DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH, UTTAR PARDESH
SYLLABUS FOR Ph.D ENTRANCE EXAMINATION (2017-18)

As per clause 5.1(1) of Regulation for Ph.D course chapter XXV (c), the test paper carrying 80 marks shall be of two hours duration, it shall consist of the following.

Section A – Multiple choice questions:
- Research Methodology – 40 marks
- Subject specific – 10 marks

Note: All objective type multiple choice questions will be of 1 mark each. (Three will be no negative marking)

Section B: Descriptive: 30 marks (03 Descriptive questions of 10 marks each based on area of specialization).
Section A – Multiple Choice Questions

Research Methodology (40 marks)
UNIT-I: Conceptual Aspects of Research.
   i. Meaning, nature and scope of educational research.
   ii. Types of research: Fundamental research, Applied research and Action research.
   iii. Identification, selection and sources of research problem.
   v. Hypothesis – definition, types and characteristics of a good hypothesis.
   vi. Procedure of educational research.

UNIT-II: Tools and Techniques of Research.
   i. Characteristics of good research tool.
   ii. Questionnaire, Interviews, Rating scales and their uses.
   iii. Projective techniques and their uses.
   iv. Use of Aptitude test and Intelligence test in school.
   v. Sociometric techniques and their uses.

UNIT-III: Approaches and Methods of Research
   i. Descriptive research
   ii. Historical research
   iii. Experimental research
   iv. Factorial Design
   v. Writing a research report

UNIT-IV: Statistical Techniques in Educational Research
   i. Various sampling techniques.
   ii. Normal probability curve: characteristics and applications.
   iii. Chi-square test-assumptions and application.
   iv. t-test: assumptions and applications.
   v. Analysis of variance (ANOVA).
   vi. Product Moment and Rank difference correlation coefficients and their computation.
   vii. Partial and Multiple correlations.
Subject – specific – Education - (10 marks)

Philosophical, Sociological and Psychological Foundations of Education.

- Meaning and functions of philosophy and sociology of education, National values enshrined in the Indian constitution and their educational implications. Idealism, Naturalism pragmatism, Realism and their education implications.
- Society its structure, social stratification and social mobility.
- Concept of culture, culture and social change.
- Meaning and Importance of Psychology Personality and its assessment, Maslowâ’s theory of personality, theories of Intelligence with special reference to Guilfordâ’s model of intellect. Behaviouristic Theories of learning and Theories of Transfer of learning.

Section B – Descriptive; Based on area of specialization

UNIT-1: Educational Measurement & Guidance.

iii. Characteristics of a good test Î Reliability, Validity & Usability.
iv. Achievement Tests Î Essay type & objective type tests, Shorts Answer type test.
v. Semester system, Internal Assessment & Question Banking.
vii. Test of Guidance
viii. Tools & Techniques of Guidance
x. Activities in Group Guidance.

UNIT-2: Educational Administration, Planning and Finance

i. Meaning, concept, Scope, Importance, Objectives and type of educational administration. Features of planning and finance.
ii. Sources of finance in Education.
iii. Educational Planning in five years plans.
iv. Different steps of educational Planning, planning and administration in Distance Education.


vi. Approaches of Manpower planning.


UNIT-3: Education of children with special Needs.

i. Concept of Special Education.

ii. Trends in Special Education.

iii. Important legislation with Special reference to India.

iv. Education of Visually disabled children.

v. Education of Hearing impaired children.

vi. Education of Gifted & Creative children.

vii. Education of Children with mental retardation.

viii. Education of Children with learning disabilities.

ix. Education of Children with Orthopedic disability, Education of Juvenile delinquents.


i. Meaning, definitions, scope and classification of Educational Technology.

ii. Hardware and Software.

iii. Basic concept of programming: Linear and Branching.

iv. Prompting and development of programmed material.

v. Phases of Teaching: Pre-active, Interactive and Post-active phases.

vi. Levels of Teaching (Herbert's approach).

vii. Families of Teaching models.

viii. Flander's verbal interaction model.

ix. Use of computer technology in education.

x. Net-working, internet, e-mail and their uses.