Publishers, Meerut, 1981. Belford, T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.

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Gaind, D.N. and Sharma, R.P.: Shiksha ke Siddhant, Universal Publishers, Agra, 1964.

Gokhale, B.G.: Indian Thought Through the Ages, Asia Publishing House, Bombay, 1961.

B2 - PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Marks 13

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

- Concerns of Education Psychology.
- The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

- Concept and aspects of Human development, Implications for teaching learning process, Stages of Human development,
- Development task theory
- Cognitive development theory Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

- Bandura's Social Learning, Cognitive and Social cognitive Theories, Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory,
- Tolman's theory of learning and Levin's field theory.

UNIT IV: PERSONALITY THEORIES

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

REFERENCES

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Sternberg, R. J : The Triarchic Mind - A New Theory of Human Intelligence. New YorkPenguin Books, 1989.

Woodworth, R.S. and Schloberg: Experimental Psychology. New Delhi: Oxford and IBH Publishing, 1971.

B3- SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Marks 12

UNIT I: INTRODUCTION

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education.
- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T. Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

UNIT III: AGENCIES OF EDUCATION IN INDIA

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

UNIT IV: EDUCATION AND SOCIAL PROCESSES

- E

education and Social Stratification

- M

modernization and Social Processes

- E

education and Social Change

- E

education and Social Mobility

UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION

- Constitutional Ideals- Social equity and equality of educational opportunities
- Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

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Singh Yogendra: Social Stratification and Change in India. New

B4- CONTEMPORARY ISSUES IN INDIAN EDUCATION

Marks 13

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

- Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

- Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

- Campus disturbances: Students unrest, Menace of ragging, student entitlements.
- Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies). Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

- Online provisions – Entrance, teaching learning and evaluation, Knowledge
- Networks (NKC), Institutional websites as MIS, ODE, Quality of Education:
- Selection of Teachers, Examination reforms (CCE), Assessment and Accreditation of institutions (NAAC), Role of statutory bodies (NCTE, RCI), Autonomous bodies (NCERT, UGC) and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

- Effects of Globalization, Liberalization and Privatization on teacher education.
- Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

REFERENCES

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Dev, A., Dev, T.A., Das, S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.

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Allahabad , Pp.175

Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.

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Stella, A. (2001). *Quality assessment in Indian higher education: Issues of impact and future perspectives*, New Delhi: Allied publishers, Pp.236.