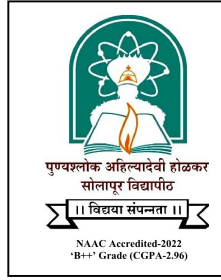


PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR



NAME OF FACULTY: INTERDISCIPLINARY STUDIES

NAME OF COURSE: Ph.D. ENTRANCE TEST [PET] (w.e.f. 2024)

SUBJECT : EDUCATION

PAPER – II

(2024)

Ph.D. Entrance Test [PET] for Ph.D. in Education

SYLLABUS

Paper- II

Subject – Education

Unit 1: Educational Studies

- 1] Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism), Educational aims of today's Indian education and methods of acquiring valid knowledge
- 2] Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism) and their contribution to Education
- 3] Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society)
- 4] Socialization and education- education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit 2: History, Politics and Economics of Education

- 1] 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)
- 2] Committees and Commissions' Contribution to Teacher Education- National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), NEP-2020
- 3] Concept of Economics of Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
- 4] Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, approaches to understanding Politics

Unit 3: Learner and Learning Process

- 1] **Growth and Development:** Concept and principles ,Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene

2] Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

3] Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence

4] Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Personcentred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit 4: Teacher Education

1] **Meaning, Nature and Scope of Teacher Education,** Types of Teacher Education Programs, The Structure of Teacher Education Curriculum

2] Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

3] Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

4] Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Unit 5: Curriculum Studies

1] Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

- 2] Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model.
- 3] Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches)
- 4] Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement,

Unit 6: Research in Education

- 1] Meaning and Scope of Educational Research, Meaning and steps, Characteristics ,Types of Scientific Method, Aims of research as a scientific activity Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)
- 2] Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)
- 3] Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison.

- 4] Qualitative Research Designs: Grounded Theory Designs, Narrative Research Designs
Case Study

Unit 7: Pedagogy, Andragogy and Assessment

- 1] **Pedagogy, Pedagogical Analysis** - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy
- 2] Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) ,Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive Affective and psychomotor domains of learning
- 3] Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
- 4] Teaching methods ,techniques,and Approaches of all methodology in education curriculam.

Unit 8: Technology in/ for Education

- 1] **Concept of Educational Technology (ET) as a Discipline:** (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)
- 2] Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education Concept of e learning, Approaches to elearning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

3] **Emerging Trends in e learning:** Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

4] **Use of ICT in Evaluation, Administration and Research:** E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit 9: Educational Management, Administration and Leadership

1] **Educational Management and Administration** – Meaning, Principles, Functions and importance, Institutional building, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate

2] **Leadership in Educational Administration:** Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

3] **Concept of Quality and Quality in Education:** Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

4] , Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Unit 10: Inclusive Education

1] : Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education,

- Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992),
- Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

2] Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

3] Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

4] Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

REFERENCES

- Aiken, L.R. (1985), *Psychological Testing and Assessment* Bestion–Allwyn and Bacon.
- Altekar.A. S. Education in Ancient India
-
- Banks, J. (2004) *Multicultural Education. Characteristics & Goals.* San Fransisco, C. A.
- Basu, Durga Das. (1994). *Introduction to the Constitution of India.* New Delhi:PHI
- BestJ.W.(1999).*ResearchinEducation*,NewDelhi:PrenticeHallofIndiaPvt. Ltd.
- Borg,W.R.and Gall,M.D.(1983).*EducationalResearch– AnIntroduction*,NewYork:Longman,Inc.
-
- Bower, G.M. (1986),*The Psychology of Learning and Motivation* Academic Press.
-

- Brown Francis J.(1954) Education & Sociology, New YorkPrentice Hall.
- Cook L.A.& Cook E.E. (1960) A Sociological Approach to Education, 3rd ed. London : McGraw Hill
- Chaudhary, U .S. (1986). Issues & Advances in Education, Ajanta PublishingHouse
- ChaubeS.P. and ChaubeAkhilesh. (2005) Philosophical & SociologicalFoundations of Education. Agra : Vinod PustakMandir
- Christensen, L.(2007).Experimental Methodology. Boston : Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research-A Guide for First time researchers. New Delhi : Vistar Publications
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchartand Winston Inc

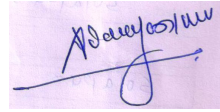
- Crow and Crow, (1963) *Educational Psychology*, Eurasia, New Delhi.
- Dandekar, W.N. (1970) *Fundamental of Experimental Psychology* 3rd ed.MoghePrakshan, Kolhapur.
- Dandekar, W.N. (1981) *Psychological Foundation's of Education* Ed2. MacmilanCompany, Delhi
- Gore M.S. (1982) Education & Modernization in India.Jaipur, Jaipur Publication
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York : McGraw Hill.
- Flick,Uwe(1996) : An Introduction to Qualitative Research. London sage publication
-
- Kamat A R (1982) Education & Social Change in India Bombay :SomaiiyaPublication.
- Kashyap Subhash (1995). Our Constitution :An Introduction to India'sConstitution & Constitutional
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi : Vikas Publications
- Keeves, John.P (ed) (1990) Educational Research Methodology and Measurement : An International Handbook. New York : Pergamo Press
- Kerlinger,F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX : Harcourt
- Bmce Jovanovich
- Kothari; D.S. et al. (1970). Education & National Development. Report of The Education commission. Vol. I& II New Delhi: NCERT.
- Kuppuswamy (1968). Some Aspects of Social Change in India. Delhi :Sterling Publication
- Madhukar Indira (2003) Impact of Globalization on Education – Learning to Live Together. Delhi : Author Press
 - Mangal, S.K.(1979) *Psychological Foundation of Education*, Ludhiana : Prakash Brothers Edu. Publishers.
 - Mangal, S.K.(1993) "*Advanced Educational Psychology*" Prentice Hall of India Pvt. Ltd.,New Delhi
 - Mathur, S.K.(1979) *Educational Psychology*, Agra, Vinod PustakMandir.

- Mathur,S.S (1973)A Sociological Approach to Indian Education.Agra:VinodPustakMandir
- Mohanty, J (1982) Indian Education In The Emerging Society. New Delhi :Sterling Publication.
- MohitChakrabarti (2005). Education In The 21st Century, Delhi. KalparPublications
- Morris,E.Egon. (1966) *Psychological Foundation of Education* Holt, Rinehart and winstan Inc. Anand C.L.et al. (1983) *The Teacher & Education In Emerging Indian society*,New Delhi : NCERT
- Mukherjee, K. K.(2007) contemporary issues in Modern Indian Education. Authors Press.
- Mukherjee, S. N.(1966) History of Education in India. Authors press
- Musgrove, J (1976). *The Family Education And Society* London :Roultege KeganPaul.
- Naik J.P.& Narulla. A History of Education in India-
- Paul Manroe. A Text Book in History of Education
- Piaget, J.(1999) Judgment and reasoning in the child. London: Rout ledge
- Saraswathi. T. S. (Ed.) (1999). *Culture, Socialization & Human Development: Theory, Research & Applications in India*. New Delhi : Sage
-
- . Sharma, R.N. (2006) *India Philosophy: Problems & Theories*. Delhi: Surjeet Publication.
- Law. New Delhi: NBT. Publication.
-
- Sharma (2000). *Philosophical & Sociological Foundations of Education*.Agra: Lakshmi Narayan Agrwal.
- Vygotsky,L.(1986)*Thoughtandlanguage*(A.Kazulin,Trans).Cambridge,M.A.:MIT Press
- .
- National Policy on Education 1986- Policy documents By Govt. of India.
- Right to Education 2009.
- Policy Documents on mid-day Meal prog.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- NCERT (2005) *National curriculum framework*, New Delhi.
- . MHRD, Gov. of India(1992),*National policy one ducation (revised)*New Delhi.
- MHRD,(1992), *Programme of action*. Govt. of India, New Delhi.
- NEP-2020
- .

1. आफळे, रा. र. बापट भा. वं (१९७३), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्रीविद्या प्रकाशन, पुणे.
२. बनारसे, एस. के. (१९७०), प्रायोगिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.
३. कुलकर्णी, के. की. (१९७७), शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
४. करंदीकर, सुरेश, (२००१) शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.
५. के.यु. घोरमोडे कला (२००८) उदयोन्मुख भारतीय समाजातील शिक्षण - विद्या प्रकाशन, नागपूर. घोरमोडे,
६. खरात, आ. पा. (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.

७. गोगटे, श्री. व. शैक्षणिक मानसशास्त्र श्रीविद्या प्रकाशन, पुणे.
 ८. जगताप, ह. ना. (१९९६) (संपादक) शैक्षणिक मानसशास्त्र, प्रकाशन, पुणे
 ९. जगताप, ह. ना. अध्ययन उपपत्ती व अध्यापन, नित्यनूतन प्रकाशन, पुणे.
 १०. जगताप, ह. ना. (२००७) शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे
 ११. जगताप, ह. ना. शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे.
 १२. दांडेकर, वा. ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
 १३. पवार, ना.ग. (२००५) शिक्षणाची तात्विक समाजशास्त्रीय भूमिका - नित्यनूतन प्रकाशन, पुणे.
 १४. पारसनीस र. वि. (१९६७), सामाजिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.

- १५) करंदीकर, सुरेश व मंगरूळकर मीना, मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
 १६) कुंडले, म. वा. मराठी अध्यापन, पुणे
 १७) कुंडले, म. वा. मराठीचे अध्यापन श्रीविद्या प्रकाशन, नागपूर
 १९) ५) वास्कर, आनंद और वास्कर पुष्पा. (१९९३). हिंदी आशययुक्त अध्यापन पद्धती, मेहता पब्लिशिंग हाऊस,
 २०) वास्कर, आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पद्धती, मेहता प्रकाशन, पूना
 २१] डॉ. दत्तात्रय तपकीर / डॉ. निर्मला तापकीर, शिक्षणाचे तात्विक व समाजशास्त्रीय अधिष्ठान,
 नित्यनूतन प्रकाशन पुणे.
 २२]. डॉ. प्रतिभा पेंडके, शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका विदया प्रकाशन, नागपूर
 २३]. प्रा. सीमा आवचर ,विशेष शिक्षण, नित्यनूतन प्रकाशन, पुणे
 २४]. डॉ. शारदा शेवतेकर / प्रा. मदने निकुमे भारतीय शिक्षण - शिक्षण प्रणाली-, विदया प्रकाशन, नागपूर
 २५]. डॉ. के.यु. घोरमोडे / डॉ. कला घोरमोडे शैक्षणिक तत्वज्ञान आणि समाजशास्त्र, , विदया
 प्रकाशन,
 २६.] डॉ. अरविंद दुनाखे / डॉ. लिना देशपांडे प्रगत शैक्षणिक समाजशास्त्र, , नित्यनूतन प्रकाशन, पुणे.
 २७] टेंभेकर प्रविण (२००७) भारताची राज्यघटना, प्रत्येक भारतीय नागरिकाचा धर्मग्रंथ पार्थ प्रकाशन, मुंबई.
 २८] संचालक, मुद्रण व लेखनसामग्री, महाराष्ट्र (१९८८) भारताचे संविधान, महाराष्ट्र शासन, मुंबई
 ३०] करंदीकर सुरेश उदयोन्मुख भारतीय समाजातील शिक्षण, , फडके प्रकाशन, कोल्हापूर



DR.KIDGAONKAR V.B.

CHAIRMAN, EDUCATION PSYCHOLOGY BOARD