

VIKRAM UNIVERSITY, UJJAIN - 2021

DOCTORAL ENTRANCE TEST

For

Ph.D. (EDUCATION)

TEST SYLLABUS

(Time 2 Hours, Maximum Marks : 100]

PART A : Research Methodology and Quantitative Analysis

50 Marks

UNIT I : Scientific Method. Educational Research – Definition, Characteristics, Types, Steps. Approaches to Inquiry : meaning and Definition of Qualitative and Quantitative Research, Qualitative versus Quantitative, Variable – Definition, Types : Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant, Related Literature and its role in Educational Research.

UNIT II : Hypothesis : Definition, Characteristics, Stating the Hypothesis, Types Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis, Testing of Hypothesis.

UNIT III : Population and Sample : Definition and Difference, Importance of Sampling; Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Satisfied Sampling. Cluster sampling and Multi-Stage.

UNIT IV : Tools of Measurement, Deference between , Measurement and Assessment, Characteristics of Tools Reliability, Validity, Sensitivity, Types of Tools-Test Scale Interview Schedule.

UNIT V : (a) Major Qualitative Approaches to Research in Education : Historical, Philosophical, Case Study, (b) Major Quantitative, Approaches in Research in Education Survey, Types of Survey, Experimental Research, Definition, Characteristics, Method of Control.

UNIT VI : Understanding Basic Educational Statistics : Averages and Variability, Measures and Correlation, Scale of Measurement. Nominal, Ordinal, Interval and Ratio.

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UNIT VII : (a) Normal Probability and its applications, Sampling Distribution of Mean, Setting Confidence intervals for Population Mean. (b) Test of Significance of Difference between Means of independent and Correlated Samples of Different sizes.

UNIT VIII : (a) One way Analysis of Variance (ANOVA) ; Assumptions, Calculations & Interpretation.

UNIT IX : Non-parametric statistics and Statistical tests – Characteristics, testing divergences of an observed distribution from a theoretical distribution. Test of independence of attributes using Chi-Square technique.

PART B : SUBJECT SPECIFIC

Total Marks 50

B1 : Philosophy of Education

Marks : 15

UNIT I : (a) Philosophy : Meaning, Definition, Branches and Functions, Relationship between education and philosophy. Meaning, scope and role of Philosophy of Education.

UNIT II : Theory Building : Concept and types of Proposition, Assumption, Concept, Types of Inference, Structure of Syllogism and Inference, Process of Theory building.

UNIT III : Western Philosophy : Study of Idealism, Naturalism, Realism, Pragmatism with special reference to their basic Tenets and their Education Implications for Aims, Curriculum and Methodology of Education.

UNIT IV : Indian philosophy . Study of Indian Schools of Philosophy. The Shat Darshan, Buddhism Philosophy with special Reference of their Basic Tenets and Educational implications for Aims curriculum and Methodology of Education.

B2 : Sociology of Education

Marks 15

UNIT I : Sociological Perspectives in Education – Meaning, Nature, Scope and Approaches of sociology as well as its Relationship with Education, Basic Concepts of Sociology of Education. Meaning and Nature of Educational Sociology and Sociology of Education.

UNIT II:

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PART II : Sociology of Education in India. Education and the Family, Education and the Community. Concept of the Community Schools; Politics and Education; Economy and Education.

UNIT III : Inclusiveness in Education : Constitutional Provisions for protective discrimination. Social Equity and Equality of Educational Opportunities. Education for Socially and Economically Disadvantaged Section of the Society, Education of the SC, ST, OBC women, Rural and the challenged.

UNIT IV : Social Stratification, Social Mobility and Education, Concept of Social Stratification (Caste and Class) : Caste to Class, Types of Class, Class and Education.

UNIT V : Culture and Education : Concept, Characteristics, Meaning of Cultural Change : Role of Education, Mass-Media and other agencies in cultural change, making of the composite. Culture in India, Multicultural Education

UNIT VI : Social Change and Education : Meaning of Social Change : Factors affecting social Change, Process of Social Change, Role of Education in Social Change ; Restraints of Social Change in India (Caste, ethnicity, class, language, religion, regionalism).

B3 : Psychology of Education

Marks : 20

UNIT I : Pavlov's Classical conditioning : Types of Classical conditioning and Educational Implications, Skinner's Operant Conditioning : Operant Experiment, Extinction, Spontaneous Recovery, Generalization and Discrimination, Educational Implication.

UNIT II : Gagne's Hierarchy of Learning and its Educational Implications. Thorndike's Trial and Error Learning Experiment. Laws of Learning and Educational Implications.

UNIT III : Transfer of Learning, Concept, Types and theories, Insightful Learning : Experiment by Kepler and Educational Implications.

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UNIT IV : Personality Theories : Types Theories; Galen Kretchmer, Sheldon, Spranger Trait theories, Theories of Allport, Cattell, Eysenck and the their Educational Implications Assessment of Personality, Questionnaire, Inventories and Projective Techniques.

UNIT V : Mental Health and Hygiene, Process of Adjustment, School Adjustment, Conflicts and Defence. Mechanism, Mental Hygiene and Educational Implications.

UNIT VI : Tohmen's Sign Theory of Learning : Concept of Sign Learning, Variables, Six types of Learning, Educational implications, Hull's Need Reduction Theory, Basic postulates of Need reduction theory of Learning.

UNIT VII : Theories of Intelligence : Guilfords old and new Model Gardner's Theory of Multiple Intelligence, Strenberg's Triarchie Theory of Intelligence, Cattell's Theory of intelligence, Educational implications.

UNIT VIII : Cognitive Development : Concept, Piagetian Theory of Cognitive Development Sensori-motor, Pre-Operational, Concrete- Operational and formal-Operational stages and Educational Implications, Lewin's Theory of Learning and its Educational implications.

UNIT IX : Special Children : Identification, Characteristics and Implication of Education of Gifted, Mentally, Challenged, Creative and Learning Disable children, orthopedically Challenged, delinquent and attention Deficit Hyperactive Children.

Reference :

1. Corey, S.M. (1953), Action Research to Improve School Practice, New York : Bureau of Publication, Columbia University.
2. Garrett, H.E. (1969) , Statistics in Psychology and Education, Bombay : Vakils Feefer and Simons, Ltd.
3. Aggarwal, J.C. (1975), Educational Research : An Introduction, New Delhi : Arya Book Depot.
4. Best, J. W. and Kahn, J.V. (2002), Research in Education, (7th Ed.) New Delhi : Prentice Hall Pvt. Ltd.
5. Parekh Priyanshi (2021) Psychology and Education of Exceptional Children, Priyanshi-Ara, Publication, Prayagraj-Ujjain.

Deekh

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Prakash
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Pradhar
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AP Pandey
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