



Gyanveer University Sagar (M.P.)



Ph.D Entrance Test Syllabus Session: 2024-25 Education

Part A : Research Methodology

Part B : Education

Part-A

Research Methodology

Unit –I: Methodology of Educational Research

- Concept of Knowledge and research; Educational Research, Research process cycle and Research paradigm, Research problem, Variable, Hypothesis, Review of related literature, Quantitative and Qualitative research, Experimental and Applied research, Survey research, Co-relational research, Historical research, Case study, Ethnographical research and Mixed Research.
- Population and Sample, Sampling Method, Research tools for collection of data, Concept of data Role of graphical representation of data, Measurement of Variable, Measures of central tendencies and Measures of dispersion, Normal Distribution Curve, Correlation, Concept of Parameter and statistics, Sampling distribution and standard error of Mean; Hypothesis and its testing, Testing of Null Hypothesis: Concept of degree of freedom, Significance level & its determination and Area of rejection.
- Thesis writing, its characteristics and format.

Unit – II – Data Analysis –

- Parametric and Non-parametric statistical test, Analysis of frequency using t-test, Type - 1 and Type – 2 errors, ANOVA
- Computer for data analysis; General Introduction to Software package and Microsoft EXCEL in analysis of data in educational research.



Gyanveer University Sagar (M.P.)



Part-B Education

Unit –I: Philosophical & Sociological foundation of Education

- Concept and nature of philosophy; concept and nature of Education. Relationship between education and philosophy.
- Educational thought of Mahatma Gandhi, Vivekananda, Tagore, Froeble, John Dewey, Plato and Rousseau,
- Indian School of Philosophy (Upanishad, Sankhya, Nyaya and Vedant) Western School of Philosophy (Pragmatism, Realism, Existentialism, Humanism) with special reference to concept of knowledge reality and Values and their educational implication for aims, curriculum and Methods of Teaching.
- Concept and Nature of Sociology of Education. Meaning and nature of social change, Education as a Social institution.
- **Issues in Sociology of Education:**
 - Education and Modernization
 - Education and religion and culture
 - Education and democracy

Unit –II: “Psychological Foundation of Education”

- Psychology and Education – Concept, Scope of educational Psychology Western and Indian Views. Relevance of Educational Psychology to learners. Teachers and teaching learning process. Method of studying behaviors of learners.
- Growth and Development – Principles and stages of growth, development and Maturation. Factors affecting growth and development. Socio-Emotional Development (Erickson); Moral development (Piaget and Kohlberg)
- Cognitive development –Piaget theory and its educational implication.
- Intelligence- Meaning, theories with reference to Multiple Intelligences. SI Model/(Guilford) Emotional Intelligence (Goleman) and their educational implication Measurement of Intelligence.
- Creativity – Concepts, Stages, identification, fostering with special reference to Guilford and Torrance.
- Motivation Significance and Concept of Motivation in Education, Theories of Motivation with special reference to self-actualization. (Maslow) and achievement Motivation (Atkinson, Learning theories behaviorist (Pavlov and skinner) Learning by insight (Hull and Tollman).



Gyanveer University

Sagar (M.P.)



- Personality: Concept, Factors affecting development Western and Indigenous views.
- Theories of personality with special reference to trait approach, type, theories and psycho-analytic, theory and their educational implication.
- Assessment of personality : Objective, subjective projective and psychometric.

Unit –III: Development of Education in India''

- Vedic Education System, Buddhist Education System medieval Education System, Macaulay minutes and downwards filtration theory, Wood's Despatch 1854, Hunter Commission - 1882, Indian University Commission, Calcutta University Commission - 1917, Hartog Committee-1929, Wardha Education Policy-1937, Sargent commission-1944, SUPW.
- Radha Krishnan Commission-1948-49, Secondary Education Commission-1952-53, Kothari Commission-1964-66, National Education policy-1968, New Education policy-1986 Delor's Reports, National Curriculum framework-2005, National knowledge commission (NKC): NEP-2020.
- Concept of Pre-service and In-service teacher Education, A brief review of historical Perspective of the development of teacher Education, Educational and classroom management. Regulatory and advisory bodies UGC, NCERT, NCTE CBSE, Privatization, Commercialization, and Liberalization of Teacher Education. Autonomous status of Indian Institution; De Schooling and futurology.

Unit –IV: Educational Evaluation, management and Technology

- Measurement Evaluation and Assessment (Summative and formative); Semester System & Grading: CCE, CBCS, Grading System, Open Book Examination, Levels of measurement Assessment of as and for leaning, Characteristics of measuring instrument, Observation. and Projective techniques. Concept of Reliability and Validity and their procedure of estimation NRT and CRT; Question bank, Online and on demand examination.
- Popular theories of Administration and management in the context of education. Managerial Skills, Team Building and Negotiation. Educational leadership, Various approaches of Educational Planning, Super- vision verses Inspection, TQM in Education, e-Governance; Concept and types of tele communications and Information Theory. Expository and Creative writing.
- Educational-Technology - Types and approaches of educational technology. Communication process components and types, Barriers of communication. Phases, variables and level of teaching, Principles and Maxims of teaching, Model of teaching, Approaches and Methods of Teaching. Micro-teaching, Simulated teaching, and Practice-teaching, Flander's Classroom interaction analysis, Teaching aids, ICT in.



Gyanveer University

Sagar (M.P.)



- Education Open Educational Resources (OERs), Programmed instruction, Distance education, e-Learning, INSAT ABUSAT, Internet & Internet, functions of CIET, EMRC, State ET Cells and DIET.

Unit – V Inclusive Education

- Inclusive Education Concept, Principles, Scope and Target Groups (Diverse learners, Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education Special, Integrated, inclusive Education Legal Provisions Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.
- Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools.
- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.
- Barriers and Facilitators in Inclusive Education Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India.