Central University of Rajasthan
School of Education

COURSE STRUCTURE AND SYLLABUS
Ph.D Pre-Course Work

Course Structure for Pre PhD-Course Work

Total Credit: 12

Programme specific Outcome:

1. The students will get practical exposure to different research methods
2. They will be acquainted with the statistical techniques in research
3. Students will be aware of recent trends in education and teacher education
4. Students will be equipped with skills to undertake research activity

First Semester

Course	Course Code	Course Name	Credit (CR)
Course I	PED101	Research Methodology in Education	4 credits
Course II	PED102	Recent Trends in Education	4 credits
Course III	PED103	Emerging Issues of Teacher Education	4 credits
		Total Credit	**12 Credits**

Detail Course Structure of PhD in Education Programme

Course Code	Course Title	L T P	CH	CR
Semester I				
Course I	Research Methodology in Education	**3 1 0**	**4**	**4**
Course II	Recent Trends in Education	**3 1 0**	**4**	**4**
Course III	Emerging Issues of Teacher Education	**3 1 0**	**4**	**4**

Total Credit (4+4+4) : **12**

Central University of Rajasthan
School of Education
Ph.D Course Work Syllabus

Course I: Research Methodology in Education

Credits : Four (04)

L	T	P
3	1	0

Course Outcome :

- Develop understanding about the various research methods
- Analyse and interpret the qualitative data
- Construct various types of tools.
- Understand sampling technique

Unit I: Educational Research and Research Methods
   a) **Introduction to Research in Education**
   - i) The Nature of Research; Nature of Knowledge and Scientific Inquiry: Inter disciplinarily in Educational Research, Generalisation in educational research
   - ii) Role of Assumptions, Paradigms and Approaches in Research
   - iii) Perspective of educational research: Positivism, Realism, Empiricism, Symbolic interactionism, Phenomenology

   b) **Research Methods:** Historical, Philosophical, Experimental & Ex-Post Facto, Survey: Normative, Co-relational, Evaluative, Ethnographic Study, Biographical, Grounded Theory analysis, conversational discourse analysis, Case Study

Unit II: Tools and Sampling
   a) Development of Tools for Educational Research
   - i) Questionnaire
   - ii) Interview Schedule
   - iii) Observation Schedule
   - iv) Sociometry
   - v) Psychological Tests & Inventories
   - vi) Document Analysis

   b) Sampling
   - i) Process of Sampling
   - ii) Sampling Errors
   - iii) Probability and Non -Probability Techniques

Unit III: Qualitative Analysis and Interpretation

   a) Qualitative research in education
   b) Tools used for qualitative research
   c) Theoretical frames and basis and review of empirical studies
   d) Inductive Logical Analysis

e) Content Analysis
f) Codes & Coding
g) Theory Building
h) Reliability and Validity

Unit IV: Modern Trends in Educational Research
a) Trends in Educational Research
b) Computer in Educational Research
  i) Quantitative and qualitative analysis of data
  ii) Use of computer in data analysis with special reference to SPSS,
  iii) Introduction to UGC infonet, INFLIBNET and ERNET etc.
  iv) Online Citation Tools: EasyLib, Biblio, Endnote etc.
  v) Reference management and Anti- Plagiarism Tools

Assignments:
- Preparing a research proposal
- Conduct a review of related literature
- Construct and adaptation a tool and fellow the procedure of standardization
- Write a research article
- Use the various anti-plagiarism tools

Textbooks

- Best John, W. & Kahn, J.V.(2003) : Research in Education (ninth edition) Pearson Prentice Hall,
- Koul , Lokesh(2002) Methodology of Educational Research. New Delhi: Vikas Publishing Company.

Suggested Readings

- Bridges, D. & Smith, R (2007).*Philosophy, Methodology and Educational Research.* Oxford: Wiley-Blackwell.
- Clive, O. (2004).Doing Educational research-A Guide for first time researchers. New Delhi, Vistar publication
- Creswell, J. W. (2011). Educational Research. New Delhi: PHI Learning Pvt Ltd.
- Fink, A., (2009). Conducting Research Literature Reviews: From the Internet to Paper. Sage Publications
- Flick, U. (2007). Designing Qualitative Research. London: Sage Pub.
- Garret, H. E. (2008). Statistics in Psychology and Education. Bombay Vakils: Feffer & Simons Pvt Ltd.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Surjeet Publications, Delhi.
- Patton, M. Q.(2002).Qualitative Research and evaluation Methods. Thousand Oaks: C.A. Sage Pub.

Course II: Recent Trends in Education
Credits: Four (04)

L	T	P
3	1	0

Course Outcome :

On completion of this course the researcher will be able to:
- To develop understand various emerging trends in education
- To develop a critical understanding about Paradigm & pedagogical shifts in process of education
- To inculcate critically evaluation role of Information Communication Technology in present and future.
- To identify new& suitable research areas of educational research

Unit I: Recent trends in Education
a) Paradigm shifts in the process and pedagogy of education
b) Educational leadership, Inclusive Education , Generic and life skills, Classroom realities of the world's education , Higher education as a common good, Gender equality and women participation

Unit-II: Entrepreneurship and Professional Development
a) Entrepreneurship Education
b) Professional Development through interpersonal relationship
c) Cognitive sciences and futurology of education

Unit III: ICT and Communication in Educational Research
a) Evaluating online resources: Authority, Accuracy and objectivity
b) E- learning: scope, trends, attributes, opportunities
c) Open educational resources
d) Massive open online courses.

Unit IV: Curriculum Development
a) Understanding the meaning , nature and scope of curriculum
b) Developing curriculum framework as per need
c) Implementation and evaluation process of Curriculum

Activities:

- Identify research problems among the areas suggested above.
- Analyse any teacher education course curriculum on the basis of framework developed by curriculum framework committee guidelines.
- Critically review the educational issues by compiling articles from newspapers, magazines and web resources and prepare a report.

- Critical Reflection on the writings of the best books of Education
- Any other activity like: presentations, discussion, brain storming sessions, etc.

Text Books:

- Bartlett, L.D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders, New Jersey: Prentice Hall.
- Mishra, B. K., Mohanty, R. K. (2008). Trends in Education: R. Lall Book Depot, Near Govt. Inter College, Meerut U.P.
- Mohit Chakrabarti, (2005). Education in the 21 st Century, Delhi, Kalpar publication

Suggested Readings:

- Hegarthy, S. &Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Mason Robin & Frank R. (2006). E-learning - The key concepts. Routledge, New York.
- Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
- Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE, New Delhi.
- Anand, C. L. et al. (1983). The Teacher and Education in Emerging Indian Society, New Delhi, NCERT.

Course III: Emerging Issues of Teacher Education

Credits : Four (04)

L	T	P
3	1	0

Course Outcome :

On completion of the course, the Research Scholars will be able to:

- Understand the conceptual basis of teacher education
- Understand the different paradigms of teacher education
- Acquaint with new knowledge pedagogies and approaches for teaching.
- Reflect on the basic parameters and new ideas of the processes of teacher education in India.

Unit I: Conceptual Framework of Teacher Education:
a) Concept of Teacher Education
b) Aims, Objectives , Needs, Scope and Structure of Teacher Education at different level of education
c) Teaching as a profession and professional ethics and socialization of teachers
d) Pre-service and in-service teacher education programs, Innovative programmes and practices for Continuing Professional Development of Teachers and Teacher Educators

Unit- II Governance and Quality Assurance of Teacher Education in India
a) Role of Regulatory Bodies of Teacher Education (UGC, NCTE, NAAC, QCI)
b) New Education Policy: Draft document and Directions
c) Central and state sponsored schemes for revamping Teacher Education system.
d) Total Quality Management: Concept-indicators of quality, setting standards for performance

Unit- III Recent Trends in Teacher Education:
a) Information and Communication Technology in Teacher Education
b) Teach R and National teacher platform
c) NCFTE 2009 and its reflections on Teacher Education
d) Issues & Challenges related to Teacher Education programmes in India

Unit- IV Research Areas of Teacher Education:
a) Action Research in Teacher Education
b) Quality issues and challenges in Teacher Education
c) Evaluation Strategies and Comparative Education.
d) Issues related to Globalization and Privatization of Teacher Education
e) International trends in Educational Research with special reference to Teacher Education

Activities:

- Identify suitable research areas in the field of education.
- Critically review the educational issues related with the same & other associated topics by compiling research projects, research reports, research papers & articles from newspapers, or internet sources and pprepare a report.
- Critical Reflection on the writings of the best books of Education
- Any other activity like: presentations, discussion, brain storming sessions, etc.

Text Books:

- Gupta Arun K.: Teacher Education: Current & Prospects New Delhi, Sterling Publications 1984.
- Beck, C. & Clark K. (2006).Innovations in Teacher Education: A Social Constructivist Approach. Ney York: State University of York.
- Brubacher (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York
- Herne S., Jessel J. & Griffith, J. (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New: York. Rout ledge Falmer.

Suggested Readings:

- Desai D.M.:(1971).New directions in the Education of Indian teachers Baroda, M.S. University
- Hillard, F.H. (1971). Teaching the Teacher Education London: George Allen and unwin Ltd.
- Jangira N.K. (1979): Teacher training & teacher effectiveness an experience in teacher, behavior New Delhi,National Publishing House,
- Loughran, J. (2006). Developing a Pedagogy of Teacher Education: Understanding Teachingand Learning about Teaching. New York: Routledge:
- NCF 2000, NCF 2005-NCERT Publication, New Delhi.
- NCFTE-2009-NCTE Publication, New Delhi.
- UNESCO(1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in TeacherEducation, Bangkok, UNESCO,
- Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual Inputs for Secondary Teacher Education:The Instructional Role. India: NCTE.