

# SYLLABUS

For

Entrance Test for  
Admission to M.Phil/Ph.D  
Programme In Education  
(w.e.f. June, 2016)



**FACULTY OF EDUCATION**  
**University of Kashmir**  
(NAAC Accredited 'A' Grade University)  
Hazratbal, Srinagar (Jammu & Kashmir)-190006

## Scheme of Courses Structure & Weightage

		<b><u>Subjective Part</u></b>	<b><u>Objective Part</u></b>
<b>Paper I</b>	Philosophical Foundations of Education	10	06
<b>Paper II</b>	Sociological Foundations of Education	10	06
<b>Paper III</b>	Psychological Foundations of Education	10	06
<b>Paper IV</b>	Methodology of Educational Research	10	06
<b>Paper V</b>	Special Course	<u>10</u>	<u>06</u>
		<b>40</b>	<b>30</b>

**Note:** In subjective part, a candidate shall have to attempt four out of six questions.

**Paper – I      Philosophical Foundations of Education**

Unit I      **Philosophy of Education**

- i)      Meaning & Scope of Philosophy
- ii)     Meaning & Scope of Education
- iii)    Relationship of Education & Philosophy

Unit II      **Function's of Philosophy**

- i)      Normative
- ii)     Speculative
- iii)    Critical

Unit III     **Western Schools of Philosophy**

- i)      Idealism
- ii)     Pragmatism
- iii)    Existentialism

Special reference to concepts of Knowledge, reality and values, their Educational Implications for Aims, Contents and Methods of Education.

Unit IV     **Philosophy of Education as Reflected in**

- i)      Plato's 'Republic'
- ii)     Aristotle's 'Politics'
- iii)    Dewey's 'Democracy and Education'

Unit V      **Fundamental Philosophical Issues**

- i)      Epistemological Issues.
- ii)     Ontological Issues.
- iii)    Axiological Issues.

Unit VI     **Radical Thought in Education**

- i)      Radicalism – Concept & Meaning
- ii)     Paulo Freire – Conscientization
- iii)    Ivan Illich – De-schooling Society

Unit VII      **Indian Schools of Philosophy**

- i)      Hinduism
- ii)     Buddhism
- iii)    Islamic Traditions

- With special reference to their educational implications

Unit VIII     **Educational thought in India**

- i)      Swami Vivekenanda
- ii)     R. N. Tagore
- iii)    Maulana Abul Kalam Azad

**Paper – II      Sociological Foundations of Education-I**

Unit I      **Education and Sociology**

- i)      Concept of Education and Sociology
- ii)     Relationship of Sociology and Education
- iii)    Difference between Educational Sociology and Sociology of Education

Unit II      **Sociological Perspectives of Education**

- i)      Functionalism    ii)      Conflict Theory      iii)      Interactionism
- a) with special reference to Durkheim, Karl Marx and C. H. Cooley & Mend
- b) The implications for Education

Unit III     **Education and Social System**

- i)      Concept of Social System
- ii)     Education as a Subsystem – Relationship of Education with Kinship, Polity and Religion.
- iii)    Education as a process of Socialization.

Unit IV     **Education and Social Stratification**

Education as related to:

- i)      Social Stratification and Social Mobility.
- ii)     Social Equity and Equality of Educational Opportunity.
- iii)    Education of the Socially and Economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

Unit V      **Education and Culture**

- i)      Culture: Meaning & Concept
- ii)     Characteristics & Dimensions of Culture
- iii)    Role of Education in Culture

Unit VI     **Education and Social Change**

- i)      Social Change – Concept & Theories (Evolutionary Stage & Cyclical two theories each).
- ii)     Education and Social Change
- iii)    Constraints on social change in India (Caste, Ethnicity, Class, Language, Religion, Region).

Unit VII      **Education and Social Processes**

- i)      Education & Modernization
- ii)     Education & Urbanization
- iii)    Education & Globalization

Unit VIII     **Group Dynamics and Education**

- i)      Group Dynamics – Meaning & Origin
- ii)     Group Cohesiveness & Group Division – Concept & factors.
- iii)    Educational implications of group Dynamics.

**Paper – III Psychological Foundations of Education-I**

Unit I **Schools of Psychology**

- i) Behaviourism.
- ii) Psychoanalysis.
- iii) Gestalt Psychology.

- Their basic tenets & educational implications.

Unit II **Intelligence & Motivation**

- i) Concept of intelligence
- ii) Guilford's structure of intellect
- iii) Concept of motivation & Maslow's Theory.

Unit III **Growth & Development**

- i) Infancy
- ii) Childhood
- iii) Adolescence

- Physical, social, emotional and intellectual development of all the above three stages with educational implications.

Unit IV **Personality**

- i) Concept Biological & Environmental Determinants.
- ii) Trait Factor Theory of Cattell.
- iii) Psychoanalytic Theory of Freud.

Unit V **Personality Assessment**

- i) Subjective Models – Case study & Interview.
- ii) Objective Models –, 16PF & MMPI.
- iii) Projective Models – Rorshach Ink. Blot Test (RIB), Thematic Apperception Test (TAT)

Unit VI **Theories of Development**

- i) Piaget's Theory of Cognitive Development
- ii) Erickson's Theory of Psycho-social Development
- iii) Kohlberg's theory of moral Development

Unit VII      **Exceptional Children**

- i)      Gifted
- ii)     Delinquents.
- iii)    Mentally Retarded.

Unit VIII     **Learning & its Theories**

- i)      Meaning & Concept
- ii)     Operant Conditioning
- iii)    Gagne's Hierarchy
- iv)     Hull's Theory



## **Paper – IV Methodology of Educational Research**

### Unit I **Educational Research**

- i) Meaning, Need & Importance
- ii) Levels – Theoretical, Applied and Action
- iii) Major Steps of Educational Research

### Unit II **Problems identification & Hypothesis formulation**

- i) Research Problem and its Identification
- ii) Delineating and Operationalisation of Variables
- iii) Hypothesis – Formulation, Characteristics & Types.

### Unit III **Sampling**

- i) Population and Sample
- ii) Probability Sampling: Simple Random, Cluster, Stratified and Multi Stage.
- iii) Non-probability Sampling: Quota, Judgment and Purposive

### Unit IV **Techniques of data collection**

- i) Observation; Rating Scale
- ii) Questionnaire; Interview
- iii) Psychological Tests & Inventers – An overview

### Unit V: **Methods of Educational Research – I**

- i) Historical
  - Nature
  - Identification of Sources
  - Historical Criticism
- ii) Philosophical
  - Nature
  - Procedure

Unit VI      **Methods of Education Research – II**

- i) Descriptive, Ex-Postfacto
  - Nature
  - Various Techniques
- ii) Experimental
  - Nature
  - Variable & its types
  - Procedure
  - Exptt. Designs (three only)

Unit VII      **Quantitative Analysis**

- i) Concept & Uses of Central tendency & Variability
- ii) Correlation: Concept and Uses
- iii) 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 VIII      **Application of Statistics in Research**

- i) The meaning and importance properties of the normal distribution
- ii) Measuring divergence from normality – skewness and kurtosis
- iii) Applications of the normal probability curve.
  - a) Raw scores into standard scales
  - b) Cases falling above & below method
  - c) % of cases between given %age

**Paper – V      Special Course**

**Unit I      Education in Ancient & Medieval India**

- i)      Vedic Education.
- ii)     Brahmanic Education.
- iii)    Buddhist & Muslim Education.

(Detailed description of the basic tenets, aims methods of teaching concept of discipline and role of teacher. Important educational centres of **Vedic, Brahmanic, Buddhist & Muslim Education**).

**Unit II      Current Trends in Indian Education**

- i)      Life Long Learning-Adult and Continuing Education, Extension Educaiton & Non-formal Education.
- ii)     SSA
- iii)    Population Education & Women’s Education
- iv)    Value Education & Environmental Education.
- v)     Distance & Open Learning

**Unit III     Teacher Education – A retrospect**

- i)      Historical backgroud of teacher education in India
- ii)     Recommendations of various committees and commissions – Kotheri Commission (1964-66) – Chattopadhayay Commission (1983-85), National Policy on Education (1986-1992).
- iii)    Historical development of teacher education in Jammu and Kashmir State.

**Unit IV     Teacher effectiveness**

- i)      Concept
- i)      Identification Cognitive and affective correlates of effective teacher intelligence, personality, values and attitudes.
- iii)    Role of the following Institutions :
- a)      NCERT              b)      NCTE    c)      NUEPA              d) UGC/ASC.
- iv)    Quality assurance in Teacher Education-Role of NAAC

- Unit V            **Taxonomy of Educational Objectives.**
- i)        Bloom’s Taxonomy of instructional objectives:
    - Cognitive, Affective & Psychomotor domains
  - ii)       Formulation of Instructional Objectives (Mager’s)
  - iii)      Realization of Objectives in Behavioural Terms
- Unit VI           **Innovations in Teaching**
- i)        Microteaching – Meaning, Characteristics, Microteaching Cycle, Major Skills,
  - ii)       Simulated teaching – Meaning, Characteristics.
  - iii)      Flanders Interaction Analysis Model – Description, Category System, Behavioural Ratios, Matrix.
- Unit VII          **Parametric and Non-parametric Statistics**
- i)        Parametric:
    - a)       Meaning and advantages
    - b)       Critical ratio & t – Test (for correlated and un-correlated means)
    - c)       ANOVA-one way
  - ii)       Non Parametric:
    - a)       Meaning and advantages
    - b)       Chi-Square & contingency tables
- Unit VIII        **Correlation**
- i)        Meaning of Correlation
  - ii)       Use of Correlation
  - iii)      Calculation of co-efficient of correlation
    - a)       Rank order and Tetrachoric
    - b)       Product movement coefficient of correlation (including scattergram)