

Syllabus For Pre-Ph.D. Course Work

Based on NEP2020 For

Doctor of Philosophy

In

Teacher Education

Academic Session 2022-23 onward



Examined and approved by:

Board of Studies of Teacher Education

Maharaja Suhel Dev State University,

Azamgarh, Uttar Pradesh (India)

Pre-Ph.D. Course Work for Teacher Education.

Pre-Ph.D. Course work for Ph. D. in Teacher Education

The Pre-Ph. D. course work for Teacher Education shall comprise of only one semester (i.e., six months) in which there shall be three compulsory papers and one major research project.

Programme Structure

Course Code	Type of Course	Paper	Title of the course	Credit
102	EDUR-101 Compulsory (Major Subject)	I	✓ Emerging Trends and Issues in Education	6 Prof. M. B. Rai
103	EDUR-102 Compulsory (Major Subject)	II	Educational Assessment and Evaluation	6
101	EDUR-103 Compulsory (Research Methodology)	III	✓ Research Methodology and ethics in Behavioural Sciences	4 Prof. A. Chatterjee
	EDUR-104 Compulsory (Major Research Project)	IV	Major Research Project	Non-Credit/qualifying

Note- The Research work and Ph.D. thesis shall be completed as per then effective UGC (Minimum Standards and Procedure for Award of Ph.D.) Regulation and in accordance with Ordinance made by the university.



Name of the Subject: Teacher Education					
Course/Paper Code:	EDUR-101	Course/ Paper title:	Emerging Trends and Issues in Education	Credit assigned	6
Type of Course	Compulsory	Semester	I		
Course objective and outcomes:	On completion of the course the student will be acquainted with recent trends in education, to understand the need of applying new technical tools in the teaching learning process. To apply various methods of teaching.				
Unit	Topic			Minimum no. of Lecture	
I	Interdisciplinary Approach in Education <ul style="list-style-type: none"> • Interdisciplinary approaches - concept, need and scope • Interdisciplinary approach in Teaching • Interdisciplinary approach in Learning • Interdisciplinary approach in Research 			15	
II	Approaches of Learning <ul style="list-style-type: none"> • Lifelong Learning • Open and Distance Learning • Co-operative Learning • Blended Learning • Flexi Space Learning • Reflective Learning 			15	
III	Processes of Learning <ul style="list-style-type: none"> • Inquiry Based Learning • Brain Based Learning • Media literacy and Learning 			15	
IV	Trends in Education <ul style="list-style-type: none"> • Inclusive Education • ICT in Education • Life Skill Education • Multicultural Education • Alternative Assessment • Social Constructivism 			15	
V	Issues in Education <ul style="list-style-type: none"> • Educational Policies • Wellbeing Education • Comparative Education • Development of Education • Citizenship Education • Economics of Education 			15	
VI	Globalization and Education <ul style="list-style-type: none"> • Differences between globalization, internationalization, and internationalism • Paradoxes of globalization • Global Policies in Education. EFA, MDGs. • Globalization and educational reform 			15	

Suggested readings including digital platform	<ul style="list-style-type: none"> Ghosh Sunanda and Mohan Radha, Education in Emerging Indian Society: The Challenges and Issues, PHI: New Delhi Golubchick, Leonard H. and Barry Persky (Eds.), Innovation in Education, Dubuque, Iowa: Kendall/ Hunt Pub., 1975 Kamat, A.R. (1982): "Education and Social Change", Economic and Political Weekly, Vol-17, No.31, 31 July. Naik, J.P. (1975): Equality, Quality and Quantity, New Delhi, Allied Pub. Mangal S.K. and Mangal Uma (2012) Essential of Educational Technology, PHI Learning Private Limited: New Delhi Nicholas C. Burbules and Carlos Alberto Torres (Eds.), Globalization and Education: Critical Perspectives, Routledge: New York, 2000 Pandey V.C., Education and Globalization, Kalpaz Publication Approaches to Learning and Teaching, https://youtube/ZGBwpv0vUGE http://egyankosh.ac.in/bitstream/123456789/46576/1/Unit-2.pdf
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Name of the Subject: Teacher Education								
Course/Paper Code:	EDUR-102	Course/ Paper title:	Educational Assessment and Evaluation	Credit assigned	6			
Type of Course	Compulsory	Semester	I					
Course objective and outcomes	To enable the students to;							
	1. Understand basic concepts and practices adopted in Educational Assessment, 2. Understand relationship between assessment, evaluation and statistics in education. 3. Orient the student with tools and techniques of assessment, evaluation and statistics. 4. Develop skills, competencies in construction and standardizing in research tools for data collection.							
Unit	Topic			Minimum no. of Lecture				
I	Educational Assessment and Evaluation – Strategies and Approaches <ul style="list-style-type: none"> The nature and philosophy of educational assessment and evaluation Development of evaluation models and approaches of assessment 			15				

	<ul style="list-style-type: none"> Purpose and goals of evaluation studies and assessment studies 	
II	Measurement in Educational Research <ul style="list-style-type: none"> Measurement theories- Generalizability theory, Item response theory Measurement Models- Time score model, latent trait model, Rasch measurement model 	15
III	Qualities of Test <ul style="list-style-type: none"> Validation of assessment: concept and methods of ascertaining validity. (Content related, criterion related, construct and predictive) Issues related to Validity: Qualitative Reliability: concept, theory of reliability; methods of ascertaining reliability. (test-retest, equivalent forms, split- half, reliability based on item statistics) Item analysis Scaling methods and test norms 	15
IV	Dimensions of Educational Evaluation and Assessment <ul style="list-style-type: none"> Diagnostic evaluation Curriculum evaluation Institutional evaluation Programme evaluation Meta evaluation Development in educational evaluation and assessment 	15
	Tools and Techniques for Educational Evaluation and Assessment <ul style="list-style-type: none"> Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion referenced tests, culture fair tests, minimum competency tests, differential test batteries Item writing techniques and item banking Test anxiety, test biasness and guessing Techniques: Self report, interviews, observation, case studies, Analysis of evidences in humanistic studies Student evaluation techniques and examination anxiety Validation of individual test response pattern 	15
VI	Issues Related to Educational Assessment and Evaluation <ul style="list-style-type: none"> Role of Evaluator Ethics of the evaluation studies Professional standards for educational evaluation Impact of evaluation studies National assessment of educational standards Reporting the results of evaluation studies 	15



Suggested readings including digital platform	<ul style="list-style-type: none"> Anastasi, A. (1976). Essentials of Psychological Testing (4th edition). New York. Macmillan Publishing Co. Baker, E.L. Domain Referenced Test in Torsten. Hussain and T. Neville Post/Lethwaite (Ed.) (1985). The international Encyclopaedia of Education (IEE) Oxford Pergamon Press, Vol. 5. Bartram, D., and R.K. (Ed.). (2005). Computer Based Testing and Internet: Issues and Advances. Somerset, NJ: Wiley Inc. Bell, C.S. and Harris D. (Ed.). (1990). Assessment and Evaluation World yearbook of Education. Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins University Press. Berman, R.L. (2001) Generalisability Theory New York: Springer-Verlag Bloom, B.S., Madaus, G.F. and Hastings, T.J. (1981). Evaluation to Improve Learning. New York: Mc. Graw Hills. Bond, T.G. and Fox C.M. (2001) Applying the Research Model: Fundamental Measurement in the Human Sciences. Mahwah, NJ: Lawrence. Erlbaum Associates Chase, C.I. (1999) Contemporary Assessment for Educators. New York: Longman Hopkins, Kennett, D. (1998). Educational and Psychological Measurement and Evaluation. Allyn and Bacon Linguist, E.F. (Ed.) Educational Measurement. American Council of Education, Washington D.C.
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Name of the Subject: Teacher Education					
Course/Paper Code:	EDUR-103	Course/ Paper title:	Research Methodology and ethics in Behavioural Sciences	Credit assigned	4
Type of Course	Compulsory	Semester	I		
Course objective and outcomes:	The course deals with scientific methods of research, the initiation of an inquiry, formulation of research problems and hypotheses, the role of induction and deduction in research, collection and analysis of data and interpretation of results. The course also deals with the computer applications in research and integrity in scientific conduct.				
Unit	Topic			Minimum no. of Lecture	
I	Conceptual Framework of Educational Research			10	
	<ul style="list-style-type: none"> Research as a Process of Acquiring Knowledge Meaning, Nature and Scope of Educational Research Types of Educational Research: Quantitative 				



	<p>Descriptive, Historical/Philosophical, Developmental, Casual comparative, Correlational, Experimental (Weak, true and quasi-experimental and Action Research.</p> <ul style="list-style-type: none"> Qualitative <p>Phenomenology, Ethnography, Case Study, Grounded Theory, Narrative Analysis. (Purpose, Characteristics, Steps with common errors committed in planning and conducting the research).</p>	
II	<p>Planning of Good Research/Preparing Research Proposal</p> <ul style="list-style-type: none"> Formulation of the problem for research (Sources, Specification, Forming Research Questions, problem-analysis procedures, evaluation of the Problem) Building Rationale for the Study (Review of related literature, Identifying the emerging trends from the review, building a strong rationale for selecting the problem. Specifying objectives and hypotheses of the Study, Choosing appropriate design and stating the procedure (Selecting appropriate methods, instruments/tools/techniques, deciding about the subjects for the study, conditions for conducting the study including procedures of data collection and data-processing). Operational definitions of the concepts and terms used (with the statements of underlying assumptions, perceived limitations and specific delimitations of the study). 	10
III	<p>Basic Methods of Educational Research</p> <ul style="list-style-type: none"> Sampling -Types and Techniques of sampling Hypothesis and Testing of Hypothesis Sources of Hypotheses Type of Hypotheses (Null, Directional, Statistics) Characteristics of good hypothesis Hypothesis Testing and Theory Errors in Testing Hypothesis 	10
IV	<p>Preparation of Research Report</p> <ul style="list-style-type: none"> General Guidelines: format, language style, bibliography and appendices Format of Research Report (Journal Article, Thesis and Dissertation, Paper at Professional Conferences) Preparation of the Manuscript Writing style APA Reference Style Preparation of summary and abstract Evaluating and Finalizing the Report (Including the process of converting dissertations and theses for publication as a journal article) 	10
V	<p>Computer Application: Basic Knowledge of Computer, use of computer in the research, Data</p>	5



	Analysis Softwares and Analysis Techniques (SPSS, R and Microsoft Excel) use of multimedia tools, use of MS Office, preparation of Power Point Presentations, use of Internet for Research Purpose, Introduction to UGC infonet, INFLIBNET and ERNET etc.	
VI	Scientific conduct: Ethics with respect to science and research, intellectual honesty and research integrity, Scientific misconducts- falsifications, fabrications and plagiarism (FFP) Redundant publications: duplicate and overlapping publications, salami slicing; selective reporting and misrepresentation of data. Publication ethics: Definition, introduction and importance. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, type, violation of publication ethics, authorship and contributor ship. Software tools: use of plagiarism software like Turnitin, Urkund and other open-source software tools.	5
Suggested readings including digital platform	<ul style="list-style-type: none"> • Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication. • Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc. • Booch, M.B. (1978) A Survey of Educational Research, CASE, The M.S. University Baroda. • Broota, K.D., Experimental design in behavioural sciences, New age international publishing house, New Delhi. • Chohan,L., Manion, L.& Morrison ,K. (2007) Research method in education (6th edition) Routledge ,London. • Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication. • Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York: Holt, Rinehart and Winston. • Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi: Vikas Publications. • Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall • Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication. • Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi: Radha Publications. • Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd. • Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd. <ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/3949/I/M WG-OO5B1E-U4.pdf • https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf • https://egyankosh.ac.in/bitstream/123456789/63507/2/Unit-16.pdf 	