



**University School of Education**

**Guru Gobind Singh Indraprastha University**

**Ph.D. Course Work (2021-22 onwards)**

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**Ph.D. Course Work**

**(Session 2021-22 onwards)**

**The Examination Scheme for Ph.D. course. The examination will be held on the following guidelines:**

- (1) The duration of the Ph.D. Course Work is divided into 2 semesters.
- (2) The medium of instruction shall be English.
- (3) The first semester will comprise 15 classes of 4 hours duration per paper and 2 hours of one NUES paper. The maximum marks for a paper code during first semester shall be 100.
- (4) The second semester will consist of supervisor directed course (need based) and research colloquia and workshops. In Each theory course one credit is equal to one hour of teaching and in practical aspect one credit shall be equal to two hours of activity.
- (5) Mid Semester Examination of Semester-I for each paper code, will be held after 8<sup>th</sup> week and it will be of 25 marks. The duration will be one & half hour. There will be no Mid Semester Examination for courses offered in NUES mode.
- (6) The End Term Semester Examination (Semester-I), for each paper code, will be held after 15<sup>th</sup> week and it will be of 75 marks. The duration will be three hours.
- (7) The End Term 2<sup>nd</sup> Semester Examination will be as per NUES norms.

**Format of Mid First Semester Examination for each paper code:** The question paper will comprise of two questions in all. Both the questions will be compulsory. Q.No.1 will have five sub parts out of which a student will be required to attempt any three subparts. The marks for each sub-part will be 5

hence total weightage of Q.No. 1 will be 15 ( $3 \times 5 = 15$ ). In Q.No. 2, there will be two subparts out of which a student will be required to answer any one of them carrying 10 marks weightage. So, maximum marks are 25 (15 marks for Q.No.1 and 10 marks for Q.No.2).

**Format of End Term First Semester Examination for each paper code:** The question paper will comprise five questions in all. A student will be required to attempt all questions. Q.No.1 will contain eight sub-parts/short questions. Each sub-part/short question will be of 5 marks. These sub-parts/short questions will be covering each of the four units of the syllabus of a paper code. Thus, two sub-parts/short questions will be from one unit and so on. Out of these subparts/short questions, a student will be required to attempt any five so, the weightage of Q No. 1 will be 25 marks. From Q.No. 2-5, each of the question will be from one unit with internal choice so, these questions will also cover all the four units and these questions will be of 12.5 marks each. So, the maximum marks are 75 (25 marks for Q. No. 1+ 50 marks for Q.No.2-5).

- Teaching, research colloquia and workshops are the modalities through which the course work will be transacted.

**\*75% of attendance is compulsory for the course work. Credit wise distribution of paper codes of Ph.D. course work**

| <b>Semester:1</b>                                      |                     |   |  |                |
|--|---------------------|---|--|----------------|
| <b>(A) Compulsory courses</b>                          |                     |   |  |                |
| <b>S. No.</b>  | <b>Paper Code</b>   | <b>Paper</b>  | <b>Credits (C)</b>   | <b>C=L+T+P</b> |
| <b>1</b>   | PHD699101           | Research Methodology  | <b>4</b>   | <b>3L+1T</b>   |
| <b>2</b>   | PHD699103<br>(NUES) | MOOCs-I<br>Any course in the domain of Teacher Education (other than at S.N.1, 4-10) at doctoral level from SWAYAM portal offered at www.swayam.gov.in  | <b>4(A course of 16 weeks shall be counted as equivalent to 4 credits)</b> | <b>4</b>       |
| <b>3</b>   | PHD699105<br>(NUES) | MOOCs-II<br>Any course in the domain of Teacher Education (other than at S.N.1, 4-10) at doctoral level from SWAYAM portal offered at www.swayam.gov.in | <b>4(A course of 16 weeks shall be counted as equivalent to 4 credits)</b> | <b>4</b>       |
| <b>4</b>   | CPE-RPE<br>(NUES)   | Research and Publication Ethics   | <b>2</b>   | <b>1L+1P</b>   |
| <b>(B) Optional courses (Any Two of the following)</b> |                     |   |  |                |
| <b>5</b>   | PHD699107           | Philosophical Perspectives in Research  | <b>4</b>   | <b>3L+1T</b>   |
| <b>6</b>   | PHD699109           | Sociological Foundations of Educational Research  | <b>4</b>   | <b>3L+1T</b>   |
| <b>7</b>   | PHD699111           | Psychological Foundations of Educational Research   | <b>4</b>   | <b>3L+1T</b>   |
| <b>8</b>   | PHD699113           | Curriculum Studies Research in Education  | <b>4</b>   | <b>3L+1T</b>   |
| <b>9</b>   | PHD699115           | ICT in Educational Research   | <b>4</b>   | <b>3L+1T</b>   |
| <b>10</b>  | PHD699117           | Teacher Education, Policy and Research  | <b>4</b>   | <b>3L+1T</b>   |

**\*Each scholar is required to choose any two optional courses keeping in mind the research domain he/she would be pursuing Ph.D. later.**

**\*For S.N. 2 and 3, if a scholar joins SWAYAM portal for any course in the domain of Teacher Education at doctoral level, then he/she would request concerned RAC for approval. The RAC will approve the course selected by the scholar and same will be duly forwarded to SRC. The approved course along with certificate obtained after course completion shall be forwarded**

to the Examination Division, GGSIP University for transferring the credits, earned by the scholar, in the marksheet. A scholar will have to earn at least B+ Grade in the course on SWAYAM portal.

\*If a scholar fails to complete the course(s) on SWAYAM portal in same semester, then he/she can repeat the same course or opt for new course (after approval through RAC and SRC in each case) in next semester. But under such circumstances, he/she cannot opt any course from S.N. 1 and 4-10.

\*If marks are not awarded by the examining body (SWAYAM), then RAC shall evaluate the scholar in NUES mode and will submit the award list to SRC for approval. The SRC approved award list will be forwarded to the Examination Division, GGSIP University.

| <b>Semester:2</b> |                     |  |          |                              |
|-------------------|---------------------|--|----------|------------------------------|
| <b>1</b>          | PHD699102<br>(NUES) | *Supervisor Directed Course<br>(Need based) and<br>**Research<br>Colloquia & Workshops | <b>4</b> | <b>*2L+1T</b><br><b>**1P</b> |

- **Two hours Practical is equal to oneCredit.**

The entire Ph.D. course work is of 26 credits and a student will have to earn all credits.

**Marks wise distribution of paper codes of Ph.D. course**

| <b>S.No.</b>                  | <b>Paper Code</b> | <b>Paper</b>   | <b>Marks</b> |
|-------------------------------|-------------------|--|--------------|
| <b>(A) Compulsory Courses</b> |                   |  |              |
| <b>1</b>                      | PHD699101         | Research Methodology   | 100          |
| <b>2</b>                      | PHD699103         | MOOCs-I<br>Any course in the domain of Teacher Education<br>(other than at S.N.1, 4-10) at doctoral level from | 100          |

|                                     |                   |   |                |
|-------------------------------------|-------------------|---|----------------|
|                                     |                   | SWAYAM portal offered at<br>www.swayam.gov.in   |                |
| <b>3</b>                            | PHD699105         | MOOCs-I<br>Any course in the domain of Teacher Education<br>(other than at S.N.1, 4-10) at doctoral level from<br>SWAYAM portal offered at<br>www.swayam.gov.in | 100            |
| <b>4</b>                            | CPE-RPE<br>(NUES) | Research and Publication Ethics   | 100            |
| <b>(B) Any Two of the following</b> |                   |   |                |
| <b>5</b>                            | PHD699107         | Philosophical Perspectives in Research  | 100            |
| <b>6</b>                            | PHD699109         | Sociological Foundations of<br>Educational Research   | 100            |
| <b>7</b>                            | PHD699111         | Psychological Foundations of<br>Educational Research  | 100            |
| <b>8</b>                            | PHD699113         | Curriculum Studies Research<br>in Education   | 100            |
| <b>9</b>                            | PHD699115         | ICT in Educational Research   | 100            |
| <b>10</b>                           | PHD699117         | Teacher Education, Policy and Research  | 100            |
| <b>Total Marks</b>                  |                   |   | <b>600 (I)</b> |

|   |                     |  |                     |
|---|---------------------|--|---------------------|
| <b>Semester 2</b>                         |                     |  |                     |
| <b>1</b>                                  | PHD699102<br>(NUES) | Supervisor Directed Course (Need<br>based) and Research Colloquia &<br>Workshops | <b>100</b>          |
| <b>Total Marks</b>                        |                     |  | <b>100<br/>(II)</b> |
| <b>Grand Total (I) &amp; (II) 600+100</b> |                     |  | <b>700</b>          |

## SEMESTER – I

### **Paper: Research Methodology**

**Paper Code: PHD699101**

**Credits: 4 (3L+1T)**

**Course Outline:** The course aims at enabling the scholars in exploring and creating the situations in educational research and helping them in carrying out research in various domains of education. It also equips them to construct research tools to measure educational variables.

#### **Course Objectives:**

- To enable the scholars to comprehend the Interdisciplinary Vision in the domain of Educational Research.
- To acquaint the scholars with the different Domains of Enquiry.
- To enable the scholars in designing a Research Study.
- To enable the scholars in developing Research Tools for conducting the desired research study.

#### **Unit-I: Basic Elements of Research**

- Meaning, scope, limitation, nature (fundamental, applied and action). Scientific Inquiry- concept, assumptions and their role.
- Paradigm-meaning, Positivist and Nonpositivist paradigms.
- Major orientations in educational research- Philosophical, Historical, Sociological and Psychological.
- Types of Educational Research- Descriptive, Evaluative, Historical, Philosophical, Developmental, Co relational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc.
- Methodological issues in research.
- Scope of Research through Massive Open Online Courses (MOOCs).

## **Unit-II: Tools and Techniques of Research**

- Skills required for conducting research. Sources of research data- primary and secondary sources. Population and sample, Sampling techniques- concept, types (random, purposive, stratified random, probability and non-probability).
- Research Tools and techniques of data collection for qualitative and quantitative research - observation, interview, questionnaire, rating scale, inventory, check list, content analysis.
- Reliability and validity of tools.

## **Unit-III: Statistical Treatment of data**

- Measures of central tendency and variability; percentiles and percentile ranks. Normal Probability Curve- its important properties and simple applications.
- Significance of sample statistics: mean and coefficient of co-relation.
- Frequency comparison: chi-square test, t test, F test and ANOVA (one way and two analysis only).
- Use of SPSS in data analysis.

## **Unit-IV: Research Based Writing**

- Identification of a research problem – Review of different sources for identifying a research problem, determining how it will be useful in real-life settings. (Scholars may be asked to justify how the result findings will prove useful in the real-life situations. This may be given in a paragraph at the end of the Research Proposal.). This will encourage the scholars to identify problems, serving the interest of different sections of the society.
- Review of related literature, research questions, objectives, hypotheses- concept, types, and formulation.
- Formatting, Citations, Bibliography, References, Chapter writing, editing, evaluating.
- Writing and Reviewing research articles, reports and papers. Difference between



an article and paper.

- Use of online free resources for generating reference list, bibliography and citations.
- Educational Journals – ISSN- Procedure and importance, Indexed Journals- Procedure and Importance, Special Issues.
- Ethical issues in educational research. Plagiarism and its consequences.

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |   |
|-------------|---|
| <b>CEO1</b> | identify the major research orientations.                         |
| <b>CEO2</b> | develop research tools for conducting the research study.         |
| <b>CEO3</b> | plan the appropriate statistical treatment of the data collected. |
| <b>CEO4</b> | identify relevant research problem                                |

**Suggested Readings:**

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- Best, John W. & James Kahn Research in Education (2008). New York, Prentice Hall.
- Borg, Walter R. (1981) Applying Educational Research: A practical guide for teachers, New York Longman.
- Borg, Walter R. & Meredith, D. Gall (1979) Educational Research An introduction, New York, Longman.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Cohen, L. Manion & Morrison K. Research Methods in Education, 6<sup>th</sup>Edn. New York. Routledge-2006.
- Creswell, John W. Research Design: Qualitative Quantitative and Mixed Methods Approaches 3<sup>rd</sup>Edn. New Delhi, Sage Publication, 2008.

- Denzin N.K. & Lincoln Y.S Handbook of Qualitative Research, Sage Publication, 2009.
- Englehart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally &Co.
- Ferguson G.A(1981). Statistical Analysis in Psychology and Educations Tokyo, McGraw Hill.
- Fox, David J. (1969) the Research Process in Education. New York, Holt, Rinchart & Winston. Inc.
- Fred N. Kerlinger (1986): Foundations of Behavioral Research, Wadsworth Publishing Co Inc; 3rd Revised edition
- Galderisi, P. (2015). Understanding Political Science Statistics: Observations and Expectations in Political Analysis. New York and London: Routledge.
- Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- Jimmie Leppink (2019): Statistical Methods for Experimental Research in Education and Psychology, Springer.
- Kellstedt, M. Paul and Guy D. Whitten. (2013). The Fundamentals of Political Science Research (2nd edition). Cambridge: Cambridge University Press.
- McNabb, David E. (2015). Research Methods for Political Science: Quantitative andQualitative Methods (2nd edition). New York: Routledge.
- Mertler, Craig A. (2013).: Action Research: Improving schools and empowering educators (4th ed.). Los Angeles.
- R. Burke Johnson, Larry Christensen (2014 – 5<sup>th</sup> ed.): Educational Research- Quantitative, Qualitative and Mixed Approaches, Sage.
- Scott, David; Usher, Robin (2002). Understanding Educational Research. Routledge.

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**Paper: MOOCs-I**

**Paper Code: PHD699103 (NUES) Credits: 4**

Ph.D. scholars are required to complete this course through a MOOC offered by SWAYAM portal at [www.swayam.gov.in](http://www.swayam.gov.in)

**Paper: MOOCs-II**

**Paper Code: PHD699105 (NUES) Credits: 4**

Ph.D. scholars are required to complete this course through a MOOC offered by SWAYAM portal at [www.swayam.gov.in](http://www.swayam.gov.in)

**Paper: Research and Publication Ethics**

**Paper Code: CPE-RPE (NUES)**

**Credits: 2 (1T+1P)**

**Course Outline:**

This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-session sarede signed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in thiscourse.

**Course Objectives:**

- To acquaint the scholars with the concept of scientific conduct.
- To equip the scholars with the ways to avoid publication misconduct.
- To enable the scholars to explore the domain of open access publishing.
- To enable the scholars to use research databases for exploring research problem.

**Pedagogy:** Class room teaching, guest lectures, group discussions, and practicalsessions.

**Evaluation:**

- Continuous assessment will be done through tutorials, assignments,

quizzes, and group discussions. Weightage will be given for active participation. Final written examination will be conducted at the end of the course.

**Course structure:**

- The course comprises of six modules listed in table below. Each module has 4-5 units.

| Module          | Unit Title                     | Teaching Hours |
|-----------------|--------------------------------|----------------|
| <b>Theory</b>   |                                |                |
| RPE01           | Philosophy and Ethics          | 4              |
| RPE02           | Scientific Conduct             | 4              |
| RPE03           | Publication Ethics             | 7              |
| <b>Practice</b> |                                |                |
| RPE04           | Open Access Publishing         | 4              |
| RPE05           | Publication Misconduct         | 4              |
| RPE06           | Databases and Research Metrics | 7              |
|                 | <b>Total</b>                   | <b>30</b>      |

Syllabus in detail

**THEORY**

**Unit-I (RPE 01): Philosophy and Ethics (3hrs.)**

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

## **Unit-II: (RPE 02): Scientific Conduct (5 hrs.)**

- 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 (RPE 03): Publication Ethics (7hrs.)**

- 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 contributorship
- Identification of publication misconduct, complaints and appeals
- Predatory publishers and journals

## **PRACTICE**

### **Unit-IV (RPE 04): Open Access Publishing (4hrs.)**

- Open access publications and initiatives
- SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- Software tool to identify predatory publications developed by SPPU
- Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

## **Unit-V: (RPE 05) Publication Misconduct (4hrs.)**

### **A. Group Discussions (2hrs.)**

- Subject specific ethical issues, FFP, authorship

- Conflicts of interest
- Complaints and appeals: examples and fraud from India and abroad.

**B. Software tools (2hrs.)**

- Use of plagiarism software like Turnitin, Urkund and other open source software tools.

**Unit-VI (RPE 06): Databases and Research Metrics (7hrs.)**

**A. Databases (4hrs.)**

- Indexing databases
- Citation databases: Web of Science, Scopus, etc.

**B. Research Metrics (3hrs.)**

- Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
- Metrics: h-index, g index, i10 index, altmetrics

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |   |
|-------------|---|
| <b>CEO1</b> | explain plagiarism in research filed.                                     |
| <b>CEO2</b> | prioritize research integrity in future research work.                    |
| <b>CEO3</b> | explore the research metrics for a research problem.                      |
| <b>CEO4</b> | plan group discussion on ethical issues associated with research problem. |

**Suggested Readings:**

- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- Bird, A. (2006). *Philosophy of Science*. Routledge.
- Chaddah, P. (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978- 9387480865.
- 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>

- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- 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.cfrn>

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## **Paper: Philosophical Perspectives in Research**

**Paper Code: PHD699107**

**Credits:4 (3L+1T)**

### **Course Outline:**

This course shall help scholars understand the practice of Philosophy as an activity along-with its liberal roots being an interdisciplinary subject. The course aims to make the scholars understand the need and relevance of different philosophical methods used for research in education. Further this course aims to refine the art of critical thinking and reflection through engagement with the writings of thinkers on education.

### **Course Objectives:**

- To understand the indispensable role of Research in Philosophy and their interrelationship to Education.
- To initiate scholars to the process of critical reflection of texts pertaining to research in the domain of Philosophy of Education.
- To reflect and engage in research on the contemporary relevance of contributions of Philosophers and Thinkers of Education.
- To develop a critical understanding of the relationship between Philosophy and Education in the context of interdisciplinary in research.

### **Unit –I: Philosophical Basis of Research**

- Understanding the interface of Philosophy, Research and Education
- Philosophical Foundations of Research
- Philosophical Methods: Analysis, Synthesis, Induction, Deduction, Dialectical



## **Unit-II: Western Thinkers on Education**

- Critical Reading of the works of the following Philosophers to understand their relevance to Research in Education:
  - Thomas Kuhn (The Structure of Scientific Revolutions, Chicago University Press,1962).
  - Martin Buber - The Education of Character, Cross Currents Vol. 1, No. 2 (WINTER 1951), pp. 16-25. Published by: University of North Carolina Press
    - Francis Bacon Essay: *Of Studies* <https://www.psy.gla.ac.uk/~steve/best/BaconJohnson.pdf>
    - Israel Scheffler -Court, D. (1989). Review of [Of Human Potential: An Essay in the Philosophy of Education (Israel Scheffler)]. *Paideusis*, 3 (1), 23–25. <https://doi.org/10.7202/1073408ar>

## **Unit- III: Indian Thinkers on Education**

- Critical Reading of the works of the following Philosophers to understand their relevance to Research in Education:
  - Rabindranath Tagore -My School by Rabindranath Tagore Lecture delivered in America; published in *Personality* London: MacMillan, 1933, <http://schoolofeducators.com/wp-content/uploads/2011/12/03.pdf>
  - Swami Vivekananda (By Swami Prabhananda <http://www.ibe.unesco.org/sites/default/files/vivekane.pdf>
  - Sri Aurobindo (By M.K Raina <http://www.vidyaonline.net/thinkers/pr30.pdf>)

## **Unit –IV: Writing Critical Essays using Philosophical Analysis:**

- Document Analysis and reflection on the following works to develop critical essays on each:
  - Critical Pedagogy: Henry Giroux
  - Deschooling Society: Ivan Illich.

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |  |
|-------------|--|
| <b>CEO1</b> | identify the interface of philosophy with research and education.  |
| <b>CEO2</b> | critically reflect on the texts exploring the relevance of philosophical methods for educational research. |
| <b>CEO3</b> | identify the contributions of philosophers and thinkers of education.                                      |
| <b>CEO4</b> | analyze the critical pedagogy.   |

**Suggested Readings:**

- Brubacher. (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York
- Freire,P. (1996) .Pedagogy of the Oppressed, Penguin Books
- Krishnamurthy,J. (2016). School without Fear, KFI Publications.
- Giroux,H. (2011) On Critical Pedagogy, Continuum Press.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi.
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
- Illich, I.(1971). Deschooling Society, Harper & Row, New York.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
- Noddings, Nel. (2012) Philosophy of Education, West View Press.

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## **Paper: Sociological Foundation of Educational Research**

**Paper Code: PHD699109**

**Credits:4(3L+1T)**

### **Course Outline:**

This course shall help the scholars to explore the approaches pertaining to Sociological Research. The course discusses the sociological and global perspectives for understanding Peace Education, value Education and Human Rights. The course aims to discuss the associated ethical issues in the domain of Sociological Research.

### **Course Objectives:**

- To enable the scholars to differentiate between the different research approaches in Sociology.
- To equip the scholars with the ethical issues associated with Sociological Research.
- To acquaint the scholars with the relevance of Social Inclusion in Sustainable Development.
- To empower the scholars in using ICT Resources in conducting Sociological Research.

### **Unit-I: Approaches to Sociological Research**

- Concept of the scientific method and use of the scientific method in sociological research
- Difference between positivist and interpretive approaches to the scientific method in sociology
- Utilization of the empirical and interpretive framework to examine social situations critically
- Ethnography in Sociology

### **Unit-II: Sociological Perspectives of Research**

- Sociological Research in the Service of Society
- Ethical Issues in Sociological Research

- The relevance of Social Research to Social Issues: Promises and Pitfalls
- Becoming a Social Researcher for Shaping Society and the career functions of a sociologist

**Unit-III: Human Rights, Value Education, Peace Education, and Inclusive Education**

- Sociology of human rights and the roles of social scientists
- Role of values in educational & social research and value education towards national & global development
- A sociological perspective and a *global perspective* for understanding peace education
- Inclusive education for social transformation
- Social inclusion, improving social inclusion at the local level through the social economy and the 2030 agenda for sustainable development

**Unit-IV: Use of ICT in Sociological Research**

- A Sociological Perspective on the Use of Technology
- Sociology of the Internet and Digital Sociology
- Role of Information Technology in Creating Social Networks
- ICTs for empowerment and social transformation

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |  |
|-------------|--|
| <b>CEO1</b> | identify approaches to sociological research.  |
| <b>CEO2</b> | explain sociological perspectives of research.   |
| <b>CEO3</b> | discuss human rights, value education, peace education, and inclusive education in the context of sociological research. |
| <b>CEO4</b> | plan the use of ICT in sociological research.  |

## Suggested Readings

- Blau, J., & Moncada, A. (2006). Human Rights and the Roles of Social Scientists Les droits humains et les roles des scientifiques humains Los derechos humanos y el papel de los científicos sociales. *Societies Without Borders*, 1(1), 113-122.
- Dugarova, E. (2015). *Social inclusion, poverty eradication and the 2030 Agenda for Sustainable Development* (No. 2015-15). UNRISD Working Paper.
- Harnadi, D. (2019, September). Understanding Peace Formation: A Sociological Perspective. In *the International Seminar Series on Regional Dynamics* (Vol. 1, No. 1).
- Little, W. (2016). Sociological Research. *Introduction to Sociology-2nd Canadian Edition*.
- Noya, A., & Clarence, E. (2008). Improving social inclusion at the local level through the social economy. *Working document*.
- Seyyedi, F. (2012). Sociological Study of the Role of Information Technology in Creating Social Networks. *International Journal of Information and Education Technology*, 2(2), 108.

<https://courses.lumenlearning.com/wmopen-introsociology/chapter/sociological-research/>

<https://2012books.lardbucket.org/books/sociology-comprehensive-edition/s05-05-sociological-research-in-the-s.html>

<https://open.lib.umn.edu/sociology/chapter/2-4-ethical-issues-in-sociological-research/>

<https://journals.sagepub.com/doi/abs/10.1111/j.1467-954X.1968.tb03151.x?journalCode=sora>

<https://online.maryville.edu/online-bachelors-degrees/sociology/careers/social-researcher/>

<https://www.humanservicesedu.org/sociologist/>

<https://education.stateuniversity.com/pages/2314/Peace-Education.html>

[https://www.gmu.edu/programs/icar/ijps/vol7\\_1/Review\\_Boulding.html](https://www.gmu.edu/programs/icar/ijps/vol7_1/Review_Boulding.html)

<https://www.jstor.org/stable/1491310?seq=1>

<https://www.slideshare.net/mobile/amolsweetpain/ict-application-in-sociology-research>

<https://www.thoughtco.com/sociology-of-the-internet-4001182>

<https://itforchange.net/index.php/icts-for-empowerment-and-social-transformation-a-note-prepared-by-it-for-change-for-actionaid-0>

<https://hummedia.manchester.ac.uk/institutes/methods-manchester/docs/ethnographyinsociology.pdf>

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## **Psychological Foundations of Educational Research**

**Paper Code: PHD699111**

**Credits: 4 (3L+1T)**

### **Course Outline:**

The course aims at enriching the scholars with the knowledge and understanding of the major theoretical traditions in learning and cognition, personality, mental hygiene and health, creativity and intelligence. Emphasis has been given on the reflection and practice of skills and knowledge by integrating psychological constructs so that the challenges of diverse learning communities may be met.

### **Course Objectives:**

- To develop an understanding of the Psychological Basis of Education among the scholars.
- To equip the scholars with the recent Research Trends in Learning and Cognition.
- To orient the scholars with the changing concept of Intelligence and Creativity and their applications.
- To acquaint the scholars with the trends of Research in Guidance and Counselling and Assessment of Personality.

### **Unit-I: Learner**

- Learner characteristics and learning styles with special reference to preprimary, primary, secondary, higher secondary and adult learners.
- Learning styles and teaching strategies
  - a. theory and practice
  - b. classroom implications
- Theoretical approaches to learning-situated learning, dialogic learning and transformative learning classrooms.

- Diverse learners—characteristics and causes

## **Unit-II: Learning and Cognition**

- Theories of Learning and their Educational Implications
  - a. Tolman's Sign Learning,
  - b. Information Processing Theory (Donald Norman)
  - c. Kurt Lewin's Field Theory
- The Cognitive Information Processing Perspective (Sternberg's Triarchic Theory)
- Research Trends in Learning and Cognition
- Open and Distance Learning (ODL) and Life Long Learning.

## **Unit-III: Creativity and Intelligence**

- Creativity: Concept, Factors and Process
- Techniques for enhancing creativity among students.
- Concept and Types of Intelligence (Concrete, Abstract, Emotional, Moral and Spiritual)
- Theories of Intelligence and their Educational Implications:
  - a. Multi Factor Theory of Intelligence
  - b. Sternberg's Theory of Intelligence
  - c. Goleman's Theory of Emotional Intelligence

## **Unit- IV: Research in Guidance and Counselling and Personality**

- Need, Scope and review of research in guidance and counselling
- Experimental and descriptive researches like survey & Case study
- Theories of Personality and their Educational Implications.
- Assessment of Personality: Rating Scales, Inventories and Projective Techniques, aptitude and interest inventories.



**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |  |
|-------------|--|
| <b>CEO1</b> | explain the theory and practice of learning styles.          |
| <b>CEO2</b> | assess the educational implications of theories of learning. |
| <b>CEO3</b> | investigate the factors influencing creativity.              |
| <b>CEO4</b> | plan the techniques for the assessment of personality.       |

**Suggested Readings:**

- Allen, Bem, P. (2000) *Personality Theories: Development, Growth and Diversity*, Boston: Allyn and Bacon.
- Anderman, E., &Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.
- Beilin, H., &Pufull, P. (1992) *Piaget’s Theory: Prospects and Possibilities*. Hillsdale, NJ:Erlbaum.
- Bower G.H., & Hilgard E.R.(1980) *Theories of Learning*, New Delhi: Prentice Hall of India.
- Bower, G.H., & Hilgard, E.R. (1981) *Theories of learning*, New Delhi: Prentice Hall of India.
- Chauhan, S.S. (2006). *Advanced Educational Psychology* New Delhi: Vikas Publishing House.
- Cianciolo, A. T., & Sternberg, R. J. (2004) *Intelligence: A brief history*. Malden, MA: Blackwell Publishing.
- Crow L.D., & Crow Alice (2008) *Human Development and Learning*, New Delhi, Surjeet Publications.
- De Ceceeco John P.& Crawford, W. (1998). *The Psychology of Learning and Instruction: Educational Psychology*, 2nd Edition, New Delhi: Prentice Hall of India.
- Engler, B. (2006) *Personality Theories: An Introduction*. Boston: Houghton and Mifflin.

- Flavell, J. H., Miller, P. H. & Miller, S.A. (2001) Cognitive Development (4th Ed.). Pearson Education.
  - Gardner, H. E. (2006) Multiple Intelligences: New Horizons, New York: Basic Books.
  - Ginsburg, H. & Opper, S. (1988) Piaget's Theory of Intellectual Development. Englewood Cliffs, New Jersey: Prentice Hall.
  - Hall, C. & Lindzey, G. (2004) Theories of Personality. New Jersey: Prentice Hall.
  - Hergenhahn, B. R. & Olson, M. H. (2003) An Introduction to Theories of Personality. New Jersey: Pearson.
  - Hjelle, L. A. & Ziegler, D. J. (1992) Personality Theories: Basic Assumptions, Research and Applications. New York: McGraw Hill Inc.
  - Miller, P. A. (2010) Theories of Development Psychology (5th Ed.). NY: Worth Publishers.
  - Pervin, L. A. & John, O. P. (2006) Handbook of Personality: Theory and Research, New York: Guilford Publications Inc.
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## **Paper: Curriculum Studies Research in Education**

**Paper Code: PHD699113**

**Credits:4 (3L+1T)**

**Course Outline:** The purpose of this course is to help the scholars build a sound theoretical base of research in the art and science of curriculum development and evaluation. This course will sensitize the scholars to what curriculum is and what processes are involved in curriculum development, implementation and evaluation. The scholars will also be able to appreciate the nature of curriculum as a policy, a programme and as praxis by understanding the relevance of processes involved in researching the domain of Curriculum Studies in Education to achieve the expected outcomes.

### **Course Objectives:**

- To enable the scholars to examine the need and relevance of theoretical foundations of Curriculum, Curriculum Theories and Models.
- To enable the scholars to understand the need of research in the process of Curriculum Development, Transaction, Implementation and Evaluation.
- To equip the scholars with the critical understanding of the contemporary researches in the field of Curriculum Studies in Education.
- To acquaint the scholars with the evaluative approaches to Curriculum.

### **Unit -I: Research on Foundations of Curriculum Development**

- Curriculum as a field of study: History and Evolution
- Philosophical, Psychological and Sociological foundations of Education: Examining the Basis in Curriculum at School Stage
- Curriculum Theories: Comparative Study
- Curriculum Models: Examining the Process Vs Product Models
- Curriculum Frameworks (NCF2005 and NCFTE2009): Implementation of

Recommendations in School Education.

- The Humanistic Curriculum, The Social Reconstructionist Curriculum: Implications for Education

### **Unit –II: Curriculum Development and Research**

- Curriculum Development: Policy and Implementation
- NEP and Curriculum: Future Imperatives
- Approaches to Curriculum Development: Examining the Comparative Relevance
- Development of Interdisciplinary Curriculum: Key Considerations
- Multicultural Curriculum: Development and Relevance in Indian Context
- Curriculum Transaction: Innovation in Pedagogy

### **Unit –III: Curriculum Evaluation and Research**

- Curriculum Evaluation- Use of Research Tools
- Evaluation Approaches to Curriculum: Comparative Study
- Efficacy of Models of Curriculum Evaluation
- Curriculum Change and Factors Affecting it

### **Unit -IV: Emerging Research Areas in Curriculum Studies:**

- Knowledge and Curriculum: Understanding the Interface
- Curriculum, Education and Policy: The Interrelationship
- Evolution of Curriculum Studies as a Discipline
- Sociology of Knowledge and Curriculum
- Politics and Sociology of Curriculum
- The Hidden Curriculum and Education

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |   |
|-------------|---|
| <b>CEO1</b> | investigate curriculum as a field of research study.      |
| <b>CEO2</b> | identify the comparative approaches to curriculum models. |
| <b>CEO3</b> | develop research tools for Curriculum Evaluation.         |
| <b>CEO4</b> | assess the emerging research areas in curriculum studies. |

**Suggested Readings:**

- Apple, M.W. (1991). The politics of curriculum and teaching. NASSP Bulletin 75(532),39-50.
- Beauchamp, G (1982) Curriculum Theory: Meaning, Development & Use. Theory into Practice, 21, 1,23-28.
- Beyer, L., & Liston, D. (1996). Chapter 2: The new right: Individualism, free markets, and character, Curriculum in conflict: Social visions, educational agendas, and progressive school reform (pp. 29-64). New York: Teachers College.
- Dewey, J. (1938). Experience and Education. NY: Collier Books. Preface, P. 5-6; Ch. 1, p. 17- 23; Ch. 3, p.33-50.
- Dewey, J. (1934). A common faith. New Haven, CT: Yale University Press.3
- Gough, N. (1999). Understanding curriculum systems. In J. Henderson &K. Kesson (Eds.), Understanding democratic curriculum leadership (pp. 47-69). New York: Teachers College.
- Greene, M. (1995). Chapter 13: Standards, common learnings, and diversity, Releasing the imagination: Essays on education, the arts, and social change (pp. 169-184): Jossey Bass.
- Greene, M. (1995). Chapter 7: The continuing search for curriculum, Releasing the imagination: Essays on education, the arts, and social change (pp. 89-104): Jossey Bass.

- Haggerson, Nelson. L. Jr. (2000). *Expanding curriculum research and understanding: A mytho-poetic perspective*. New York: PeterLang.
- Jackson, Philip W. (Editor). (1992). *Handbook of Research on Curriculum*. NY: Macmillan Publishing Co.
- Kincheloe, J. L. (1999). *Critical Democracy and Education*. In J. Henderson & K. Kesson (Eds.), *Understanding democratic curriculum leadership* (pp. 70-83). New York: Teachers College.
- Kumashiro, K. K. (2000). *Toward a theory of anti-oppressive education*. *Review of Educational Research*, 70(1),25-53.
- Ornstein, A. C. (2011). *Critical issues in Teaching*. In Ornstein, Pajak, and Ornstein (Eds.). *Contemporary issues in curriculum* (5th Ed.). Pearson. Ch.8, p.75-93.
- Ornstein, Pajak, and Ornstein. (2011). *Contemporary Issues in Curriculum* (5th Ed.). Pearson. Paris, C. L. (1993). *Teacher agency and curriculum making in classrooms*. NY: Teachers College Press. Introduction, p. 1-4; Part I,p.5-17.
- Slattery, P. (2006). *Curriculum Development in the postmodern Era* (2nd Ed.). Routledge.
- Slattery, P. (1999). *Toward an eschatological curriculum theory*. In W. F. Pinar (Ed.), *Contemporary curriculum discourses: Twenty years of JCT* (pp. 278-288). New York: PeterLang.
- Slaughter, S. (1997). *Class, race, and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization, and political economic theories of curricular change*. *Journal of Curriculum Studies*, 29,1-30
- Squires, D. A. (2009). *Curriculum Alignment: Research based strategies*. Corwin Press.
- Terwel, J. (1999) *Constructivism and its implications for curriculum theory and practice*. *Journal of Curriculum Studies*, 31,

2, 195-199.

- Thiessen, D. (1989). Teachers and their curriculum-change orientations. In G. Milburn & I. Goodson & R. Clark (Eds.), *Re-interpreting curriculum research: Images and arguments* (pp. 132- 145). London: Falmer Press.

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## **Paper: ICT in Educational Research**

**Paper Code: PHD699115**

**Credits: 4(3L+1T)**

**Course Outline:** The course will support the scholars to comprehend and apply a wide range of ICTs like computers, internet, mobile phones, audio & video equipment, online resources etc. as an integral component of teaching- learning processes. The scholars will be equipped with usage of ICT resources in research.

### **Course Objectives:**

- To enable the scholars in judiciously using ICT Tools, Software and Digital Resources in teaching- learning scenario.
- To engage the scholars in using Digital Resources & Tools as part of the learning activities.
- To enable the scholars in practicing Safe and Ethical Usage of ICT.
- To enable the scholars to use the ICT Tools for various segments of Educational Research.

### **Unit-I: ICT and Research**

- Theoretical underpinning of ICT
- Cyber safety and security concerns
- Referencing
- Copy rights: Intellectual Property Rights, plagiarism
- Open Educational Resources for Research/ Repository: conceptual issues, advantages and barriers
- Introduction of MOOCs and LMS, Use of MOOCs for academic writing.

### **Unit-II: ICT Resources and Research**

- Criteria for selecting the ICT resources – objectivity, coverage, accuracy,



credibility, cost, copyrights.

- ICT resources: licensed and commercial
- ICT Tools

### **Unit-III: ICT and its Classroom Implications**

- ICT and pedagogy: ICT as a means to connect with the world
  - a. advantages of using ICT in classrooms
  - b. approaches to ICT - enhancement and complementary approaches
- Use of ICT in meeting individual needs and individual differences
- Policies on ICT in Education
- Ethical, legal, societal and environmental issues related to the usage of ICT in education

### **Unit-IV: ICT integration and Curriculum Transaction**

- ICT based models of curriculum transaction
- Scope for integrating ICT in curriculum
- Innovative curriculum transaction strategies: Digital Storytelling, use of appropriate hardware like CD, DVD, projectors and interactive boards
- ICT for the assessment of learning in the context of school education and teacher education.

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |   |
|-------------|---|
| <b>CEO1</b> | explore open educational resources for research.  |
| <b>CEO2</b> | analyze the criteria for selecting the ICT tools and softwares to explore their research areas of interest. |
| <b>CEO3</b> | identify the legal and ethical issues associated with the use of ICT resources.                             |
| <b>CEO4</b> | examine the scope of ICT integration in curriculum.   |

### **Suggested Readings:**

- Abbott, C. (2001). *ICT: Changing Education*. London: RoutledgeFalmer.
- Bracey, B.; & Culver, T. (Eds.). (2005). *Harnessing the Potential of ICT for Education: A Multistakeholder Approach*. New York: The United Nations Information and Communication Technologies TaskForce.
- Brooks, D. W.; Nolan, D. E.; & Gallagher, S. M. (2002). *Web-Teaching: A guide to designing interactive teaching for the World Wide Web (2<sup>nd</sup>ed.)*. New York: Kluwer Academic Publishers.
- Dunn, L.; Morgan, C.; O'Reilly, M.; & Parry, S. (2004). *The student assessment handbook: New directions in traditional and online assessment*. London: Routledge Falmer.
- Dusek, V. (2006). *Philosophy of Technology: An Introduction*. Oxford: Blackwell Publishing.
- Fallows, S.; & Bhanot, R. (2002). *Educational development through information and communication technology*. London: KoganPage.
- Fuchs, C. (2008). *Internet and Society: Social Theory in the Information Age*. New York: Routledge.
- Leask, M. (ed.). (2001). *Issues in Teaching using ICT*. London: Routledge Falmer.
- McGreal, R. K. (ed.). (2013). *Open Educational Resources: Innovation, Research and Practice*. Vancouver: Commonwealth of Learning.
- Monteith, M. (ed.). (2004). *ICT for Curriculum Enhancement*. Bristol: Intellect Books.
- Pritchard, A. (2007). *Effective Teaching with Internet Technologies: Pedagogy and Practice*. New Delhi: Sage Publications.
- Reddi, U. V. (ed.). (2003). *Educational Multimedia: A Handbook for Teacher- Developers*. New Delhi: Commonwealth Educational Media Centre for Asia.

- Slyke, C. (2008). Information Communication Technologies: Concepts, Methodologies, Tools, and Applications (Vols. I-VIII). Hershey: Information Science Reference.

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## **Paper- Teacher Education, Policy and Research**

**Paper Code: PHD699117**

**Credits: 4(3L+1T)**

**Course Outline:** -This course enables the scholars to learn about the research as theoretical basis of teacher education. The course aims to develop among the scholars a reflection regarding the process of development and analysis of educational policy. The course also explores the emerging research trends in teacher education.

### **Course Objectives:**

- To develop an understanding among the scholars for the interface of Teacher Education, Policy and Research.
- To develop a critical understanding among the scholars about Policy Research in Education.
- To develop insight among the scholars for innovative practices in Teacher Education- Curricular and Pedagogical Interventions.
- To enable the scholars to explore the role of research in teacher education as a supportive link from Policy to Practice.

### **Unit I: Need and Relevance of Research in Teacher Education**

- Research as the basis of Theoretical foundation of Teacher Education in India/ research base as the theoretical foundation of Teacher Education in India.
- Professional Knowledge, Identity, Beliefs & Understanding of teaching & Learning in Pre-Service Teacher Education
- Building a Research-based Agenda for Teacher Education in India
- Research on Teacher Induction and Continuous Professional Development

### **Unit II: Teacher Education and Policy Research**

- Contemporary Education challenges and the factors that influence Policies in Education: Critical Reflection
- Process of Developing an Educational Policy in India
- Process of Education Policy Analysis

- Documenting the Impact of Policies in Education: Study of Research Methods and Tools.
- Evaluation of Policies in Education: Need, Method and Outcome

### **Unit III: Innovative practices and research in Teacher Education**

- Innovative Research Methodologies within Teacher Education: Study and Critique
- Innovative Teaching and learning methods within teacher education: Research Study Review from documented research
- Documenting Best Practices in Teacher Education: Study of Published Research from Across the globe.
- Use of Technology in Teacher Education: Face to Face, Online, Blended (Comparing the Relative Advantages and Disadvantages of the above modes using technology: Insights from Published Research)

### **Unit IV: Emerging Research Areas in Teacher Education**

- Identify Emerging Themes in Teacher Education Research
- Distinctive Profile for Teacher Education Research in India: Study of Key NEP Recommendations
- Study and Critique of Emerging Research Findings in In-service Teacher Education
- Challenges in the Indian Context with respect to Teacher Education Research.

**Course Expected Outcomes:** After course completion, the scholars will be able to

|             |   |
|-------------|---|
| <b>CEO1</b> | plan a research-based agenda to explore teacher education.                  |
| <b>CEO2</b> | identify the challenges associated with policy issues in teacher education. |
| <b>CEO3</b> | explore innovative research practices in teacher education.                 |
| <b>CEO4</b> | critically examine the research findings in teacher education.              |

### **Suggested Readings:**

- Bennell, P. (2004). Teacher motivation and incentives in Sub-Saharan Africa and Asia. Knowledge and skills for development program. Brighton.
- Education International (2007). Teacher Supply, Recruitment and Retention

in Six Anglophone Sub-Saharan African Countries. Education International, Brussels. [www.campaignforeducation.org/resources/](http://www.campaignforeducation.org/resources/)

- Fiszbein, A. (Ed) (2001). *Decentralising Education in Transition Societies: Case Studies from Central and Eastern Europe*. The World Bank Institute: Washington D.C.
- Göttelmann-Duret, G. (2000). *The Management of Primary Teachers in South Asia: A Synthesis Report*. IIEP, Paris.
- Göttelmann, G.; & Yekhelef, A. (2005). *Teacher Management: A Selected Bibliography*. UNESCO, Paris.
- Govinda, R.; & Josephine, Y. (2004). *Para-Teachers in India: A Review*, National Institute of Educational Planning and Administration, New Delhi.
- Ingersoll, R. (2007). *A comparative study of teacher preparation and qualifications in six nations*. Consortium for Policy Research on Education.
- Johnson, S.M.; Berg, J.H.; & Donaldson, M.L. (2005). *Who Stays in Teaching and Why: A Review of the Literature on Teacher Retention*. Washington, DC: The Project on the Next Generation of Teachers, Harvard University Graduate School of Education.
- Kingdon, G.; & Teal, F. (2008). "Teacher Unions, Teacher Pay and Student Performance in India: A Pupil Fixed Effects Approach." PEPG Working Paper Series. Cambridge, MA: Program on Education Policy and Governance (PEPG).
- Kingdon, G. (May 2010). *The impact of the Sixth Pay Commission on Teacher Salaries: Assessing Equity and Efficiency Effects*. RECOUP Working Paper No. 29, DFID. UK. y Kremer, Michael; Chaudhury, Nazmul; Halsey Rogers, F; Muralidharan, Karthik and Jeffrey Hammer (2005). "Teacher Absence in India: A Snapshot", *Journal of the European Economic Association*, 3(2-3): 658-67.
- Muralidharan, K.; & Sundararaman, V. (2009). "Teacher Performance Pay: Experimental Evidence from India." NBER Working Paper 15323.

Cambridge, MA: National Bureau of Economic Research (NBER). y OECD (2011). Building a high-quality teaching profession. Lessons from around the world. Paris: OECD.

- OECD (2012). Preparing teachers and developing school leaders for the 21st century. Paris: OECD.
- Pritchett, L.; & Murgai, R. (2008). “Teacher Compensation: Can Decentralisation to Local Bodies Take India from Perfect Storm through Troubled Waters to Clear Sailing?” World Bank, Washington D.C. y Ramachandran Vimala, Pal M, Jain S, Shekhar S, Sharma J. Teacher motivation in India. Knowledge and skills for development program. Brighton 2005.
- Razik A., Taher; & Austin, D. S. (2001). Fundamental Concepts of Educational Leadership. Prentice-Hall Inc., New Jersey.
- The World Bank (2013). What matters most for teacher policies? A framework paper. Sabre Working Paper Series, Number 4, April 2013.
- Vegas, E.; & Alejandro J. G.(August 2011). What are the teacher policies of top-performing and rapidly improving education systems? Sabra Teacher Background Paper No. 3, Education Sector, The World Bank.

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## SEMESTER – II

### **Paper: Supervisor Directed Course (need based) and Research Seminars, Colloquia & Workshops**

**Paper Code: PHD699102**

**Credits: 4 (NUES) (2L+1T+1P\*)**

**\* One Practical is equal to two hours of activity.**

### **PART-A**

#### **Supervisor Directed Course (need based) Credits: 3 (2L+1T)**

Supervisor Directed Course shall involve making the research scholars familiar with the use of the tools and techniques of research. The scholars shall work on the following with respect to nature of the research domain undertaken by them (any four):

1. Critical analysis of any one Policy Document.
2. Preparation of Annotated Bibliography on a specific research topic (APAStyle).
3. Writing a thematic conceptpaper.
4. Reviewing a researchpaper.
5. Undertaking review of related literature on an identified researchtheme.

**Note** – While doing work of the above, scholars will keep in mind that they have to comment on the usefulness of the study in the real-life situations.

**\*\*Fifteen periods of 3 hours duration shall be devoted by the respective supervisor with his/her scholar.**



## **PART-B**

### **Research Seminars, Colloquia&Workshops**

**Credits:1P**

In Research Colloquia, the scholars are expected to present the research problem of their area of interest. The supervisor shall also assess the presentation skills of the scholar in the seminars.

Ten Seminars of 2 hours duration each shall be held in the school wherein all scholars and all supervisors shall be present.

In Workshops, the experts in the field of research shall be invited to hone the skills of data collection and data analysis and overall presentation and participation of the Ph. D. scholars. They will also see that participants always keep in mind the requirement of real-life situations in all the research studies. These workshops shall cover the following important domains:

1. Development of an Annotated Bibliography and writing a critical review of any researchpaper.
2. Use of SPSS in Qualitative dataanalysis.
3. Use of SPSS in Quantitative dataanalysis.
4. ResearchEthics
5. Citations and Formatting inresearch

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