

Dean

Professor K.S.Misra

FACULTY OF ARTS

UNIVERSITY OF ALLAHABAD

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DFA/144/17

09.10.2017

To

All Heads of the Departments

Faculty of Arts

University of Allahabad

Dear Sir/Madam,

This is to inform you that the Faculty Board of Arts in its meeting dated 03.04.2017 and 18.09.2017 has passed syllabus of the Pre-D.Phil. Course of your subject. The syllabus is being sent to you for further necessary action.

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In the Pre-D.Phil. Course, a D.Phil. scholar has to **obtain a minimum of 55% of marks** or its equivalent grade in the UGC 7-point scale in the course work in order to be eligible **to continue in the programme** and submit the thesis. This is in accordance with para 7.8 of the UGC (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016 notified on 05.05.2016. Please bring this fact to the notice of students of Pre-D.Phil. Course.

The end semester examination for each paper (course code) shall be of three hours duration.

Thanking you,

Yours sincerely



(K.S.Misra)

Encl: As Above.

Copy to: SVC for kind information to Hon'ble Vice-Chancellor.

(K.S.Misra)

Department of Education

The Programme shall comprise the following modules:

1. **EDU 801: Research Methodology in Education – 4 credit**
2. **EDU 802: Data Analysis in Educational Research – 4 credit**
3. **EDU 851-855 : Thrust Area of Research in Education – 4 credit**

The scholar shall be required to opt for the course in one of the specific areas related to his research work

- EDU 851- Philosophy of Education
- EDU 852- Sociology of Education
- EDU 853- Psychological Foundations of Education
- EDU 854- Educational Administration and Management
- EDU 855- Educational Technology and Open and Distance Learning

1. EDU 801 Research Methodology in Education(04 credits-100 marks)

Unit I – Social sciences theories and methods of Inquiry; Positivistic, Interpretive and Mixed Paradigms, Scope of Educational Research and Review of Literature.

Unit II – Identification of problem, hypothesis, Research Ethics and preparation of research proposal, population, sample and tools of data collection.

Unit III – Research Design adopted in Descriptive Research, Experimental Research and Ex-Post Facto Studies, Historical Research and Philosophical Research.

Unit IV – Use of computer in educational research

Evaluation:

Computer Application: MM 20

Assignment/Group Discussion/Seminar Presentation: MM 20

End-semester exam: 60 marks

2. EDU-802: Data Analysis in Educational Research (04 credits)

Unit I- Quantitative Data Analysis techniques. Statistical Analysis: Classification, Tabulation, Diagrammatical and Graphical Presentation; Measures of Central Tendency and Dispersion. Measures of Correlation (Including Partial, Multiple Correlation and Regression Equation).

Unit II- Use of Non-Parametric and Parametric Techniques of Data analysis.

Unit III- Qualitative data analysis techniques: Narrative and Biographical Approach, Systematic Approach, Coding and Content analysis, Discourses: Conversations, Narratives and Autobiographies, Visual Media, Grounded Theory, Triangulation of Data.

Unit IV- Skills in Data Analysis by using Computer:

Graphical presentations, Data entry through MS Excel and Data Analysis through SPSS, Computer Assisted Qualitative Data Analysis (CAQDAS)

Evaluation

Practical: Data analysis using computer: MM 20

Theory: Assignment/Group Discussion/Seminar Presentation: MM 20

End Semester: 60 marks

EDU 851: Philosophy of Education

Unit I – Meaning and nature of philosophy, different branches of philosophy- metaphysics, epistemology, axiology and logic, meaning, nature and scope of philosophy of education as a discipline

Unit II – methods of philosophical inquiry

Unit III – latest research trends in the philosophy of education

Unit IV – Review of published research in the area

Course EDU 852 : Sociology of Education

Unit I – Need of sociological perspective in education, methods of study in sociology of education, education as a process in social system with reference to economy, polity, community, religion

Unit II – Education of socially and economically disadvantaged section of society with special reference to SC, ST, women and rural population

Unit III – Social change, modernization and social stratification

Unit IV – Review of published research in the area

Evaluation

1. Review of published Research In the Field: MM 20

2. Assignment/Group Discussion/Seminar Presentation: MM 20

End Semester: 60 marks

Course EDU 853: Psychological Foundations of Education

Unit I – Taxonomies of Educational Objectives, Learning theories – Field theories, factors influencing learning, transfer of learning, motivation: determinants, constructivism, personality: recent theories

Unit II – Cognitive development, moral development

Unit III – Social-emotional competence, stress and coping strategies, creativity

Unit IV – Review of published research in the area

Evaluation

1. Review of published Research in the Field: MM 20

2. Assignment/Group Discussion/Seminar Presentation: MM 20

End Semester: 60 marks

Course EDU 854 : Educational Administration and Management

Unit I – Total Quality Management in Education, organizational behavior, organizational effectiveness, organizational climate, organizational conflict

Unit II – Leadership effectiveness, Leadership styles, communication, decision making, human resource management in education

Unit III – Supervision and financing in education

Unit IV – Review of published research in the area

Evaluation

1. Review of published Research in the Field: MM 20

2. Assignment/Group Discussion/Seminar Presentation: MM 20

End Semester: 60 marks

Course EDU 855: Educational Technology and Open and Distance Learning System

Unit I – Materials, methods, models and techniques in self-learning, teacher controlled learning and group learning (learner based) situations, educational technology perspectives: Media and technology in teaching learning with special reference to mass media and communication

Unit II – ICT in Education: Development and validation of Instructional packages, evaluation system, research, teacher preparation, management of teaching learning system, networking and collaboration in traditional and open distance learning institutions

Unit III – Teacher effectiveness and teacher behaviour, open and distance learning – components, management, evaluation and strategies

Unit IV – Review of published research in the area

Evaluation

1. Review of published Research in the Field: MM 20

2. Assignment/Group Discussion/Seminar Presentation: MM 20

End Semester: 60 marks