

**Department of Education
Guru Ghasidas Vishwavidyalaya
(A Central university)
Bilaspur, Chhattisgarh**

VRET- SYLLABUS

Department of Education has finalised the following syllabus for Vishwavidyalaya Research Entrance Test (VRET).

The syllabus is divided in two Sections i.e. (Section-A & Section-B). Section-A is related to Research Methodology and Section-B is related to Core Course/Papers. Each part carries 50 marks.

Section -A (50 Marks)

RESEARCH METHODOLOGY

Unit:I-RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE: (10Marks)

Concept of knowledge, forms- Empirical and Rational. Research: concept and its classification of nature of knowledge- fundamental & applied, Meaning and Importance of: Philosophical, Scientific and Historical research, Research Paradigm: Qualitative and Quantitative research

Unit:II-METHODS OF RESEARCH AND RESEARCH PROBLEMS (10Marks)

Descriptive, Experimental, Quasi-Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up. Naturalistic and Ethnographic. Review of related literature. Identifying the knowledge gap, Research questions and statement of research problem. Variable: meaning and types- continuous and discrete, independent and dependent, Formulation of Objectives. Difference between assumption and hypothesis. Formulation, characteristics and classification of hypotheses.

Unit:III- DATA COLLECTION:

(10Marks) Concept of population and Methods of sampling, Sources of Data- Primary and secondary data sources; documents, records, real objects, pictures. Tools of data collection- Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

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10/06/18

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Unit:IV- DATA AND THEIR ANALYSIS TECHNIQUES-DESCRIPTIVE (10Marks)

Types of Data:Qualitative and Quantitative nature of data. Scales of measurement: nominal, ordinal, interval and ratio.Measures of central tendency– mean median and mode, Measures of variability- SD, Normal probability curve (NPC): properties and application. Meaning and uses of– Content analysis,Trend analysis,Using corroborative evidences,Use of secondary data in historical and descriptive research.

Unit:V-DATA AND THEIR ANALYSIS TECHNIQUES-INFERENTIAL (10Marks)

Parametric assumptions. Central limit theorem; Standard error of statistic – meaning t–test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type–I and Type–II errors) Analysis of Variance (ANOVA) – one way Measures of relationship: Concept of correlation–product moment and partial correlation. Non–parametric assumptions - Chi–Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results,Mann-Whitney U test,Measures of relationship: rank order correlation.

Section -B

CORE PAPER/COURSE(50 Marks)

Unit:I- PHILOSOPHICAL BASIS OF EDUCATION: (10Marks)

Philosophy and its Branches, Scope of Philosophy of Education, Functions of Philosophy and Philosophy of Education,Significance and need of Philosophy of Education. Metaphysical Problems and Education, Nature of reality with reference to realism and Vedanta, Nature of man and society with reference to Swami Vivekananda and Tagore, Educational Implications of schools of philosophy- Relationship between Epistemology and Education.

Unit:II- SCHOOLS AND THEORIES OF KNOWLEDGE: (10Marks)

Theories of Knowledge (correspondence v/s consistency),Ways of acquiring valid knowledge, Knowledge and Knowing according to Yoga and Nyaya schools of philosophy,Knowledge and Knowing according to Empiricism and Rationalism,Educational Implications of schools of philosophy, Axiology and Education, Subjective v/s Objective Values of education with reference

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to Pragmatism and Idealism, Values in Existentialism, Educational Implications of schools of philosophy.

Unit:III-PSYCHOLOGICAL BASIS OF EDUCATION: (10Marks)

Psychology as scientific study, psychological concerns and learner, Major schools of psychology Structuralism, behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive. Development – Concept, stages, dimensions, factors influencing development – genetic & environmental. Theories of development: Piaget's Cognitive development, Erikson's psycho-social development, Kohlberg's moral development,

Unit:IV-LEARNING & PERSONALITY: (10Marks)

Cognition and learning Cognitive process: perception, attention, memory, development of concepts, logical reasoning. Learning as construction of knowledge; Meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field. Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation. Major postulates of Gestalt theory, Tolman theory, Gagne's theory, Bandura's theory, Dollard & Miller's theory and Thordike's theories of learning. Personality: concept and characteristics and trait theories.

Unit:V-SOCIOLOGICAL BASIS OF EDUCATION: (10Marks)

Concept of Sociology of Education, nature and Scope of Sociology of Education, Theories of Sociology of Education. Social System: Concept and Element of Social System, Education as a Social subsystem, Role of Family, Community, Economy, Political system and religion as a social subsystem, Education of the socially and economically disadvantaged section of society with special reference to Scheduled caste, Scheduled tribe, Women and rural population. Social mobility, Social Control: Nature, Agencies and Role of Education in Social Control, Social Change: Concept of Social change and modernization, factors promoting social change, Constraints on Social Change, Social Stratification,

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