

P.G. DEPARTMENT OF EDUCATION

Pre-Ph.D. Coursework in Education

SYLLABUS:2020-2021



Fakir Mohan University  
Old Campus, Januganj, Balasore- 756019  
Odisha

**P.G. Department of Education**

**F.M. University, Balasore**

**Pre-Ph.D. Coursework in Education (2020-21)**

**Structure of Pre-Ph.D. Coursework in Education**

Sl. No.	Paper Code	Title	Paper Type	Credit Hours	Marks [Internal + End Term]
1	PHDEDN-101	Research Methodology and Computer Applications	Theory	6	100 [40+60]
2	PHDEDN-102	Recent Trends in Education	Theory	6	100 [40+60]
3	PHDEDN-103	Research and Publication Ethics	Theory and Practical	2	50 [20+30]
4	PHDEDN-104	Literature Review	Project	6	100
5	PHDEDN-105	Preparation of Research Proposal/ Synopsis	Project	4	50
<b>Total</b>				<b>24</b>	<b>400</b>

**EXAMINATION AND COURSE COMPLETION PROCEDURES**

**(a) Marking Pattern**

Paper Sl. No.	Internal Evaluation				End Term Examination				Total
	Home Assignment	Presentation	Quiz	Written	Written*	Presentation	Report	Viva-Voce	
1	10	NA	10	20	60	NA	NA	NA	100
2	10	NA	10	20	60	NA	NA	NA	100
3	10	05 (GD)	05	NA	30	NA	NA	NA	50
4	NA	NA	NA	NA	NA	20	60	20	100
5	NA	NA	NA	NA	NA	10	30	10	50

(b) **Scheme of Internal Evaluation (Theory):** Each theory paper consists of five units and irrespective of the credit hours assigned, will be of 100 marks, out of which, 40 will be internal marks (continuous evaluation) and 60 will be end term examination marks. There will be three components of internal evaluation – Quiz, Mid Term Written Test and Home Assignment as per the details below.

Component	Unit(s)	Marks	Remarks
Quiz – I	I	10	Best of the two quizzes will be considered
Quiz – II	III	10	
Mid Term (Written)	I & II	20	There will be no internal evaluation for the last unit (V)
Home Assignment	IV	10	
<b>Total</b>	<b>I – IV</b>	<b>40</b>	<b>Q – 10 + HA – 10 + W – 20</b>

**(c) Passing Percentage & Duration**

**Passing Marks in Individual Paper:** 50% (End Term and Internal Marks taken together) in each Theory/ Practical/ Project paper

**Passing Marks in Aggregate:** 55%

**Division:** No Division; Only Pass or Fail

**Duration:** One semester

**Back/ Improvement:** There is no provision for back/ improvement in the Ph. D. Course Work.

**PHDEDN-101: RESEARCH METHODOLOGY & COMPUTER APPLICATIONS**  
**MAX. MARK-(40 Internal+60 End term)-100**

**Ph.D-Education**

**Credit-06**

**Objective and Outcome:**

On completion of the course, the students shall be able to:

- State the characteristics of quantitative, qualitative and mixed research.
- Select and explain an appropriate method for a research study
- Formulate hypotheses in relation to the objectives of the study
- Conduct review of related literature and prepare research proposals and research report
- Select appropriate tools and techniques for the collection of data.
- Understand and apply various methods of sampling
- Understand ethic in conducting research, wring research reporting, citing sources etc.
- Acquaint with the use of different software for searching related literature and tools, data collections and data analysis.

**Course Outline**

**UNIT-1: *Planning Educational Research***

- Concept of Educational Research
- Educational Research: Characteristics; Types-Basic, Applied and Action research; Approaches-Quantitative, Qualitative and Mixed method.
- Review of related literature: Need and importance; Sources of related literature; Steps in reviewing the literature

**UNIT-2: *Process of Research***

- Process of Research: Steps of conducting research
- Sources of identifying a research problem; Characteristics of a good research topic, Research problems in quantitative and qualitative research; Strategies of writing the statement of the problem.
- Preparation of a Research Proposal: Concepts, needs and components.

**UNIT-3: *Understanding Sampling***

- Concept of Sample and Population
- Types of Population: Accessible vs Target; Finite vs Infinite
- Types of Sampling:
  - Probability Sampling
  - Non-Probability Sampling
- Sampling Error

#### **UNIT-4: Understanding Tools and Techniques of Data Collection**

- Tools and Techniques of data collection: Concept
- Different Tools and Techniques of data collection:
  - Interview: Purpose, types and techniques of interview, Principles of preparing Interview Schedule.
  - Observation: Concepts, types and techniques of observation, Principles of preparing Observation Schedule.
  - Focus Group Discussion (FGD): Purpose and Principles of Organizing FGD.
  - Questionnaire: Purpose, Principles of preparation and administration.

#### **UNIT-5: Technology and Tools for Research**

- Basics of MS Office: Microsoft Word; Microsoft Excel; Microsoft Power Point
- Use of ICT in Data Collection; Organisation and Analysis
- Use of Statistical Packages of Social Science ( SPSS)

#### **Suggested Readings:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edn.). Washington,DC: American Psychological Association
- Best, J.W., & Kahn, J.V. (2009). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, J.W. (2011). *Educational research : Planning, conducting, and evaluating, quantitative and qualitative research*. New Delhi : PHI learning Pvt. Ltd.
- Flick, U. (2012). *An introduction to qualitative research*. London: Sage Publication.
- Fox, D.J. (1969). *The Research process in education*. New York: Holt Rinchart and winstoninc.
- Gay, L.R., Mills, G.E., and Airasian, P. (2009). *Educational research. competencies for analysis and applications*. New Jersey: Merrill and Pearson.
- Kerlinger, Fred N., Lee, Howard B. (2000). *Foundations of behavioural research*. New York: Thomson Learning.
- Lichmen, M (2006). *Qualitative research in education*. London: Sage Publication
- Singh, K.(2001). *Methodology and techniques of social research*. New Delhi: Kanishka publishers.
- Travers, R.M.(1969). *Introduction to educational research*. London: Macmillan Publishing co.

**PHDEDN-102: RECENT TRENDS IN EDUCATION**  
**MAX. MARK-(40 Internal+60 End term)-100**

**Ph.D-Education**

**Credit-06**

**Objective and Outcomes:**

On completion of the course the students shall be able to:

- Critically examine the disciplinary Identity of education.
- Explain about different philosophical thoughts.
- Describe interrelationship between education and society.
- Explain the changing perspective of learning and pedagogy.
- State the Problems and Issues in implementing Right to Education Act.
- Critically analyse the key features of RMSA, NPE, 1986 and NEP, 2020.
- Critically examine the role of NCTE in the light of implementation of national curriculum Framework for Teacher Education-2009 and Justice Verma Committee Report.
- Critically evaluate the policies related to globalization, liberalization and privatization of education.
- Explain the role of NAAC towards quality assurance in higher education.

**Unit-I: Process of Education**

- Education: Its disciplinary Identity
- Eastern philosophical thoughts: Sankhya, Vedanta, Buddhism
- Western philosophical thoughts: Idealism, Naturalism, Pragmatism, Existentialism, Progressivism, Reconstructionalism

**Unit-II: Sociological and Psychological perspective in Education**

- Social change, Social Stratification and Social Mobility
- Education and society, Socialization process
- Learner, Learning Process and Learning Situation
- Paradigm shifts of Learning: From Behaviorists view to Constructivists view

**Unit-III: Policy perspective in Education**

- Right to Education-SSA: Problems and Issues.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA): A new beginning for Secondary Education
- Decentralization of Education: Role of SMC and SMDC
- NPE, 1986; POA, 1992 and National Education Policy 2020

#### **Unit-IV: Teacher Education**

- Problems and Issues in Pre-Service and In-Service Teacher Education.
- Role of National Council for Teacher Education (NCTE)
- National Curriculum Framework for Teacher Education (NCFTE-2010)
- Critical Analysis of Justice Verma Committee Report
- Critique of Norms, Standards and Regulations for Teacher Education (2014)

#### **Unit-V: Contemporary Issues in Higher Education**

- Rashtriya Uchchatar Shiksha Abhiyan( RUSA)
- Globalization. liberalization and privatization of Education
- Autonomy and Accountability in Higher Education
- Quality Assurance in Higher Education: Role of NAAC

#### **References:**

- Apple, M.W., et al. (Ed.) (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge.
- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Bigge, M.L., *Psychological foundations of education*, Harper and Row, New York, 1985.
- Brubacher, John. S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company. Inc.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Commode Anand, C.L. et.al. (Ed.) (1983). *Teacher and Education in Emerging in Indian Society*. New Delhi: NCERT.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- Nayak, B.K *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mhal.

**PHDEDN-103: RESEARCH AND PUBLICATION ETHICS (RPE)**  
**MAX. MARK-(20 Internal+30 End term)-50**

**Ph.D-Education**

**Credit-02**

**Objective and Outcomes:**

On completion of the course, the students shall be able to

- Understand basics of philosophy of science and ethics, research integrity, publication ethics
- Understand research misconduct and predatory publications
- Identify indexing and citation databases, open access publications,
- Acquainted with different research metrics (citations, h-index, Impact Factor, etc.)

**UNIT- I: Philosophy and Ethics**

- Introduction to philosophy: definition, nature and scope, concept, branches
- Ethics: definition, moral philosophy, nature of moral judgments and reactions

**UNIT- II: Scientific Conduct**

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data

**UNIT- III: Publication Ethics**

- Publication ethics: definition, introduction and importance
- Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
- Violation of publication ethics, authorship and contributor ship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

**References:**

- Bird, A. (2006). Philosophy of science. Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978- 9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third



Edition. National Academies Press.

- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179—179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN: 978-81-939482-1-7. <http://www.insaindia.res.in/pdf/Ethics Book.pdf>

**PHDEDN-104: LITERATURE REVIEW**  
**MAX. MARK-(20 Presentation+60 Report+ 20 Viva)-100**  
**(Assessed by both Internal and External Examiners)**

**Ph.D./Education**

**Credit-6**

Each scholar has to prepare and present the review of published research works (at least 15 national and 15 international) in the relevant field of the proposed area of research for dissertation work along with the references. This work includes review of Journals, thesis, periodicals, books, monographs, magazines etc. and minimum 3,000 words to be submitted in bounded form (printed on A4 size paper, Times New Roman font, font size 12, 1.5 line spacing) and in a soft copy in CD Drive. Soft copy of the aforesaid review of published research work submitted in CD Drive will be subjected to a thorough verification by the Department to detect plagiarism. A plagiarized review of published research will be rejected, and the candidate will have no claim, whatsoever, against the University.

The report will be presented through power-point. There will be an open Viva-voce. Marks shall be awarded to each student on the basis of relevance of the review, standard and quality of the review, style of presentation and clarification of doubts raised by the participants.

**PHDEDN-105: PREPARATION OF RESEARCH PROPOSAL/ SYNOPSIS**  
**MAX. MARK-(10 Presentation+30 Proposal+ 10 Viva)-50**  
**(Assessed by both Internal and External Examiners)**

**Ph.D./Education**

**Credit-4**

Each scholar has to prepare a research proposal/synopsis of their own interest area within 2,000 words and submit it in bounded form (printed on A4 size paper, Times New Roman font, font size 12, 1.5 line spacing) and in a soft copy in CD Drive.

The research proposal/synopsis will be presented through power-point. There will be an open Viva-voce. Marks shall be awarded to each student on the basis of quality of the proposal/synopsis, style of presentation and clarification of doubts raised by the participants.