



Course Outline for Entrance Exam

Ph.D. in Education

Course Titles:

Unit-1: Philosophical Perspectives of Education

- a) **Meaning, nature, and scope of Education:** Define the concept of education, the Aims and objectives of education, the Nature of education, Types of Education-Formal & Informal Education, and the Four Pillars of Education.
- b) **Meaning, nature, and scope of Philosophy:** Concept of philosophy, the scope of philosophy, why we need philosophy, the relationship between education and philosophy.
- c) **Contribution of Eastern Educators:** Educational Philosophy of Aurobindo Ghosh, Swami Vivekananda, Mahatma Gandhi, APJ Abdul Kalam, Rabindra Nath Tagore
- d) **Contribution of Western Educators:** Educational Philosophy of Plato, Aristotle, Immanuel Kant, John Locke, Rousseau
- e) **Humanism-** Meaning of Humanism, Principles of humanism, Humanism, and modification of human nature, Comparative study of Idealism, Naturalism, and Pragmatism

Unit-2: Sociological Perspectives of Education

- a) **Social Change:** Define social change, factors affecting social change, education as a means of social change, agencies of education and social change, and the interdependent role of education and social change.
- b) **Culture:** Define culture, Cultural heritage, and the role of education in the preservation of the cultural heritage of India.
- c) **Socialization and Education:** Meaning of socialization, objectives of socialization, the process of socialization, agencies of socialization, the role of school in the socialization of the child, and the role of a teacher in socializing the child.
- d) **Globalization, Modernization, and Sanskritization:** Concept, Advantages and Disadvantages, Competition, Collaboration, and Partnership

Unit-3: Resilience in Education

- a) **Introduction to Resilience in Education:** Defining resilience and its significance in educational contexts, Understanding the components of resilience: personal, interpersonal, and institutional, Exploring the research and theories on resilience in education, Factors Affecting Resilience in Education that contribute to resilience in students and educators, Adversity, trauma, and their impact

on learning and well-being, Understanding the role of protective factors in building resilience.

- b) **Creating a Resilient Classroom and School Environment:** Establishing a positive and inclusive classroom climate, promoting a sense of belonging and support among students, and building resilience through community engagement and partnerships.
- c) **Emotional Well-being and Self-care in Education:** Strategies for promoting emotional well-being in students and educators, teaching stress management and coping skills, developing self-care practices for educators and students, reflective Practice and Continuous Professional Development, engaging in reflective practice for personal and professional growth, seeking feedback and engaging in continuous improvement, identifying professional development opportunities for building resilience.
- d) **Resilience and Educational Leadership:** Fostering resilience through leadership practices, creating a culture of resilience within educational institutions, promoting resilience among staff, and supporting their professional growth, developing a personal resilience plan for future educational endeavors.

Unit-4: Innovations in Education

- a) **Introduction to Educational Innovation:** Defining educational innovation and its role in addressing educational challenges, Historical overview of educational innovations and their impact on teaching and learning and understanding the characteristics of innovative educational practices.
- b) **Technological Innovations in Education:** Exploring emerging technologies and their applications in education, Analyzing the impact of digital tools, online platforms, and learning management systems, and evaluating the benefits and challenges of technology integration in educational settings.
- c) **Pedagogical Innovations:** Examining pedagogical shifts and innovative teaching methods, flipped learning, project-based learning, inquiry-based learning, and other student-centered approaches, Adapting teaching practices to meet the needs of diverse learners.
- d) **Theories and Frameworks of Educational Innovation:** Understanding theories and frameworks related to educational innovation, overcoming barriers and resistance to innovation, identifying barriers and challenges to educational innovation, creating a culture of innovation, and fostering a growth mindset.

Unit-5: Educational Technology

- a) **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.
- b) **Systems Approach to Instructional Design,** 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: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- c) **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), 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

- d) **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-6: Edupreneurship

- a) **Introduction to Edupreneurship:** Defining edupreneurship and its role in transforming education, differentiating edupreneurship from traditional entrepreneurship, examining the importance of entrepreneurial thinking and mindset in educational contexts
- b) **Theories and Models of Entrepreneurship and Innovation:** Entrepreneurship theories and their application to education, Innovation models and frameworks in the educational sector, Identifying entrepreneurial opportunities and assessing market needs in education
- c) **Designing and Implementing Edupreneurial Initiatives:** Developing a business plan for edupreneurial ventures, Innovative instructional design and curriculum development, Evaluating and measuring the impact of edupreneurial initiatives.
- d) **Leadership and Management in Edupreneurship:** Leadership styles and competencies for edupreneurial leaders, Team building and managing diverse stakeholders, Financial management and sustainability of edupreneurial ventures

Unit-7: Educational Management, Administration and Leadership

- a) **Educational Management and Administration** – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, 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
- b) **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)
- c) **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
- d) **Change Management:** Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka-yoke, Cost of Quality: Appraisal Costs, Failure costs, and Preventable costs, Cost Benefit Analysis, Cost-Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles, and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India, International Network for Quality Assurance Agencies in Higher Education.

Unit-8: Education for Social Impact

- a) **Introduction to Education for Social Impact:** Defining social impact and its relevance to education, Historical perspectives on education and social change, and examining the current social challenges and the role of education in addressing them.

- b) **Theories and Frameworks for Education and Social Impact:** Critical pedagogy and its application in social justice education, Human rights education and global citizenship, Eco-literacy and sustainability education, Feminist and anti-oppressive approaches to education
- c) **Case Studies of Educational Initiatives for Social Change:** Community-based education programs, Education for refugees and marginalized populations, Indigenous education and cultural revitalization, Education for peacebuilding and conflict resolution
- d) **Designing Educational Projects for Social Impact:** Needs assessment and problem analysis, Setting goals and objectives for social impact projects, Curriculum development and innovative teaching methods, Evaluation and impact assessment.

Unit-9 Research Methods and Statistics in Education

- a) **Introduction to Research Methodology:** Definition of research methodology, purpose and significance of research in education, Different types of research methodologies, Ethical considerations in educational research
- b) **Research Design:** Experimental, quasi-experimental, and non-experimental designs Cross-sectional and longitudinal designs Qualitative, quantitative, and mixed methods approaches, Sampling techniques and sample size determination Variables, measurements.
- c) **Data Collection and Analysis Methods:** Surveys and questionnaires, Interviews (structured, semi-structured, and unstructured), Observations (participant and non-participant) Document analysis and content analysis Case studies, and action research. Quantitative data analysis (descriptive and inferential statistics), Qualitative data analysis (coding, thematic analysis, grounded theory) Mixed-methods data analysis Computer-aided data analysis (using software like SPSS, NVivo)
- d) **Writing Research Proposal and Research Ethics:** Research proposal development Literature review and theoretical framework, writing research reports and academic papers Presenting research findings (conferences, seminars, posters), Informed consent and participant protection, Confidentiality and data management, Institutional review boards (IRBs) and research ethics committees, Ethical considerations in specific educational research contexts