

**PH.D. CET EXAMINATION SYLLABUS– 2018-19**  
**EDUCATION**

**Course-I Research Methodology**

**Education Research – Meaning and Scope;** Educational Research – Characteristics; Problems in Educational Research; Educational Research – Approaches; Variables in Educational Research; Research Problem- Identification of Research Problem, Format of Research Problem, Hypothesis in Educational Research, Defining the scope of Research study.

**Areas of Educational Research and Review of Related Literature;** Content of Education – Processes of Education, Instruction, Learning and Evaluation, Administration and Management, Priority areas of Educational Research, Importance of Review of Related Literature, Sources of Related Literature – Primary, Secondary and others, Documentation of Related Literature.

**Methods of Research;** Historical Research, Philosophical Research, Survey- Descriptive, Normative and Analytical, Experimental and main Experimental Research – Internal and External validity of results in experimental research, descriptive (Survey, Causal, Comparative, Correlational programme Evaluation) Qualitative Methods.

**Sampling and Tools/Techniques of data Collection;** Population, Sampling – Representations and Biased Sample, Random Sampling Techniques- Sample, Systematic, Stratified, Cluster Sampling & Multi-Stage Sampling, Non-Random Sampling, Techniques Convenience Sampling Proportionate Sampling, Quota Sampling and Snow-ball Sampling, Sampling in Qualitative Research, Characteristics of a Good Measuring Instrument, Tools, Techniques of Data collection, Characteristics of Good Research Tools, Tests Inventions and Scales – Types Construction and Uses, Questionnaires, Interview- Types and Characteristics, Guidance for Conducting Interviews, Observation- Rating Scale Types, Check List, Schedules, Focus Group Discussion.

**Analysis of data I;** Types of Scales – Nominal, Ordinal, Interval and Ratio, data levels individual and group; Descriptive and Comparison of Groups

Measures of Central Tendency & Variation; Dispersion, Characteristics and Uses; Normal Distribution (NPC)- Characteristics; Deviation from Normality and Underline Causes; Correlation – Types (Spearman, Pearson, Biserial, Pointbiserial, Tetrachoric, Partial and Multiple) Regression Analysis.

**Unit VI: Analysis of Data II;** Testing of Hypotheses; Levels of Significance, Types of Errors, Sampling Distribution, Sampling Error, Stand Error; Parametric Tests- t, F test, ANOVA – concepts, assumption and uses; Non-Parametric tests – Chi-square, Sign test, Median test; Analysis of Qualitative data-Content Analysis, transcription.

## Course-II Cognate Subject

**Philosophy and Sociology of Education;** Meaning and Scope of Philosophical Inquiry in Education; Relationship between Education and Philosophy; Conceptual Analysis in education – analysis of the concept of Role of Methodology Education; Epistemological Bases of Education – Logical relationship between Objectives, Knowledge and Methods of Teaching; Value Education – Need and Different Approaches; Education as a Social System; Socialization, Culture and Personality; Education and social change, democracy and economic order; Education and Modernization; role of Educational technology; Education and community with special reference to Indian Society.

**Educational Psychology, Intelligence and Personality;** Growth and Development – Principles, determining factors – different dimensions; contributions of Piaget, Bruner, Ericson, Kohlberg, Chomsky; Learning types – Concepts and Principles, Relation to major Theories of Learning; Major concepts, Principles and Factors in group Dynamics, Motivation, Remembering and Forgetting as related to learning Process; Theories of Intelligence, Types of Intelligence Tests; Emotional Intelligence, Multiple Intelligence, Creativity; Personality and Mental Health – Concepts, Major Theories of Personality; Personality assessment; Adjustment and mental Health.

**Curriculum – Principles and Planning;** Nature of Curriculum - Meaning of Curriculum, Dimensions of Curriculum, Nature of Curriculum in India – A Historical Perspective; Foundations of Curriculum – Philosophical Foundations, Psychological Foundations, Sociological Foundations, Approaches to Curriculum Planning – Traditional and Modern, Styles of Curriculum Theorizing; Patterns of Curriculum – Subject Centred Curriculum, Experience (Activity) Centered Curriculum, Core Curriculum.

**Teaching and Evaluation;** Concept of Teaching – Concept of Teaching, Teaching and Learning, Approaches to Analysis of Teaching; Basic Concepts of Evaluation, Meaning and Need for Evaluation, Educational Measurement, Scales of Measurement, Principles and Functions of Evaluation, Models of Evaluation.

**Educational Planning, Management and Leadership in Education;** Concepts, Need and Importance of Educational Planning and Procedures; Concepts and Definitions of Leader and Leadership, Different Conceptions of Leaders, Characteristics of Leaders, Functions of Leaders, Theories of Leadership in Education.

**Teacher Education;** Objectives of Teacher Education at Different Levels – Primary, Secondary and Tertiary; Pre-Service and In-Service Teacher Education (Need and objectives); Teacher Competencies – Communication, Organization, Instruction and Evaluation; National Curriculum Framework for Teacher Education; Recent Trends in Teacher Education; Issues and challenges in teacher education – Quality Assurance in Teacher Education, Recent Trends in Teacher Education; 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.