



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

Recognized by the J & K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

No:MCEA/CET/19/2086-2115

Dated: - March 07, 2018

Subject:- **Common Entrance Test on March 25, 2019 for Admission to M.Phil. /Ph.D. Programme in Education.**

Dear Candidate,

This has a reference to your application for admission to M.Phil./Ph.D. Programme in Education. In this connection, you are informed that a Common Entrance Test has been fixed to be held on **March 25, 2019 at 2.00 P.M.** in the MIER College Campus at B.C. Road, Jammu. You are, therefore, required to appear in the Entrance Test on the above said date.

The paper for the Entrance Test shall have the following components:-

Paper –I	Research Aptitude Component	-	50 marks
Paper –II	Academic Component	-	50 marks
Duration :	Three Hours		Time : 2.00 P.M.

Research Aptitude Questions shall be of descriptive nature and there shall be eight questions in this section. Every candidate shall attempt five questions out of the given eight questions. Each question shall carry 10 marks and the candidate shall answer every question in about 300 words. The section shall cover all the areas/specialization in a particular discipline as recommended by the Departmental Research Committee. In the academic component there shall be 50 multiple - choice objective type questions (with four alternative responses) covering the syllabus at the post-graduate level in Education. Each question shall carry one mark and the candidate shall attempt all the 50 questions of this component. The syllabus for the entrance test is available on the College website www.miercollege.in.

Note:- There shall be no negative marking.


(B.L. Bhat) 7/3/18
Asstt. Registrar

Copy to:-

1. Chairman/Vice- Chairperson
2. Principal
3. HOD P.G. Department
4. Controller of Examinations
5. Admission Cell
6. I/c College website for information and n.a.

Paper-I

Research Aptitude

(Based on the following Topics)

Research in Education

Educational Research-Meaning, nature and scope, Need and Importance
Areas of Educational Research: Philosophical, Psychological and Sociological.
Scientific enquiry and theory development.
Kinds of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences).
Quantitative Research (Concept of Univariate, Bivariate and Multivariate variables)
Qualitative Research: Types, Differences between Quantitative Research and Qualitative Research

Research Problem

- Selection (Problems and its sources)
- Significance
- Delineating and operationalizing variables.
- Formulation
- Developing a research proposal (Meaning, Importance and Steps).
- Review of Related Literature (Meaning, need and sources including Internet).

Hypothesis: Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

Methods:

(i) **Descriptive Research** (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlational studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies.

(ii) **Experimental Research** (Concept, Steps, Nature, Merits and Demerits)
Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.

Internal and External Validity of Results in Experimental Research.

Variables in Experimental Research: Independent, Dependent, Confounding variables.

(iii) **Historical Research** (concept, steps, types, merits and demerits)

(iv) **Other Research Methods** a) Ex-post Facto b) Lab Experiment c) Field Studies

Sampling

Population, Sample and Sampling Techniques (a) Probability sampling techniques and (b) Non-Probability.

Probability Sampling: Simple random sampling, systematic random, Cluster and Stratified sampling, Multi-stage Sampling.

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling.

Characteristics of a good sample.

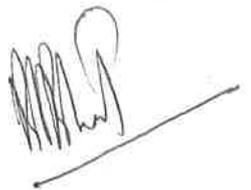
Tools of Educational Research: Meaning, characteristics of a good research tool and uses of the following tools:

Questionnaire; Interview; Observation; Attitude Scale Rating Scale; Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

Writing Research Report: Concept, Purpose and Steps.



Paper-II

Philosophical Foundations of Education

Basic Western Schools of Thought

Functions of the Philosophy with Implications on Education ; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Logical Analysis, Existentialism, Dialectialism; Comparison of the Western Schools of Philosophy with the Indian schools of thought in context of education and classroom practices .

Western Thinkers

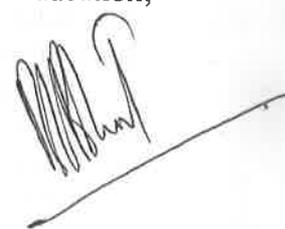
Critical analysis of the Contributions of the Thinkers to Education –Emile (Rousseau), Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Freire,; Medieval Theories of Education (Hugh to John Salissbary)

Groundwork of Theory in Practice

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes); High Leverage Practices (learning students culture and the developing teaching norms) the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

Social Philosophical Issues

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Multicultural Education, Feminism in Education; Changing notions of Moral and Moral Education.



Psychological Foundations of Education

Educational Psychology - Its nature and scope, Relationship of education and psychology.
Main features and contribution of the following schools of psychology towards education:
Behaviourism, Gestalt, Psychoanalysis and constructivism.
Motivation : Concept, Theories : Maslow's theory of self-actualization, Murray's theory of
Motivation, Theory of achievement motivation.

Learning - Concept, Factors affecting learning.
Theories of learning- Kolb's experiential theory, Jack Mezirow's transformational learning
theory, George Siemens's connectivist learning theory.
Cognitive theories of learning- Kurt Lewin's field theory, Tolman's systematic theory.

Transfer of Learning- Theories of Transfer. Major experiments on transfer, Role of teacher in
facilitating transfer.

Development of Concept Formation (meaning and attributes of concepts, development of some
concepts and role of teacher in concept building); Reasoning (meaning, steps, types of
reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of
teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of
teacher); and Language (meaning, sequence, factors influencing language development and role
of teacher).

Personality : Concept, Type and Trait Theories, Behavioural Approach - Miller, Dollard and
Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective
techniques.

Intelligence : Concept, theories : Guilford's structure of intellect and Gardner's multiple
intelligence theory.

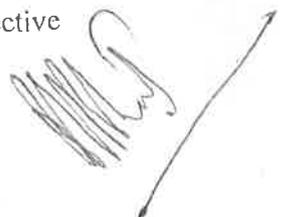
Educational Technology

Educational Technology: Historical development, Educational Technology as process
and product

Transactional usage of educational technology: integrated, complementary,
supplementary standalone (independent)

Instructional Design: Concept, Historical development, characteristics of Individualized
Instruction (Keller's plan, mastery learning), small-group instruction, Large-group
instruction

Teaching and its Organization at: Memory Level, Understanding Level and Reflective
Level



Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching:

- a) Concept Attainment Model
- b) Glaser's Basic Teaching Model

Modification of Teaching Behaviour: Microteaching, Flanders Interaction Analysis, and Simulations

Educational Technology in relation to open distance learning (ODL)

Initiatives in Educational Technology: Online Education, CCTV, MOOC, Gyan Darshan, Gyanvani, EDUSAT and Multichannel Learning

Instructional Design for Competency Based Teaching: Models for Development of Self-Learning Material (SIM's) and Audio-video material

Composition and Role of Resource Centres for Educational Technology –CEC (UGC), CIET, AVRC, EMMRC, INTEL, IGNOU

Research in Educational Technology - trends and priority areas with reference to Education

Recent innovations in the area of Educational Technology

Teacher Education

Development of Teacher Education

Teacher Education: Importance, programmes and perspectives

Teacher Education in India after Independence: a) National Policy of Education (1986), b)

Revised National Policy POA (1992), NCFTE (2009) (Recommendations)

Historical development of Teacher Education in Jammu and Kashmir State

Student Teaching

Levels of Teaching i) Memory Level ii) Understanding Level iii) Reflective Level

Components and importance of Pre-service and In-service teacher education, Faculty

Improvement Programme for Teacher Education. Preparation of teachers for special schools.

Internship: concept, planning and organization

Instructional Designs and Techniques for Higher Learning

Strategies of professional development: self study, study groups and study circles, book clubs, extension lectures, research colloquium

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Techniques for Higher Learning: Meaning, Objectives and Importance, i) Conference Technique

ii) Seminar Technique iii) Symposium Technique iv) Workshop Technique v) Panel Discussion Technique

Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii)

Role playing iv) Team Teaching

Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept –Determinants, Identification and Characteristics. Performance Appraisal of Teachers
Supervision of Practice Lessons: Observation and Assessment; Feedback to Student Teacher-
Concept and Types
Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii) School Effectiveness iii) Modification of Teacher Behaviour iv) Criteria of Admission

Sociological Foundations of Education

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)
Education as an agency of socialization, Agencies of Socialisation (Folkways, mores, values, institutions) Education –a cause of stratification and mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization)

Concept and Nature of Culture , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies) Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy. Education for maintaining the peace in diverse religious beliefs. World problems and terrorism – its causes, its impact on Society and remedies through Education. Globalization and Challenge before Education at different levels.

Theoretical framework and perspectives in the Sociology of Education - Structuralfunctionalism(socialization selection and allocation) Conflict/Marxism(The state, ideology and education) Phenomenology/interactionism (Socialisation in school and society) Alternatives in education (Paulo Friere, Ivan Illich.)

