

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Ph.D. Entrance Exam 2020
Syllabus for paper II

Subject – Education

Unit 1. Research & Statistics in Education

a) Educational Research - Scientific Thinking and Research, Concept and characteristics of Research in Education, Philosophical, Psychological and Sociological Orientation in Educational Research, Types of Educational Research - Fundamental, Applied and Action Research, Qualitative and Quantitative Research, Inter disciplinary Educational Research and its implications.

b) Methods of Educational Research-Historical, Descriptive - Survey, Expost facto, Field study, Experimental, Case Study, Developmental and Genetic, Ethnographic

c) Sampling-Population and Sample – Concept, sampling unit, sampling frame, sample size, representative and biased samples, Types of sampling.

d) Tools for Data Collection-Tests, inventories and scales: types, construction and uses identifying a tool using, reliability and validity information. Questionnaire and Interview: types, characteristics and applicability, guidelines, Observation use of the checklist and schedules, time sampling, field notes. role of researcher during focus group discussion, Interview

e) Statistics for Research - *Quantitative & Qualitative Data, Descriptive & Inferential Data, Primary & Secondary Data*, Data- Nominal, Ordinal, Interval and Ratio Scale, *Measures of Central Tendency, Measures of Variability, Measures of Relationship – Concepts of Correlation, concept of regression, regression equation, regression line and their uses, Normal Probability Curve*, Hypothesis - Meaning, types, Hypothesis Testing, Concept of parametric and Non parametric tests, sampling error, t-test f) Concept of Analysis of Variance, Chi-square. One Tailed and two Tailed Tests.

f) Research Problem, Research Proposal and Research Report

Unit 2 – Philosophy, Sociology and History of Education

a) Philosophy and Education - Philosophy - meaning, need, scope and functions, Philosophy of Education - meaning & scope, Metaphysics (related to Nature, Man & Society) and Education, Epistemology and Education: Knowledge and methods of acquiring knowledge with special reference to Dialectical Approach, Scientific Inquiry and Yoga.

e) Axiology and Education: Contribution of *Bhagawad-Gita. Jainism, Buddhism and Islam to value Education.*

b) Impact of Eastern and Western Schools of Philosophy on Education.

With special reference to Ontology, Epistemology and Axiology, Aims, curriculum, teaching-learning pedagogy, class/school Environment, assessment, role of teachers, discipline and value formation.

a) Eastern Schools of Philosophy.-Advait, Sankhya and Upanishadic, Jain, Buddhist, Islam.

b) Western schools of Philosophy-Reconstructionism, Perennialism & Essentialism, Existentialism, Marxism.

- c). **Educational Thinkers** - Swami Vivekananda, Ravindranath Tagore, Dr. B.R Ambedkar, Yogi Aurobindo, Mahatma Gandhi, Plato, Mahatma Phule and John Dewey.
- d) Concept and nature of sociology of Education, Social stratification and its factors (political, economical and cultural), Social organization – characteristics, Education theories – Emile Durkheim, Max Weber, Karl Mannheim, Meaning of culture, Role of Education in cultural context, Education and cultural changes.
- e) Equality and Equity in Education. Inequality in Indian social system. Gender and habitation. Education and Democracy, constitutional provision for education, Continuous education – Need, importance and objectives, Distance education – concept and programmes in India, Education for disadvantaged – Need and objectives.
- f) Education for oppressed – the views of Poulou Freire, De-schooling society – the views of Evan Elich, Education for Liberalization, Privatization and Globalization, Education for International understanding.
- g) **History of Education** - Committees and Commissions' contribution to Teacher Education – secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986, 1992), National Commission on Teachers (1999), National Curriculum Framework (2005), National Knowledge Commission (2007), Yashpal committee Report, National Curriculum Framework For Teacher Education (2009), Justice Verma committee Report (2012), National Education Policy (2019)

Unit III - Psychology of Learner, Learning Process and Evaluation

- a) **Educational Psychology** - meaning, scope and limitations, Methods of studying psychology.-- i. Introspection ii. Observation iii. Experimental, iv. Case Study, stages of development - infancy, childhood and adolescence- physical, mental, social and emotional development in these stages with special reference to the adolescence stage.
- b) **Personality & Mental Health**- Definition, meaning and nature, Traits theory of personality, *Allport traits theory, Cattells 16 PF theory, Eysencks traits theory, Dr. Sigmund Freud theory*, Self-concept: Meaning and nature-Concept of mental health, Causes of mal adjustment, Stress Management
- c) **Motivation, Learning and Higher Mental Processes**- Its types and Methods of producing motivation, Maslows hierarchy of needs, Learning : The process of learning, Thorndike's law of learning, learning by trial and error method, conditioning - i. Classical ii. Operant, .insight. Thinking : concept, types of thinking : i. Reasoning ii. Problem solving iii. Creativity.
- d) Nature and causes of Individual Difference, Meaning, Nature and Theories of Intelligence - *One factor theory, Two factors theory, Multi factory theory (P.M.A.), Guilford's structure (SI)*
- e) **Educational Evaluation** -Meaning and concept of Educational Measurement and Evaluation, principles and Types, Taxonomies of educational objectives, **Examination System**– , *Semester System, Question Bank, Open book exam, Continuous Internal Assessment, Moderation and revaluation, Online Examination Grading, Marking and Credit System, Grading, Marking and Credit System*
- f) Characteristics-Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, *standardization of the test, Norms –referenced and Criterion - referenced tests.*

g) Tools of measurement and evaluation- Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules, Intelligence test-Individual & group (verbal non-verbal and performance tests), Measurement of creativity; language creativity and science creativity, Personality tests; Personality inventories; check list; adjustment inventories, projective techniques; performance records, Achievement test, Interest inventories Kuder, Strong, Cambell, Aptitude scale Thurstone, Likert, i) Attitude tests: Differential Aptitude Tests C and GAT B general aptitude test

Unit IV - Teacher Education and Educational Technology

a) Teacher Education – Meaning, Nature, Scope & Importance, Social Context of Teacher Education, Competency Based Performance & Commitment Oriented Teacher Education, Quality Assurance, Role, Functions and Responsibilities of –1) UGC 2) NCTE 3) NCERT 4) SCERT 5) Open University 6) Human Resource Development Centre (Academic Staff Colleges)

b) Field Based Experiences - Training of Psychological laboratory experiences, Micro teaching, Practice Teaching, Internship - Nature, Importance, Work – Teaching, Lesson, Checking, Observation, Organization of other Pedagogical components of Teacher Education - CCM, Evaluation, SS, SUPW and Co-curricular Activities,

c) Professional Development of the Teacher- Teaching as Profession - Concept of Profession, Role, Attitude, Professional Ethics for Teachers, Values and Job Satisfaction, Changing Role of Teachers & Their Responsibilities, Teacher appraisal and accountability, issue and Challenges in Teacher Education

d) Educational Technology- Meaning, need, scope, significance, limitation and objectives of Educational Technology, Media Technology, Instructional Technology, Teaching Technology, Behavioral Technology, Cybernetics, Visual, Audio, Media and – Meaning and Importance .

e) Information and communication technology: concept need and importance, Meaning of telecommunication, Analog and digital signal, Modulation and its need, Communication satellite, ISDN (1 hr), Internet for Educational purposes

f) Concept and Meaning of Internet, Electronic Mail (e-mail): The Concept of e-mail, Advantages and Disadvantages of E-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail Services, Newsgroups, The Concept of Multimedia, Components of Multimedia, Use of Multimedia: in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases, Multimedia Tools (In brief): Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations Computer care - Virus, security and maintenance, Use of IT in Research: Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation and training.

Unit – V - Educational Administration, Planning and Inclusive Education

a) Concept of Educational administration, Development of modern concept of Educational administration: Taylorism, Administration of projects, Administration of bureaucracy, Human

Relations Approach To Administration, Challenges and Performance Appraisal of Educational Administration.

b) Meaning nature and principles of planning, Perspective planning concept, nature, scope and use of perspective planning in Education, concept nature and scope and importance of institutional Planning in education, Decision making in education concept, types and techniques of decision making in Education, Manpower planning-concept need and importance of manpower planning for human, Resource development.

c) Meaning, need, nature, importance, Functions and process of educational supervision, Academic supervision vs. Administrative supervision, Supervision of different levels of education, Planning and organizing of Supervisory programmes, Implementing supervisory programmes.

d) Difference between special education, integrated education and inclusive Education, Advantages of inclusive education for the individual and society, Current Laws and Policies supporting IE for children with diverse Needs

e) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs, Building inclusive learning friendly classrooms, overcoming barriers for Inclusion, Creating and sustaining inclusive practices.

f) Definition and characteristics of children with sensory (hearing, visual and Physically challenged) intellectual (gifted, talented and children mentally Challenged children), developmental disabilities (autism, cerebral palsy, learning Disabilities), social and emotional problems, scholastic backwardness, Underachievement, slow learners, children with special health problems, Environmental/ecological difficulties and children belonging to other marginal Groups, Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners, Concept and importance of human and material resources, Identifying the required resources for children with varied special needs, Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

g) Concept meaning and need for curriculum adaptations for children with sensory (Hearing, visual and physically challenged) intellectual (gifted, talented and Children mentally challenged children), developmental disabilities (autism, Cerebral palsy, learning disabilities), social and emotional problems, scholastic Backwardness, underachievement, slow learners, children with special health Problems, environmental/ecological difficulties and children belonging to other Marginal groups, Guidelines for adaptation for teaching/ practicing science, mathematics, social Studies, languages, physical education yoga, heritage arts theatre, drama in Inclusive settings, Utilization of records/ case profiles for identification, assessment, and Intervention for inclusive classrooms, Techniques and methods used for adaptation of content, laboratory skills and Play material

References:

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- 8) Fox, D. J., The Research Process in Education. (Holt).
- 9) Kual, Lokesh (1988). Methodology of Educational Research. New Delhi :Vikas Publishing House Pvt.
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- 11) Sukhia, Mehrotra & Mehrotra (1970). Elements of Educational Research : Allied Publishers Ltd.
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- 13) Tuckman, Bruce W., (1978). Conducting Educational Research. New York: Harcourt Barce Javanovich Ing.
- १४) पंडीत बसीबहारी (१९९५) 'शैक्षिक कृती संशोधन', पुणे : लता प्रकाशा.
- १५) मुळे रा.श व ज्माठे वि.तु. (१९७७) 'शैक्षिक संशोधनाची मूलतत्त्वे' ाड्डुपूर : महामहाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ २० देशपांडे प्रकाश आ.ि पाटोळे ए.के. (१९९४) 'संशोधन पद्धती' ँशवंतराव चव्हा. महाराष्ट्र मुOEत विद्यापीठ, ाशिक.
- १६) द्याखे अरविंद (२००६) 'शैक्षिक व ब्यOOवOAOOक्ष~वOक मारुंदशा आ.ि समुपदेशा', पुणे:क्ष~Oत्वOOatOO प्रकाशा २१.
- १७) मस्के डॉ.टी.ए. - शै. संख्याशास्त्र, पुणे. प्रज्ञा प्रकाशन.
- १८) भितांडे. डॉ.वि.रा. - शैक्षणिक संशोधन.
- १९) बापट डॉ.भा.गो. - मूल्यमापन आणि संख्याशास्त्र, पुणे. व्हिनस प्रकाशन.
- २०) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२०१५) संशोधन अहवाल लेखन, औरंगाबाद, मृण्मयी प्रकाशन.
- २१) म.राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ बालभारती - कृती संशोधन, सेनापती बापट मार्ग, पुणे.
- २२) कदम चा.प., शै. संख्याशास्त्र, पुणे. नुतन प्रकाशन.
- २३) उपासनी डॉ.ना.के. कुलकर्णी के.व्ही. सुबोध संख्याशास्त्र, पुणे, विद्या प्रकाशन.
- २४) शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२००७) शैक्षणिक मूल्यमापन व कृतिसंशोधन, औरंगाबाद, मृण्मयी प्रकाशन.

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- 35) भोसले शिवाजीराव (१९८४) 'मुंिणतज्ञाथा महामानवाची पु. ००४००८६[]०s श्री. अरविंद : जीवन व तत्त्वज्ञान' पु. : आमोल प्रकाशन

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- 38) विक्षित श्रीनिवास (१९७५) 'भारतस्य तत्त्वज्ञान' नाञ्जपूर सुविचार प्रकाशन मंडळ.
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- ४०) शेटकर गणेश, शेवतेकर शारदा, जोशी शोभना (२००२) भारतीय शिक्षणाचा इतिहास, मृण्मयी प्रकाशन, औरंगाबाद.
- ४१) शेटकर गणेश, जोशी शोभना, खडकीकर बंदिनी (२०१५) समकालीन भारतीय शिक्षण, मृण्मयी प्रकाशन, औरंगाबाद.

Unit III -Psychology of Learner, Learning Process and Evaluation

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26) उपासनी, जोशी, वझे मूल्यमापन तंत्र आणि मंत्र डा, नवा महाराष्ट्र पुणे ३०

27) मस्के टी.ए.,शैक्षणिक संख्याशास्त्र -प्रज्ञा प्रकाशन, संगमनेर.

28) शेटकर डॉ.गणेश, जोशी डॉ.शोभना,(२००३), शैक्षणिक व मानसिक मापन, मृण्मयी प्रकाशन, औरंगाबाद

29) शेटकर डॉ.गणेश, जोशी डॉ.शोभना,(२००७), शैक्षणिक मूल्यमापन व कृतिसंशोधन, मृण्मयी प्रकाशन, औरंगाबाद.

30) शैक्षणिक व पालीतक मानसशास्त्र - प्रा.वा.ना.दांडेकर, विदुषी प्रकाशन शनिवार पेठ, पुणे ३०

31) शैक्षणिक मानसशास्त्र - डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.

32) सुबोध शैक्षणिक मानसशास्त्र - प्रा.प्र.ल.नानकर

33) शैक्षणिक व पालीतक मानसशास्त्र - डॉ.ह.ना.जहाताप, नुतन प्रकाशन, पुणे-३०

34) शिक्षाचे मानसशास्त्र अधिष्ठान - प्रा.आफळे, प्रा.वापट श्री, विदुषी प्रकाशन, पुणे -३०

35) शैक्षणिक मानसशास्त्र - प्रा.के.व्ही.कुलकर्णी श्री, विदुषी प्रकाशन, पुणे -३०

36) प्रज्ञा शैक्षणिक मानसशास्त्र - डॉ.न.रा.पारसनीस, नुतन प्रकाशन, पुणे-३०

37) प्रज्ञा शैक्षणिक मानसशास्त्र - प्रा.आ.पा.खरात, विदुषी प्रकाशन, पुणे -३०

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45) शैक्षणिक मानसशास्त्र - र.वि.पंडित-पिंपळापुरे अॅड कं. पब्लिशर्स, नाझापूर

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Chairman

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Dated

R/Madam,

I have gone through the syllabus.
It is perfectly made. There is no
need of any change. Hence the same is
approved.

S.D. Sharma

PRINCIPAL (Addl. Charge)

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