



SCHOOL OF EDUCATION
BABA GHULAM SHAH BADSHAH UNIVERSITY
RAJOURI 185234 (J&K), INDIA

**Syllabus and Sample Questions of Entrance Test for Admission
to Ph.D. Programme in Education – (2023)**

Unit I: Philosophical Perspectives of Education

- i. Concept and Significance of Philosophy, Functions of Philosophy. Concept of Education. Relationship between Education and Philosophy.
- ii. Western Schools of Philosophy-Idealism, Pragmatism, Realism and Existentialism
- iii. Indian Schools of Philosophy – Orthodox and Heterodox
- iv. Contribution of Educational Thinkers- Swami Vivekananda, M.K. Gandhi, Aurobindo Ghosh, R.N. Tagore, John Dewey and Jacques Rousseau

Unit II: Sociological Perspectives of Education

- i. Sociological Perspectives: Functionalism, Conflict Theory and Interactionism
- ii. Educational Sociology & Sociology of Education–Relationship & Distinction
- iii. Concept of Social Change, Constraints of Social Change (caste, ethnicity, class, language, religion and regionalism). Theories of Social Change
- iv. Education as related to Social Equity and Equality of Educational Opportunities. Education of Socially and Economically Disadvantaged Sections of Society with Special Reference to Scheduled Castes and Scheduled Tribes, Women.

Unit III: Psychological Perspectives of Education

- i. Major Schools of Psychology – Behaviorism, Gestalt Psychology and Psychoanalysis.
- ii. Concept of Learning, Theories of Learning- Operant Conditioning, Gagne's Hierarchical Theory, Drive Reduction Theory, Classical Conditioning, Mastery Learning Theory.
- iii. Concept of Personality, Theories of Personality-Allport, Freud, Erickson, Cattell; Assessment of Personality-Subjective, Objective and Projective Techniques; Adjustment Mechanisms.
- iv. Concept of Intelligence, Theories of Intelligence- Group Factor Theory, Two Factor Theory, Multi Factor Theory and SOI Model, Measurement of Intelligence

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Unit IV:**Concept and Major Approaches of Educational Research**

- i. Educational Research: Nature, Scope, Need & significance; Steps involved in Educational Research; Levels of Educational Research: Fundamental, Applied and Action Research; Qualitative and Quantitative Research.
- ii. Descriptive Research: Meaning, Significance, Steps and Types (Surveys, Case Study, Developmental & Co-relational Studies).
- iii. Experimental Research: Concept and Principles, Need, Steps, Validity- Internal & External, Variables and Experimental Designs.
- iv. Historical Research: Nature, Meaning, Sources and Steps; Criticism and Interpretation of Data.

Unit V:**Research Problem and Hypothesis**

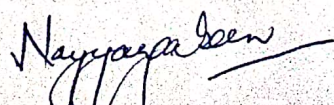
- i. Criteria and Sources for Identifying the Research Problem.
- ii. Operational Definitions and Evaluation of Research Problem.
- iii. Characteristics, Sources, Types and Formulation of Hypothesis.
- iv. Concept of Null Hypothesis, its testing and understanding of Levels of Confidence, tests of significance (one tailed and two tailed), type-I & type-II errors.

Unit VI:**Sampling & Tools**

- i. Concept of Population and Sample (Sampling Unit, Sampling Frame, Sample Size, Sampling Error, Characteristics of a good Sample).
- ii. Probability Sampling: Concept, Types (Simple Random, Systematic, Cluster, Multistage and Stratified Sampling).
- iii. Non-Probability Sampling: Concept, Types (Purposive, Quota, Incidental and Snowball Sampling).
- iv. Tools of Educational Research: Meaning, Types, Characteristics, Steps & Uses of the following tools: Questionnaire, Interview, Observation, Rating Scale, and Attitude Scale.

Unit VII:**Statistics in Education and Psychology**

- i. Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation; Measures of Relative Position: Percentiles and Percentile Ranks; Graphic Methods- Line Graph, Bar Diagram, Histogram, Pie Chart, Ogive their applications & uses.
- ii. Concept, Characteristics and Properties of Normal Probability Curve; Applications of Normal Probability Curve. Standard scores, Z-scores. Measuring Divergence from Normality- Skewness and Kurtosis.
- iii. Meaning of Correlation, Coefficient of Correlation, Uses of Correlation; Calculation of Co-efficient of Correlation by Pearson's Product Moment Method for Grouped and Ungrouped Data, Rank Order Method; Biserial, Point



- Biserial, Partial & Multiple Correlation: Meaning, assumptions, Computation and Uses.
- iv. Parametric Tests: t-test and Analysis of Variance; Non-Parametric Tests: Chi-Square & Median Test.

Unit VIII: Measurement and Evaluation


- i. Concept of Measurement and Evaluation. Scales of Measurement
- ii. Norm referenced and Criterion Referenced Tests; Types of Classroom Tests- Essay Type and Objective Type Tests.
- iii. Validity – Types and Methods of Estimation; Reliability –Types and Methods of Estimation.
- iv. Limitations of the Present System of Examination; New trends in Examination Reforms: CCE, Grading System, Open Book Examination, Choice Based Credit System.

Unit IX: Teacher Education

- i. Concept, Need and Importance of Teacher Education. Objectives of Teacher Education at Elementary, Secondary and Higher Levels.
- ii. Recommendation of Teacher Education by National Commission on Teachers 1983-85, National Policy on Education 1986 & NCFTE (2009)
- iii. Agencies of Teacher Education-NCTE, ASC, NUEPA, DIET. Justice Verma Committee Report on Teacher Education.
- iv. Concept and Characteristics of Teacher Effectiveness (Cognitive and affective correlates of effective teacher: Intelligence, Skills, Personality, Values and Attitudes).

Unit X: Problems and Issues in Indian Education

- i. Universalization of Elementary Education. Right of Children to Free and Compulsory Education (RTE) Act 2009, National Curriculum Framework for School Education 2005 (NCERT), Sarva Shiksha Abhiyaan.
- ii. Secondary Education: Programmes and Policies- Secondary Education Commission 1952-53, Kothari Commission 1964-66, NPE 1986 and POA 1992, Rashtriya Madhyamic Shiksha Abhiyan.
- iii. Higher Education: Meaning, Aims and Functions of Higher Education, Quality Control in Higher Education; Major Problems in University Education, Role of UGC and NAAC. Rashtriya Uchchatar Shiksha Abhiyan (RUSA)
- iv. Inclusive Education: Concept, Nature, Objectives. Exceptional Children: Gifted, Mentally Retarded, Visually Impaired and Hearing Impaired: Concept, Identification, Classification and Educational Provisions.

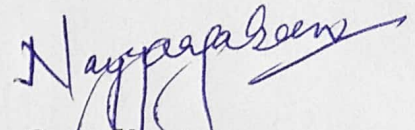

Coordinator
Department of Education

Sample Questions

1. Which one of the following educational systems supports scientific progress?
 - a) Idealistic education
 - b) Realistic education
 - c) Naturalistic education
 - d) All of the above
2. What does social change mean?
 - a) Social Mobility
 - b) Change in Education System
 - c) Change in Government
 - d) Social Progress
3. Defense mechanisms are used by a normal person.
 - a) Consciously in his/her support.
 - b) Unconsciously for adjustment
 - c) Consciously to defer the problem.
 - d) Unconsciously to create embarrassment
4. Which of the following is least important for any action research?
 - a) Quantitative data collection
 - b) Qualitative content analysis
 - c) Triangulation
 - d) Reflection
5. The hypothesis in research is usually formulated on the basis of
 - a) Setting up relationship between two or more than two variables.
 - b) Identification of variables and their nature.
 - c) Reading research articles.
 - d) Holding conversations with senior researchers.
6. A researcher is interested in studying the flood victims. Which one of the following is a suitable sample selection method?
 - a) Random Sampling
 - b) Stratified Sampling
 - c) Systematic Sampling
 - d) Purposive Sampling
7. Which of the following is indicative of the weakest correlation between two variables?
 - a) 0.92
 - b) 0.15
 - c) 0.40
 - d) $-.50$
8. What type of validity is least precisely quantifiable?
 - a) Content validity
 - b) Concurrent validity
 - c) Construct validity

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- d) Predictive validity
9. Teacher Education in India is governed by:
- a) NCTE
 - b) NCERT
 - c) UGC
 - d) NUEPA
10. Which of the following Article of Indian Constitution lays down that education of Children aged 6-14 years is a Fundamental Right?
- a) Article 51 (A)
 - b) Article 45
 - c) Article 21 (A)
 - d) Article 42



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