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THACKERSY

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Ph.D. Entrance Test (PET)

IMPORTANT NOTE:

The written test will consist of two parts : (i) Research Methodology (50 marks) and
(ii) Subject Specific (50 marks). Total - 100 marks
Total – 100 Questions

➤ Duration of Entrance Exam – **MCQ Pattern**

Research Methodology : **50 marks**

Subject Specific : **50 Marks**

All questions shall be with multiple choices, each correct answer carries 1 mark. No negativemarking system.

Standard of passing –

General Category – 50%
marks Reserved Category –
45% marks

Candidate shall be admitted to Ph.D. Programme by two stage process through –

- Entrance Examination, which shall be qualifying test. The Entrance Examination will be of 100marks with multiple choice type questions.
- Personal Interview of candidate s who qualifies in Entrance Test/ Candidates exempted from Entrance Examination to be conducted as per procedure prescribed in due course.

Syllabus for Research Methodology (Part - 1) – 50 Marks

Topic	Sub-topics
Basic Concept of research	Rationale of research Research Problem Research Objectives Types of Research Fundamental, Applied, Action Quantitative/Qualitative
Literature Survey/Review	Primary Sources Secondary Sources Searching e-resources: Using search engines, searching databases Authenticity of e-resources Writing Literature Review
Research Problem	Identification of research problem Defining research problem
Research Methodology (Please keep/add/edit relevant in your field)	Types of research methods: Survey method Experimental method (variables, designs) Historical method Content Analysis Hypotheses: Meaning Types of Hypotheses Formulation of Hypothesis
Sampling (Please keep/add/edit relevant in your field)	Concepts of population, sample Sampling Techniques Probability Sampling techniques Non-Probability Sampling techniques

Data Collection methods, tools and techniques (Please keep/add/edit relevant in your field)	(Please add tools and techniques relevant in your field) Primary Data Collection Secondary Data Collection e.g. Questionnaire, interview schedule, focus groupsetc.)
Data analysis techniques (Please keep/add/edit relevant in your field)	(Please add and elaborate tools and techniques relevant in your field) e.g. statistical analysis techniques, qualitative analysis techniques, etc.
Report Writing/ Documentation	Title, Subtitle, Formatting etc. Citation References Bibliography
Research ethics	Ethics in conducting research Copyright, Plagiarism Originality of research work



Syllabus for Special Education (Part - II) – 50 Marks

1.	Historical Perspective of Special Education <ul style="list-style-type: none">• Historical development in India and Abroad• Evolutionary approaches in attitude change towards persons with special needs• Philosophical approaches to special education• Psychological and sociological perspectives of special education
2	Policy and Legislation for Special Education <ul style="list-style-type: none">• International legislations UNCRPD, SALAMANCA DECLARATION• National legislation<ol style="list-style-type: none">i)RCI Act 1992ii)PWD Act 1995iii)National Trust Activ) National curriculum Framework 2005iv) Right to Education’ 2009• Programme of Action 1992<ol style="list-style-type: none">i)Government schemes and provisionsii)Employment agencies and servicesiii)National Handicapped Finance & Development Corporation (NHFDC)
3	Current Trends and Future Perspective in Disability & Rehabilitation <ul style="list-style-type: none">• Rehabilitation: Community Based Rehabilitation & future scenario• Cross disability approach• Open School Learning System; Non-formal education• Parent and community involvement
4	Exceptionalities and Inclusive Education <ul style="list-style-type: none">• Principles & Practices of normalization, concept of least restrictive environment, and inclusion• Common etiologies and the impact of sensory and developmental disabilities on learning• Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds Basic classroom management theories and strategies for individual with exceptionalities

5	<p>Management and Technology in Special Education</p> <ul style="list-style-type: none"> • Approaches in management of Special Education System • Organizational climate in School: Group dynamics and Team building • Models of teaching and individualized learning • Use of computer in teaching and remediation of special children
6	<p>Research Methods</p> <p>Unit: Research in Special Education</p> <ul style="list-style-type: none"> • Scientific thinking and educational research • Research in special education: Nature and scope • Research methods and designs • Research ethics in disability studies
7.	<p>Learning Disability:</p> <p>Overview of Learning Disabilities</p> <ul style="list-style-type: none"> • Philosophical and Psycho-Social Perspectives. • Causes of Learning Disabilities: Theoretical Perspectives • Definition and Types- Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia, Non-Verbal Learning Disability and Associated conditions. • Family, Parent, & school: Contemporary Issues
8.	<p>Learning Disability</p> <p>Assessment, curriculum & Intervention</p> <ul style="list-style-type: none"> • Assessment and Diagnosis of Learning Disabilities • Intervention: Approaches and Methods • Curriculum adaptations motor, language, cognitive, reading, writing, & mathematics areas • Educational Placement: Alternatives and Accommodations
9.	<p>Learning Disability</p> <p>Education and Transition</p> <ul style="list-style-type: none"> • Intervention strategies: academic and social • LD and related Concerns: Multiculturalism, bilingualism and co morbidity Issues in Transition: Adolescence, adulthood & employment. • Placement options. • Collaborative partnerships for inclusive education

10.	<p>Intellectual Disability:</p> <p>Introduction to Intellectual Disability</p> <ul style="list-style-type: none"> • Concept & definition • Characteristics and classification • Prevalence & demography • Etiology
11.	<p>Intellectual Disability</p> <p>Assessment, Intervention & Training</p> <ul style="list-style-type: none"> • Assessment: Developmental, Intellectual, Educational, Behavioral • Pre-school: Early intervention & Family involvement • School age: Educational placement alternatives, Inclusive education & educational strategies • Vocational training and transition
12.	<p>Intellectual Disability:</p> <p>Adulthood, Family & Community Issues</p> <ul style="list-style-type: none"> • Employment opportunities • Sexuality and Marriage • Family support services • Community based rehabilitation, advocacy & legal provisions
13.	<p>Visual Impairment:</p> <p>Introduction to Visual Impairment</p> <ul style="list-style-type: none"> • Low Vision & total blindness: concept & definition • Anatomy of human eye and process of seeing • Refractive errors, eye conditions related to receptive aspects of the eye, and muscular and related disorders • Personality Development and Learning Characteristics of Visually Impaired
14.	<p>Visual Impairment:</p> <p>Assessment, Education and Service delivery Systems</p> <p>Concept & definition</p> <ul style="list-style-type: none"> • Functional assessment procedures of low vision and total blindness • Plus curricular skills • Curriculum adaptation • Service delivery systems for the visually impaired
15.	<p>Visual Impairment:</p> <p>Rehabilitation of persons with visual impairment</p> <ul style="list-style-type: none"> • Types of rehabilitation programmes • Role of family and community in rehabilitation process • Transition to adulthood: adult and gender issues • Vocational rehabilitation of the visually impaired