

**RAJA MAHENDRA PRATAP SINGH UNIVERSITY
ALIGARH**



**SYLLABUS FOR PRE Ph.D COURSE WORK
(EDUCATION)**

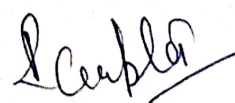
As per Ph.D Ordinance -2024

Raja Mahendra Pratap Singh University, Aligarh

SYLLABUS FOR PRE-PH.D COURSE WORK

Supervisory and Advisory Committee for the Preparation of the Pre-Ph.D. Course
Work Syllabus for Raja Mahendra Pratap Singh University, Aligarh

S.N.	Name	Designation	Department	College/ University
1	Prof. Ranjana Gupta Convener	Professor	Education	S.R.D.A. Girls College, Hathras
2	Prof. Pradeep Kumar Member	Professor	Education	D.S. College, Aligarh
3	Dr Sanjay Kumar Member	Assistant Professor	Education	D.S. College, Aligarh
4	Dr Rekha Rani Member	Assistant Professor	Education	S.S.J.N.P. Girls College, Kasganj
5.	Dr Ashutosh Tiwari Member	Assistant Professor	Education	D.S. College, Aligarh
6.	Dr Shashi Kumari Member	Assistant Professor	Education	S.R.D.A. Girls College, Hathras
7.	Dr Ajeet Kumar Yadav Member	Assistant Professor	Education	K.A. College, Kasganj
8.	Shri Vineet Singh Member	Assistant Professor	Education	P.C. Bagla College, Hathras
9.	Prof. Vinita Gupta Expert	Professor	Education	D.D.M. (PG) College, Firozabad
10.	Prof. C.D. Yadav Expert	Retd Principal	Education	Badri Vishal (PG) College, Farrukhabad



Course Objectives

- To develop a sound understanding of research concepts, methods, and processes.
- To equip scholars with quantitative and qualitative research skills.
- To develop competencies in literature review, data collection, analysis, and interpretation.
- To promote ethical and responsible research practices.
- To prepare scholars for proposal writing, thesis writing, and publication.

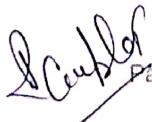
Course Outcomes (COs)

CO	After successful completion of the course, the research scholar will be able to:
CO1	Explain the meaning, nature, scope, and various types of research and identify researchable problems.
CO2	Formulate research questions, objectives, hypotheses, and develop appropriate research designs.
CO3	Apply quantitative, qualitative, and mixed-method approaches in conducting research.
CO4	Select and use suitable sampling techniques, data collection tools, and research instruments.
CO5	Analyze and interpret research data using appropriate statistical techniques and research software.
CO6	Prepare research proposals, reports, dissertations, and theses following academic writing standards.
CO7	Demonstrate awareness of research ethics, plagiarism prevention, publication ethics, and intellectual property rights.
CO8	Utilize emerging digital technologies and artificial intelligence tools responsibly in research.

Learning Outcomes

After completion of the course, the scholar will be able to:

- Understand the nature, scope, and various methods of educational research.
- Gain knowledge of different tools and techniques used for data collection.
- Apply basic and advanced statistical methods for analyzing and interpreting educational data.

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- Develop research proposals and formulate research problems, objectives, and hypotheses.
- Conduct literature reviews and critically evaluate research studies in the field of education.
- Demonstrate awareness of research ethics and ethical practices in educational research.

UNIT I: Foundations of Research

Unit I — Topics

- Meaning, Nature and Scope of Research
- Types of Research: Basic, Applied, Action, Historical, Descriptive, Experimental and Exploratory Research
- Identification and Formulation of Research Problems
- Research Questions, Objectives and Hypotheses
- Variables, Assumptions and Delimitations
- Review of Related Literature: Purpose, Sources and Procedures
- Research Gap Identification

UNIT II: Research Design and Methods

Unit II — Topics

- Research Design: Meaning, Characteristics and Types
- Quantitative Research Methods
- Qualitative Research Methods
- Mixed Methods Research
- Survey, Case Study, Experimental and Historical Research Designs
- Sampling: Concept, Types and Procedures
- Development of Research Proposals

UNIT III: Data Collection, Analysis and Research Tools

Unit III — Topics

- Sources of Data: Primary and Secondary
- Tools and Techniques of Data Collection: Questionnaire, Interview, Observation, Rating Scales and Checklists, Focus Group Discussion
- Reliability and Validity of Research Instruments
- Data Coding, Classification and Tabulation
- Statistical Techniques: Measures of Central Tendency and Dispersion, Correlation and Regression, Parametric and Non-Parametric Tests
- Introduction to Research Software and Tools (SPSS, Excel and Reference Management Tools)
- Data Interpretation and Presentation

Signature

UNIT IV: Academic Writing, Research Ethics and Emerging Trends

Unit IV — Topics

- Academic and Scientific Writing
- Research Report, Dissertation and Thesis Writing
- Referencing and Citation Styles (APA, MLA, Chicago, etc.)
- Research Publication and Publication Ethics
- Plagiarism: Concept, Detection and Prevention
- Research Ethics and Ethical Issues in Research
- Intellectual Property Rights (IPR), Copyright and Patents
- Emerging Trends in Research and Interdisciplinary Research
- Use of Artificial Intelligence and Digital Tools in Research

Suggested books for reading

Kerlinger, F.N. (2000). Foundations of Behavioral Research. Harcourt.	त्यागी, जी. (2014). शोध प्रविधि विनोद पुस्तक मंदिर, आगरा
Borg, W.R. & Gall, M.D. (2007). Educational Research (8th ed.). Pearson.	चिंठ, ए.के. (2016). अनुसंधान विधियाँ एवं सांख्यिकी। मोतीलाल बनारसीदास
Creswell, J.W. (2014). Research Design (4th ed.). SAGE.	यादव, एस.एस. (2016). शैक्षिक अनुसंधान एवं नैतिकता। अग्रवाल पब्लिकेशन
Best, J.W. & Kahn, J.V. (2016). Research in Education (10th ed.). Pearson.	गुप्ता, एस.पी. (2016). सांख्यिकीय विधियाँ सुल्तान चंद एण्ड संसा
Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.	पाण्डेय, रामशकल (2017). शैक्षिक अनुसंधान की रूपरेखा विनोद पुस्तक मंदिर
Cohen, L., Manion, L. & Morrison, K. (2018). Research Methods in Education (8th ed.). Routledge.	लाल, रमन बिहारी (2018). शैक्षिक अनुसंधान विनोद पुस्तक मंदिर, आगरा
Fraenkel, J.R. & Wallen, N.E. (2018). How to Design & Evaluate Research in Education (9th ed.). McGraw Hill.	गैरट, एच.ई. (अनु. माथुर) (2018). मनोविज्ञान में सांख्यिकी। लक्ष्मी नायक
Field, A. (2018). Discovering Statistics Using SPSS (5th ed.). SAGE.	शर्मा, डी.एन. (2018). शोध प्रबंध लेखना विनोद पुस्तक मंदिर
APA (2020). Publication Manual of the American Psychological Association (7th ed.). APA.	मंगल, एस.के. (2019). शोध विधियाँ एवं सांख्यिकी। पी.एच.आई. लर्निंग
Gupta, S.P. (2020). Statistical Methods (44th ed.). Sultan Chand & Sons.	उपाध्याय, एस.एन. (2020). शैक्षिक अनुसंधान। अग्रवाल पब्लिकेशन

S. Gupta

★ PRE Ph.D. COURSE WORK ★

Department of Education

Subject-Specific Course

(ADVANCED STUDIES IN EDUCATION)

Credits: 4 | Internal Assessment: 30 Marks | End Semester Examination: 70 Marks | Total: 100 Marks

Course Objectives

- To develop advanced understanding of major educational theories and paradigms.
- To familiarize scholars with contemporary issues and challenges in education.
- To enable critical examination of educational policies and reforms.
- To promote interdisciplinary and evidence-based perspectives in educational research.
- To Strengthen conceptual foundations for doctoral research in Education.
- To explore emerging trends and innovations in teaching-learning processes.

Course Outcomes (COs)

After successful completion of the course, scholars will be able to:

After successful completion of the course, the research scholar will be able to:

CO1	Critically analyze philosophical, sociological, psychological, and contemporary foundations of education.
CO2	Examine emerging educational paradigms and global educational developments.
CO3	Evaluate educational policies, reforms, and governance mechanisms from research perspectives.
CO4	Analyze contemporary issues and challenges affecting educational systems.
CO5	Integrate interdisciplinary approaches and advanced concepts into doctoral research.
CO6	Develop research-based solutions for educational problems and innovations.

Learning Outcomes (LOs)

After completion of the course the scholar will be able to

- Demonstrate advanced conceptual understanding of educational theories.
- Critically interpret contemporary educational research literature.
- Evaluate educational innovations and technology integration.
- Identify research gaps in educational practice and policy.
- Apply theoretical knowledge to educational research problems.
- Develop scholarly perspectives on national and global educational concerns.

UNIT I: Advanced Foundations of Education

A. Contemporary Philosophical Perspectives in Education

- Pragmatism, Existentialism, Constructivism
- Critical Pedagogy
- Postmodernism and Education

B. Advanced Sociological Perspectives

- Social Justice and Equity
- Inclusion and Diversity
- Education and Social Change

C. Advanced Psychological Perspectives

- Cognitive Development and Learning Sciences
- Motivation and Self-Regulated Learning
- Emotional Intelligence and Well-being

D. Indian Knowledge System (IKS) and Education

- Educational Ideas of Ancient Indian Thinkers
- National Education Policy (NEP-2020) and Indian Knowledge Traditions

UNIT II: Educational Policy, Governance and Leadership

A. Educational Policy Analysis

- National Education Policy 2020
- Higher Education Reforms in India

B. Educational Governance

- Institutional Governance
- Quality Assurance and Accreditation
- Academic Leadership

C. Educational Planning and Management

- Strategic Planning
- Resource Management
- Educational Accountability

D. Global Perspectives

- Internationalization of Education
- Sustainable Development Goals (SDGs) and Education



A. Equity, Access and Inclusion

- Gender and Education
- Inclusive Education
- Educational Opportunities for Marginalized Groups

B. Teacher Education and Professional Development

- Teacher Competencies
- Continuous Professional Development

C. Assessment and Learning Outcomes

- Competency-Based Assessment
- Learning Analytics

D. Educational Challenges

- School Dropout
- Digital Divide
- Mental Health and Well-being
- Environmental and Sustainable Education

UNIT IV: Emerging Trends and Advanced Concepts in Education

A. Educational Technology and Innovation

- Artificial Intelligence in Education
- Learning Management Systems
- Adaptive Learning Technologies

B. Digital Pedagogy and Online Learning

- Blended Learning
- MOOCs and Open learning
- Virtual and Augmented Reality in Education

C. Contemporary Research Frontiers

- Educational Data Analytics
- Evidence-Based Educational Practices

D. Future of Education

- Lifelong Learning
- Skill-Based and Competency-Based Education
- Global Citizenship Education

S. Coulter

Suggested books for reading

Piaget, J. (1970). Science of Education and Psychology of the Child. Orion Press, New York.	चौधरी, के.पी. (2016). शिक्षा नेतृत्व एवं प्रबन्धना अग्रवाल पब्लिकेशन, आगरा
Vygotsky, L.S. (1978). Mind in Society: Development of Higher Psychological Processes. Harvard University Press.	भटनागर, सुरेश (2017). शैक्षिक प्रशासन एवं प्रबन्धना आर. लाल बुक डिपो, मेरठा
Knowles, M.S. (1980). The Modern Practice of Adult Education. Cambridge Books.	सिंह, ए.के. (2017). शिक्षा में पाठ्यक्रम एवं मूल्यांकन मोतीलाल बनारसीदास, नई दिल्ली
Bush, T. & Bell, L. (Eds.) (2002). The Principles and Practice of Educational Management. SAGE, London.	गुप्ता, वी.के. (2017). भारत में उच्च शिक्षा: चुनौतियाँ एवं संभावनाएँ कनिष्क पब्लिशर्स, नई दिल्ली
Freire, P. (2005). Pedagogy of the Oppressed (30th Anniversary ed.). Continuum, New York.	लाल, रमन बिहारी (2017). शैक्षिक मनोविज्ञान विनोद पुस्तक मंदिर, आगरा
Darling-Hammond, L. (2006). Powerful Teacher Education. Jossey-Bass, San Francisco.	जैन, एम.पी. (2017). पर्यावरण शिक्षा साहित्य भवन, आगरा
Garrison, D.R. & Vaughan, N.D. (2008). Blended Learning in Higher Education. Jossey-Bass.	अग्रवाल, जे.सी. (2018). उच्च शिक्षा मनोविज्ञान एवं शैक्षिक अनुसंधान शिमा पब्लिकेशन, दिल्ली
Gardner, H. (2011). Frames of Mind: The Theory of Multiple Intelligences. Basic Books, New York.	पाण्डेय, रामशकल (2018). शिक्षा के समाजशास्त्रीय आधार विनोद पुस्तक मंदिर, आगरा
Giroux, H.A. (2011). On Critical Pedagogy. Continuum International Publishing Group.	सक्सेना, एन.आर.एस. (2018). शिक्षा एवं समाज आर. लाल बुक डिपो, मेरठा
UNESCO (2015). Education 2030: Incheon Declaration and Framework for Action. UNESCO, Paris.	मिश्रा, यशेश (2018). आधुनिक भारत में शिक्षा अभिव्यक्ति प्रकाशन, इलाहाबाद
Banks, J.A. (2016). Cultural Diversity and Education (6th ed.). Pearson, Boston.	सिंह, बी.डी. (2018). कृत्रिम बुद्धिमत्ता और शिक्षा नालंदा प्रकाशन, पटना
Fullan, M. (2016). The New Meaning of Educational Change (5th ed.). Teachers College Press.	शर्मा, रा.ए. (2019). शैक्षिक प्रशासन एवं प्रबन्धन के नवीन आयाम आर. लाल बुक डिपो, मेरठा
Selwyn, N. (2016). Education and Technology: Key Issues and Debates (2nd ed.). Bloomsbury, London.	त्यागी, जी. (2019). समावेशी शिक्षा विनोद पुस्तक मंदिर, आगरा
Spring, J. (2017). The Politics of American Education. Routledge, New York.	वर्मा, एम. (2019). शैक्षिक तकनीकी राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
Tilak, J.B.G. (2018). Education and Development in India. Springer, Singapore.	पाठक, पी.डी. (2019). भारतीय ज्ञान परम्परा एवं शिक्षा सुरक्षि प्रकाशन, दिल्ली
Holmes, W., Bialik, M. & Fadel, C. (2019). Artificial Intelligence in Education. Center for Curriculum Redesign, Boston.	मंगल, एस.के. (2020). शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार पी.एच.आई. लर्निंग, नई दिल्ली
Sharma, R.A. (2019). Advanced Educational Psychology. R. Lal Book Depot, Meerut.	भारत सरकार (2020). राष्ट्रीय शिक्षा नीति 2020। शिक्षा मंत्रालय, नई दिल्ली
Government of India (2020). National Education Policy 2020. Ministry of Education, New Delhi.	शर्मा, एस.पी. (2020). समकालीन शैक्षिक मुद्दे एवं प्रवृत्तियाँ अग्रवाल पब्लिकेशन, आगरा

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RAJA MAHENDRA PRATAP SINGH UNIVERSITY, ALIGARH

★ PRE Ph.D. COURSE WORK ★
Department of Education

Teaching Scheme and Evaluation Method

TEACHING SCHEME

Component	Hours
Lectures/Seminars/Group Discussions/Case Studies/Research Paper Reviews	60

EVALUATION METHODOLOGY

- Internal Assessment (30 Marks)

Components	Marks
Seminar Presentation	10
Research Paper Review	10
Assignment/Term Paper	10
Total	30

- End Semester Examination (70 Marks)

Component	Marks
Written Examination	70

QUESTION PAPER PATTERN

- Section A → Short Answer Type Questions
- Section B → Analytical Questions
- Section C → Essay Type Questions and Critical Evaluation

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