



MAHARSHI DAYANAND UNIVERSITY ROHTAK

(A State University established under Haryana Act No. XXV of 1975)

‘A’ Grade University Accredited by NAAC

SYLLABUS FOR ENTRANCE EXAMINATION FOR M.PHIL./Ph.D. Course Work/ Ph.D. Programme (EDUCATION)

1. Philosophical Foundation of Education

Relationship of Education and Philosophy

Western Schools of Philosophy:

Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxim 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, Buddhism, Jainism, Islamic 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

Modern concept of Philosophy: Analysis—Logical analysis, Logical empiricism and Positive relativism---(Morris L. Prigge)

2. 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 and 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

3. Psychological Foundations of Education

Relationship of Education and Psychology

Process of Growth and Development

--- Physical, social, emotional and intellectual

--- Development of concept formation, logical reasoning, problem solving and creative thinking; language development

--- Individual differences – determinants; role of heredity and environment; implications of individual differences for organising educational programmes

Intelligence --- its theories and measurement

Learning and Motivation

Theories of learning – Thorndike is connectionism; Pavlov's classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement

theory and Tolman's theory of learning; Lewin's Field theory

--- Gagne's hierarchy of learning

--- Factors influencing learning

--- Learning and motivation

--- Transfer of learning and its theories

Psychology and education of exceptional children—creative, gifted, backward, learning disabilities and mentally retarded

Personality—type and trait theories—measurement of personality

Mental health and hygiene—process of adjustment, conflicts and defence mechanism, mental hygiene and mental health. Sex Education

4. Methodology of Educational Research

Nature and Scope of Educational Research

Meaning and Nature

Need and Purpose

Scientific Inquiry and Theory Development—some emerging trends in research

Fundamental—Applied and Action Research

Formulation 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

Tools 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

Descriptive Research

Ex-post facto Research

Laboratory Experiment

Field Experiment

Field Studies

Historical Research

Analysis of Data

Descriptive and Inferential Statistics, The null hypothesis, test of significance, types of error, one-tailed and two-tailed tests

The *t*-test

The *F*-test (one-way and ANOVA)

Non-parametric tests (Chi-square test)

Biserial, point-biserial, tetra choric and phi-coefficient of correlation

Partial and multiple correlations

5. Western Schools of Philosophy :

Idealism, Realism, Naturalism, Pragmatism, Existentialism; 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 (Vedanta, Buddhism, Jainism Islamic traditions) with special reference to the concepts of knowledge, reality and values and their educational implications

Contributions of Indian Thinkers, like Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking

6. Social Change and Deprived section of Society

Meaning and nature, Education and Social change, constraints on social change (caste, ethnicity, class, language, religion, population and regionalism)

Education as related to social equity and equality of educational opportunities

Education of socially and economically disadvantaged section of society with special reference to scheduled castes and scheduled tribes, women and rural populations

7. Growth and Development

--- physical, social, emotional and intellectual

--- development of concept formation, logical reasoning, problem-solving and creative thinking language development

Individual differences—determinants—role of heredity and environment. Implications of individual differences for organising educational programmes

8. Intelligence—its Theories and Measurement

Learning and Motivation :

--- Theories of learning : Thorndike's conditions, Pavlov's classical and Skinner's operant conditioning: learning by insight, Hull's reinforcement theory and Tolman's theory of learning.

--- Gagne's hierarchy of learning

--- Factors influencing learning

--- Learning and motivation

--- Transfer of learning and its theories

9. Personality

Personality—type and trait theories—measurement of personality

Mental health and hygiene

Process of adjustment, conflicts and defence mechanism, mental hygiene

10. Guidance and Counselling

Concept and principles of guidance and counselling, types of guidance and counselling

Tools and Techniques of Guidance—records, scales and tests, techniques, interview

Organizing Guidance services at different levels of education, occupational information, kinds of services, like information, testing, counselling and follow-up

11. Sample

Sample : Concept of population and sample, various methods of sampling.

Hypotheses : Concept, difference with assumptions, source, various types of hypothesis

Tools : Questionnaire, observation and interview as tools of data collection, tests and scales

12. Research Methods

Descriptive Research, Ex-post facto Research, Survey Research, Historical Research

Experimental Research : Designs of experimental research, characteristics, Internal and external validity in experimental research

Qualitative Research : Phenomenological research Ethnomethodical and Naturalistic inquiry

13. Comparative Education

Universalization of elementary education in India

Vocationalization of education in USA and India

Educational administration in USA, UK (Britain and Ireland) and India

Distance education and continuing education in Australia, UK and India

14. Curriculum

--- different models

--- administrative

--- grass root

--- demonstration

--- system analysis

Curriculum Evaluation

--- formative

--- summative

--- interpretation of evaluation results

