



SCHOOL OF EDUCATION
BABA GHULAM SHAH BADSHAH UNIVERSITY

RAJOURI-185234 (J&K), INDIA

PROGRAMME SPECIFIC OUTCOMES OF PH.D.

PSO1: Engage in critical intellectual enquiry

- *Critically evaluate information and ideas from multiple perspectives*
- *Integrate knowledge at the forefront of a particular field*

PSO2: Demonstrate a thorough understanding of research methodologies and techniques at an advanced level

- *Develop, design and implement research projects competently and independently*

PSO3: Conduct innovative, high-impact and leading edge research

- *Engage in original research that takes a new technological, methodological, or theoretical approach*

PSO4: Provide novel solutions to complex problems

- *Identify and define emerging problems*
- *Offer innovative and original solutions to problems and issues in novel situations*

PSO5: Demonstrate leadership and advocacy skills

- *Articulate analyses and propose solutions in response to social issues*
- *Communicate and disseminate research findings effectively in the academic community and to stakeholders in society*

Pre-Ph.D (Education)

Course Work

The Pre-Ph.D coursework shall comprise of only one semester (i.e. six months) in which there shall be two papers .i.e. Advanced Research Methodology and supervisor-directed course in the research area

Course Code	Course Title	Credit Value	Total Marks
PREPHD-Edu-110	Advanced Research Methodology	4	100
PREPHD-Edu-111	Advanced Teacher Education	4	100
	Total	08	200

PREPHD-EDU-110

Credits:

04

Course Title: Advanced Research Methodology

Max. Marks:

100

Min. Marks:

50

Unit: I Fundamentals of Research

- a) Basic principles of Research Ethics
- b) Types and sources of data in research
- c) Variables and its attributes
- d) Research objectives: meaning, need and characteristics

Unit: II Research Design

- a) Meaning, purpose and criteria of research design
- b) Principles of experimental design
- c) Randomised group design, matched groups design
- d) Factorial design

Unit: III Advanced statistics in Research

- a) Multiple Regression Analysis
- b) Analysis of Covariance (One Way ANCOVA) Concept, Assumption and Uses
- c) Factor analysis: Extraction of Centroid Factors and Orthogonal Rotation
- d) Canonical analysis

Unit: IV Communication and Evaluation of Research

- a) Concept and types of research reports
- b) Need for chapterisation and its functions
- c) Evaluation of research report
- d) Presentation of research proposals

Unit: V Computer Applications for Research

- a) Use of web-2 tools for research
- b) Use of computers in various phases of research
- c) Use of SPSS software
- d) Plagiarism and its detection

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,

Use of web resources, web- 2 tools, Library resour

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOMES

CO1: To enable the students and researchers to develop the most appropriate methodology for their research studies and make them familiar with the art of using different research methods and techniques.

CO2: The course will develop a research orientation among students and to acquaint them with fundamentals of research methodology and basic framework of research process.

CO3: The course will further help the students to develop an understanding of various research designs and techniques.

CO4: Further it will develop an understanding of various methods used in educational research

CO5: It will help the students to use Computers in various phases of research and train them to analyze data using SPSS

Books Recommended:

1. Best, J. W. and James V. Kahn (1986) *Research in Education*. New Delhi : Prentice Hall of India.
2. Borg, W.R. & Gall, M.D.(1989). *Educational Research: An Introduction*. New York: Longman.
3. Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* NewYork : Holt Rinchart and Winston Inc.
4. Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill
5. Guilford J.P. *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York.
6. Garrett H.E. (1967) *Statistics in Psychology of Education*. Vakils Peffer and Simons Private Ltd. Bombay
7. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
8. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
9. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers.
10. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications

Course Code: PREPHD - EDU -111	Credits:	4
Course Title: Advanced Teacher Education	Max. Marks:	100
	Min. Marks:	50

Unit: I Teaching as profession

- a) Understanding the changing profile of the teachers/teacher educators.
- b) Taxonomy of teaching behaviour
- c) Professional Ethics for teachers.
- d) National and International teacher associations

Unit: II Revamping Teacher Education

- a) Issues related to Teacher Education programmes in India with reference to in-service teacher education programme.
- b) Impact of new policies on teacher education (Sarva Shiksha Abhiyaan (SSA), Rashhtriya Uchtar Shiksha Abhyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE)
- c) Inclusive pedagogy and its challenges for revamping teacher Education
- d) Constructivist approach to teaching

Unit: III Innovative teaching learning strategies in Teacher Education

- a) Experiential Learning
- b) Reflective Practice
- c) Blended Learning
- d) T-Group training

Unit: IV New Trends in assessment and evaluation in Teacher Education

- a) Academic Performance indicators (API)
- b) Performance appraisal
- c) Choice based credit system
- d) Portfolio assessment

Unit: V Impact of technology on Teacher education

- a) e-learning
- b) Mobile learning
- c) Interactive Whiteboards
- d) Massive Open Online Course (MOOC)

Transaction Tools: Discussion, Group work, Power point presentation, Seminar,
Use of web resources, web- 2 tools, Library resource

Evaluation: At the end of the course, university will conduct examination carrying one paper of 100 marks

Note for paper setting: The question Paper shall comprise of 10 long answer type questions, two questions from each unit and each question will carry 20 marks and the candidates will be required to answer five questions selecting one from each unit.

COURSE OUTCOMES

CO1: It will help the students to realize the changing context and concerns in teacher education in india.

CO2: It will also help them to understand the aims, objectives and scope of teacher education; appreciate the historical development with special emphasis on different documents.

CO3: The paper will enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programmes in the country.

CO4: It will further help them to understand the evaluation procedure of pre-service and in-service teacher education programmes in India.

CO5: It will also help the students to understand the new thrusts and structure of teacher education in emerging context.

Books Recommended:

1. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social constructivist approach*. State University of York.
2. Chaurasia, Gulab : *Innovation and Challenges in Teacher Education*, Vikas Publication, New Delhi, 1977.
3. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice (5th edition)*. Rout ledge Falmer. London and New York.
4. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maiden head, Brinks Open University Press.
5. Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
6. Loughran, John (2006): *Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. Routledge: New York.
7. Maitreya Balsara : *Administration and Reorganisation of Teacher Education*, New Delhi, Kanishka, 2002.
8. Mangla, Sheela (2000) *Teacher Education: Trends Strategies*, Radha Publishing, New Delhi.
9. Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
10. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.

