



## RAM KRISHNA DHARMARTH FOUNDATION UNIVERSITY, BHOPAL

### Ph.D. Entrance Exam

### Subject: Education

### Syllabus

#### **Philosophical foundation of Education**

Relationship of Education and Philosophy

Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Indian Schools of Philosophy (Sankhya, Vedanta, Yoga, Nyaya Traditions) with special reference to the concept of knowledge, reality and values and their educational implications.

Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

National values as enshrined in the Indian Constitution, and their educational implications.

Philosophical Inquiry in Education: Nature and Scope, Steps, Philosophical inquiry of current educational issues.

#### **Sociological Foundations of Education**

Relationship of Sociology and Education

Meaning and nature of Educational sociology and Sociology of education

Education- as a social sub-system-specific characteristics

Education and the home

Education and the community with special reference to Indian society

Education and modernization

Education politics

Education and religion

Education and culture

Education and democracy

Socialization of the child

Meaning and nature of social change

Education as related to social stratification and social mobility

Education as related to social equity and equality of educational opportunities

Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism)

Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

#### **Psychological Foundation of Education**

1 Relationship of Education and Psychology

- 2 Process of Growth and development
  - Different stages of development Infancy, childhood, Adolescent, Adult and old age.
  - Different aspects of development- Physical, Social, emotional and Cognitive.
  - Piaget's Cognitive development theory
  - Erickson's Socio-Emotional development theory
- 3 Individual differences
  - Concept & Types of Individual differences.
  - Areas of individual differences: Intelligence- Concept –types theories and measurement, Aptitude-concept features and measurement, Interest-concept, features and measurement, Creativity-concept, features and measurement, Personality-type and Trait theory and measurement, Attitude –concept, features and measurement, Adjustment-concept measurement and defense mechanisms.
- 4 Learning: Theories of Learning: Thorndike's connectionism, Pavlov's classical and Skinner's Operant conditioning, Gestalt theory of Learning, Hull's reinforcement theory, Social Cognitive Theory
  - Factors influencing learning
  - Transfer of learning and its theories
- 5 Motivation
  - Concept, determinants and types
  - Maslow's need theory, MC Cuelend's n-ach motivation theory
- 6 Group Dynamics: Meaning of Group, Features of class group, Role of Teacher in developing positive class room climate.

### **Methodology of Educational Research**

Nature and scope of Education Research, Meaning and Nature, Need and Purpose, Scientific Inquiry and Theory Development-some emerging trends in research F Fundamental-Applied and Action Research

Fomulation of Research Problem, Criteria and sources for identifying the problem, Delineating and Operationalizing variables, Developing assumptions and hypothesis in various types of research

Collection of Data, Concept of population and sample, Various methods of sampling, Characteristics of a good sample, Tool and Techniques, Characteristics of a good research tool, Types of research tools and techniques and their uses, Questionnaire-Interviews- Observations, Tests and scales, projective and sociometric techniques

Major Approaches to Research, Positivistic and Phenomenological, Descriptive research, Ex-post facto Research, Laboratory Experiment, Field Experiment, Field Studies, Historical Research

Analysis of Data (Quantitative and Qualitative)

Descriptive (data analysis Tabulation of Data, Graphical Representation, Measures of Central Tendency, Deviation and relative position) and inferential Statistics. The null hypothesis, test of significance, types of error, one-tailed and two tailed tests. The *t*-test, The F-test (ANOVA), Non-parametric tests (chi-square test, Mann-Witney's U-test), Rank Difference, Product moment & Partial correlations, Content Analysis, Trend Analysis, Secondary data analysis, Use of Computer in data analysis, Research Report writing

## **Educational Technology**

Meaning and Scope of Educational Technology

- educational technology as systems approach to education
- systems approach in educational technology and its characteristics
- components of educational technology, software, hardware

Multi-media approach in Educational Technology, Modelities of Teaching–difference between teaching and instruction, conditioning and training. Stages of teaching-pre-active, interactive and post-active. Teaching at different levels-memory, understanding and reflective, Modification of teaching behaviour: Microteaching, Flander’s Interaction Analysis, simulation

Programmed Instruction (Origin, types, liner and branching, development of programmed instruction material-linear/branching model. Computer assisted instruction

Models of Teaching: Concept, different families of teaching models

Designing Instructional system

- formulation of instructional objectives, task analysis, designing of instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars and tutorials.

Communication Process: Concept of communication, Principles, Modes and Barriers of communication, Classroom communication (interaction verbal and non-verbal)

Distance Education: Concept, Different contemporary systems, viz., Correspondance, Distance and open; Student support services; Evaluation Strategies in Distance Education: Councselling Methods in Distance Education.

Development of Evaluation Tools-Norm-referenced and criterion-referenced tests.

## **Educational Guidance and Counselling**

- Concept, Principles, need and objectives of Guidance and Counselling
- Types of Guidance and Counselling, - Educational – Vocational - Personals
- Guidance Services- Individual, Information, Counselling, Placement & follow-up
- Organisation of Guidance Services at different levels of Education
- Guidance Activities- updating Bulletin Board, Career day celebration. Information corner, career talk and conferences.
- Problems & Researches of Guidance in India.
- Tools and Techniques of Assessment in Guidance and Counselling, records, scales, Non-standardized Techniques, Standardized and Projective Tests.
- Approaches of Councselling: Person centered, Cognitive Behavioural & Psycho dynamic.
- Values and Ethics in Counselling practise
- Concept & need of Individual & Group Counselling.
- Conditions for counseling relationship
- Counselling process & Counselling-interview
- Limitation of Individual and Group Counselling.

## Teacher Education

- 1 Development of Teacher Education: a historical view
  - Pre-independence- Ancient period, medieval period and British period.
  - Post-independence: Before education policy 1968, Before education policy 1986, Before and after NCTE establishment.
- 2 Objectives and organisation of curriculum of teacher education at-
  - elementary level, secondary level, college level
- 3 Types of teacher education programmes and agencies:
  - Inservice teacher education-DIETs, CTEs, IASE, ASCs, CCRT, NCERT and OUs,
  - Preservice teacher education-meaning and purpose
  - Inputs and Evaluation procedure in preservice T.E. programme i.e. theoretical and practical, adequacy and effectiveness with respect to field requirement
  - Various types of Administrative structure in TE- State level, University level, College level
  - Expectations of T.E. Programme with reference to teacher, learner, Institution and Society.
  - Distance education and teacher education- Main criticism & achievement.
- 4 NCTE- Purpose, expectations and functions
  - Teaching Practices in Teacher Education Programme: Micro-Teaching, Block Teaching, MPT (Management of Practice teaching)
  - Emerging role of media in Teacher Education- importance of media, kinds of media and media resource centre
  - Researches in Teacher Education: major areas of researches; present scenario of researches in Teacher Education.
  - Significant issues in Teacher Education Programme: Professional ethics, Quality assurance in Teacher Education programme

-Theory- Practice Nexus

-Co-coordinating the variety of programmes at different levels.