

Khaja Bandanawaz University,

Kalaburagi - Karnataka

Faculty of Education

Ph.D. Entrance Examination Syllabus 2025

Programme: Education

Unit-I: Education and Philosophy

- ❖ Meaning and definitions of Philosophy and Education and their relationship,
- ❖ Aims of Education- a) individual and b) social, c) vocational,
- ❖ Branches of Philosophy: Axiology – Importance and educational implications and Epistemology – Relation with education, Source of Knowledge.
- ❖ Educational Philosophy of M. K. Gandhi (Craft Education); Vivekananda (Man Making Education), Aurobindo Ghosh (Integral Education) and Maulana Azad (Vocational Education)

Unit-II: Schools of Philosophy

- ❖ Understanding - Idealism, Naturalism and Pragmatism,
- ❖ Idealism – Aims of Education, Methods of teaching, Role of teacher and Curriculum,
- ❖ Naturalism – Aims of Education, Methods of teaching, Role of teacher and Curriculum,
- ❖ Pragmatism – Aims of Education, Methods of teaching, Role of teacher and Curriculum,

Unit-III: Sociology and Education

- ❖ Sociology - Meaning, nature and scope of sociology, relation of Sociology with education,
- ❖ Contribution of – August Comte, Durkheim, and Max-Weber towards sociology,
- ❖ Social Interaction and Social Structure- Meaning of Social Interaction, Forms of social interaction –i) Co-operation, Competition, Conflict, ii) Accommodation, Integration and Isolation.
- ❖ Education a Sociological Perspective, Sociology of Education & Educational Sociology.

Unit-IV: Culture, Social Change and Education

- ❖ Culture - Nature, meaning and characteristics of culture, cultural change and cultural lag, Education and culture (relationship), acculturation- and determinants,
- ❖ Modernization – Its attributes, relation of modernization with Westernization.
- ❖ Social Change -Meaning, Relation with education, Factors of Social Change.
- ❖ Social Stratification- Meaning, Nature, Importance and concept of Social Stratification. Types of Stratification, Factors of Social Stratification.

Unit-V: Learning and Motivation

- ❖ Learning – Meaning, Characteristics, Factors, and Transfer of learning.
- ❖ Learning and Maturation – Differentiation between learning and maturation,
- ❖ Theories of Learning – E. L. Thorndike, (Trial and Error) I. P. Pavlov (Classical Conditioning), Kholar (Insight theory), Operant Conditioning – (B.F. Skinner),
- ❖ Motivation – Meaning, educational implications and types of motivation (intrinsic and extrinsic), Maslow's theory of motivation and its educational implication.

Unit-VI: Educational Psychology

- ❖ Educational Psychology- Meaning, scope and role of teacher, Methods of psychology – experimental and introspection.
- ❖ Personality – Nature and meaning and traits. Contribution of G.W. Allport, R.B. Cattell, and Sigmund Freud,
- ❖ Adjustment- Meaning, Definitions, Process, Adjustment mechanisms – Compensation, Rationalization, Substitution, causes of Maladjustment,
- ❖ Intelligence – Meaning, nature and theories. Triarchic Theory of Robert Sternberg.

Unit-VII: Issues and Concerns in Education

- ❖ Problems of Indian Education-Equalization of educational opportunities, equality, equity, poverty, diversity, Education of the disadvantaged,
- ❖ Teacher Education – major issues, and Concerns in India. Role of National regulatory Body in the development of Teacher education,
- ❖ Overview of the Mudaliar Commission (1952-53), Kothari Commission (1964-66), National Policy on Education(1986) and
- ❖ New Education Policy (2020) – Major recommendations and implementation.

Unit-VIII: Educational Technology and ICT

- ❖ Educational Technology – Scope, Objectives and types of educational technology,
- ❖ Multimedia Laboratory - Need, Functions, Criteria of Setting up of Multimedia Laboratory. Role of Multimedia in teaching-Learning and its applications,
- ❖ Methods of teaching in Institutions of Higher learning: Off-line vs. On-line methods. (SWAYAM, SWAYAMPRAKASH and MOOCs etc.),
- ❖ ICT and Education- Meaning, Types, Components and Barriers to ICT in Education inputs in teacher education,

Unit-IX: Guidance and Counselling

- ❖ Guidance- Need for Guidance and Types of Guidance,
- ❖ Counselling- Meaning and Concept. Qualities of a good Counsellor,
- ❖ Curriculum - Meaning and Concept. Foundations of Curriculum.
- ❖ Curriculum Organizational Patterns. Instructional Materials.

Unit-X: Educational Management and Administration

- ❖ Educational Management- Meaning, Need, Importance and Principles,
- ❖ Differences- Management and administration,
- ❖ Head of the Institution- Qualities, Powers and functions of Leadership,
- ❖ Total Quality management, Characteristics and strategies.

Unit-XI: Methodology in Educational Research

- ❖ Educational Research- Meaning and types, fundamental, applied and action research,
- ❖ Related Literature- Sources and Types, Organizing the related literature,
- ❖ Identification - Research problem and formulation of hypotheses, Meaning of hypotheses, nature and types of hypotheses, role of hypotheses in theory building, Report writing.
- ❖ Sampling- Concept, methods - probability and non-probability.

Unit-X11: Methods of Research in Education

- ❖ Descriptive research: Meaning and Importance,
- ❖ Ex-post facto research: Meaning and Importance,
- ❖ Experimental research: (Laboratory and field)- Need and Significance,
- ❖ Historical research- Need and significance of Historical Research. Sources and collection, of data. Internal and external criticism.

Unit-XIII: Techniques of Data Analysis:

- ❖ Data Analysis- Qualitative and quantitative data analysis. Measures of central Tendency,
- ❖ Statistics- Descriptive and Inferential statistics. Hypotheses: Null hypotheses, Test of hypothesis.
- ❖ Test -one tailed and two-tailed test, 't' test 'F' test, (one way and ANOVA), Non-parametric tests (Chi-square test),
- ❖ Correlation --Tetrachoric and phi-coefficient of correlation, partial and multiple correlations.

Unit- XIV: Measurement and Evaluation

- ❖ Measurement and Evaluation - Concept, Need for Measurement and Evaluation in Education, Formative and Summative Evaluation, Internal and External Evaluation, Placement and Diagnostic Evaluation,
- ❖ Blooms Taxonomy of Educational Objectives - Cognitive, Affective and Psychomotor,
- ❖ Validity – Concept, Types and Methods for Estimation,
- ❖ Reliability – Concept, Types and Methods for Estimation.

Unit- XV: Innovations in Teaching

- ❖ Microteaching- Concept, Phases, Steps and its various Skills,
- ❖ Simulated Teaching- Concept, Steps, Advantages and Disadvantages,
- ❖ Flanders's Interaction Analysis - Concept, Procedure and Implications,
- ❖ Programmed Instruction – Chief features and styles, contribution of Skinner.



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