



**DEPARTMENT OF EDUCATION
TRIPURA UNIVERSITY
(A CENTRAL UNIVERSITY)**

DOCTOR OF PHILOSOPHY (Ph.D.)

IN

EDUCATION

**Tripura University (A Central University), Suryamaninagar,
Agartala, Tripura (W)**

COURSE STRUCTURE FOR PH.D. IN EDUCATION PROGRAMME

Structure of Course Work		
Codes	Semester / Particulars	Minimum Credits Required to be qualified
PHD- EDCN 9004	Passing of Course Work	4
PHD- EDCN 9002		4
PHD-EDCN 9003		4
PHD-EDCN 9001		4
Total Minimum Credits Required to pass Course Work		16
Structure of Ph.D. Programme		
Codes	Semester / Particulars	Minimum Credits Required to be qualified
PHD-9005	Semester I (1st Progress report)	8
PHD-9006	Semester II (2nd Progress report)	8
PHD-9007	Semester III (3rd Progress report)	8
PHD-9008	Semester IV (4th Progress report)	8
PHD-9009	Semester V (5th Progress report)	8
PHD-9010	Successful Submission of Synopsis	8
PHD-9011	Successful Submission of Summary (5000 words)	16
PHD-9012	Successful Submission of Thesis (positive Comments of all adjudicators)	16
PHD-9014	Successful Defence of Thesis through Viva Voce Examination	8
PHD-9015	Teaching Assistantship / Evaluation of Answer Scripts	2+2=4
Total		100
Minimum Credits required for Awarding Ph.D. Degree.		

Learning Outcomes of the Programme

The learning objectives of the Ph.D. program allow students to:

- Develop substantive knowledge in their area of specialization
- Master the analytical and methodological skills required to evaluate and conduct research in their area of specialization and related areas
- Design and conduct original research in their area of specialization
- Demonstrate the ability to communicate the results of their research in a clear and effective manner
- Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds
- Demonstrate an understanding and concern for the high ethical standards in business research, teaching, and service
- Demonstrate the ability to teach college-level courses in their area of specialization

Credits, Credit Distribution and Semesters in Ph.D. Program:

Each six month duration shall comprise a semester. Usually Odd Semester shall be started w.e.f. 1st day of July every year and Even semester from 1st day of January every year. There shall be allotment of Minimum number of Credits with each and every Semester of the Ph.D. Program as mentioned in the table- 1. A Research Scholar needs to earn these Minimum Credits to qualify in the particular Semester of the Program and also the other specified activities related to Ph.D. Program mentioned in the Table -1. Total Minimum Credits of the Ph.D. Program is 100 (one hundred). If a Scholar fails to earn this Minimum Credit, he/she shall not be awarded the Doctor of Philosophy (Ph.D) from Tripura University. However, a scholar can earn more credits to complete his/her Ph.D. Program.

A Scholar cannot proceed to next Semester/ activities of the Ph.D. Program until he/she qualifies in the previous Semester/ activities mentioned in table -1.

Table - 1
Minimum Credits to be Earned to qualify for next Semester/activities of Ph.D Program

Codes	Semester / Particulars	Minimum Credits Required to be qualified
	Passing of Course Work	16
PHD-9005	Semester I (1st Progress report)	8
PHD-9006	Semester II (2nd Progress report)	8
PHD-9007	Semester III (3rd Progress report)	8
PHD-9008	Semester IV (4th Progress report)	8
PHD-9009	Semester V (5th Progress report)	8
PHD-9010	Successful Submission of Synopsis	8
PHD-9011	Successful Submission of Summary (5000 words)	16
PHD-9012	Successful Submission of Thesis (positive Comments of all adjudicators)	16
PHD-9014	Successful Defence of Thesis through Viva Voce Examination	8
PHD-9015	Teaching Assistantship / Evaluation of Answer Scripts	2+2=4
Total		100
Minimum Credits required for Awarding Ph.D. Degree.		

Ph.D. Course Work:

Credit Requirements, number, duration, syllabus, minimum standards for completion of Ph.D. Course work are as under-

The credit assigned to the Ph.D. course work has been mentioned in table-2. The Course Work shall be treated as prerequisite for Ph.D. program. Four Courses, each of 4 (Four) Credits have been assigned to Ph.D. Course Curriculum (as per Table 2). Two Courses of Research Methodology (4 Credits each) shall cover areas such as, quantitative methods, computer applications, research ethics and review of published research in the relevant field, training, field work, etc. Other courses shall be advanced level courses preparing the students for Ph.D. degree.

Table-2
Coursework Structure for Ph.D. in Education

Course Code	Course Name	Credit Distribution			Total Credits
		L	T	P	
PHD-EDCN 9001	Research Methodology and Computer Applications	4	0	0	4
PHD- EDCN 9002	Advanced area of Research in Education	4	0	0	4
PHD- EDCN 9003	Basics of Education	4	0	0	4
PHD- EDCN 9004	Book Review, Preparing Research Proposal/Seminar Presentation, Viva-Voce &Assignment	0	0	4	4

Note: L – Lecture, T – Tutorial, P – Practical/Project

**Course Work Syllabus for Ph.D in Education
Education**

Paper Code: PHD-EDCN 9001

(Research Methodology and Computer Applications)

Total Credits: 4

Total Marks: 100

COURSE OUTCOMES:

It is expected that on completion of the course, Scholars will be able to

- Apply the knowledge of basic aspects of Research in Education
- Utilize the methodology and processes by which the research has been conducted.
- Analyse the mistakes commonly made during the research and apply thereto.
- Synthesize both quantitative and qualitative approaches of conducting research
- Apply the knowledge of various computer applications in research.

COURSE CONTENTS

Unit-I

- Types of educational Research: historical, experimental and descriptive.
- Stating the problem and objectives of research
- Concept and types of Hypothesis and variable.

Unit-II

- Review of Related Literature and Research Tool & sample
- Role of related literature in educational Research.
- Types of data: Qualitative and Quantitative
- Techniques and tools of data collection
- Sampling:**a)** Population and sample
b)Methods:(i)Probability sampling,
(ii) Non-Probability sampling

Unit-III

- Research proposal Final Report Writing:
- Writing research proposal.
- Final Report writing.
- Reference style (APA 7th Add)

Unit-IV

- Data Analysis in Quantitative Research
- Analysis of Quantitative Data- Descriptive statistical Measures
- Analysis of Quantitative Data: Inferential statistics(based on parametric testes)
- Analysis of Quantitative Data: Inferential statistics based on non-parametric test
- Analysis of Quantitative Data: (with techniques)

Unit-V

- Knowledge of operation of a computer system.
- Graphical and tabular presentation of research data.
- Internet exploration-internet surfing, taking print out, downloading and formatting the data.
- Use of SPSS in educational research.

Suggested readings

- Best, J.W & Kahn, J.V Research in Education, (6 th Edition) New Delhi Prentice Hall, 1989
- Buch, M.B A Survey of Research in Education, Baroda, CASE, M.S.University, 1974
- Fox, D.J The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.
- Garret H.E Statistics in Psychology and Education, Bombay. Vikils, Feiffer & Semen's Ltd, 1988
- Good, Barr & Scates Methodology of Educational Research, New Work Appleton Crofts, 1962
- Guildford, J.P & Fruchter, B Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974
- Kerlinger F.N Foundation of Behaviour Research, Delhi, Surjeet Publications, 1978
- Koul, L Methodology of Educational Research, New Delhi Vikash Publications, 1998
- Kurtz, A.K. & Mayo, S.T Statistical Methods in Education and Psychology,

- New Delhi, Narosa Publishing House, 1980
- Sax, G Empirical Foundation of Educational Research, New Jersey, Englewood Cliffs, 1968
- Scigal, Sydne, Y. Non-parametric Statistics for Behavioural Science, New Delhi, McGraw Hill, 1978
- Singh, ArunKumarText, Measurement and Research Methods in Behavioural Sciences, New Delhi, McGraw Hill, 1986
- Sukia S.P, & Other Elements of Educational Research, (3 rd Edition), Bombay, Allied Publishers, 1974
- Tuckman, B.W Analyzing and Designing Educational Research, New York, Harcourt Brace Jovanovich, Inc, 1978
- Tuckman, B.WConducting Educational Research (2 nd Edition), New York, Harcourt Brace Javanovich, Inc., 1979
- Van Dalen, D.B.& Meyer, W.JUnderstanding Educational Research, New York,

**Course Work Syllabus for Ph.D in Education
Education**

**Paper Code: PHD-EDCN 9002
(Advanced Area of Research in Education)**

Total Credits: 4

Total Marks: 100

Course Outcomes:

It is expected that on completion of the course, Scholars will be able to

- Apply different emerging issues and New Direction in Educational Research in India
- illustrate the process of measurement, evaluation and assessment process
- Construct research tool and to standardize instrument for collecting data
- Do Research in Creative functioning
- Explore knowledge regarding Research in Teacher Education
- Conduct research on education, educational technology and education psychology

COURSE CONTENTS

Unit – I New Direction for Educational Research in India:

Internationalization of Higher Education, Current Issues & Challenges in Higher Education, Vocationalization of Higher Education, Inclusion & quality in Higher Education, Shortcomings of Educational research, Professional Ethics and value Education. Early childhood care Education, Tribal Education with special reference to Tripura.

Unit – II Research in Test, Measurement & Evaluation:

Gaps and priorities in measurement and evaluation problems in test construction, Problems and issues in examination reforms, Problems and issues in test administration, Problems and issues in development of norms and data interpretation, Errors in calculation of reliability and validity of various tool, Errors in scoring procedure.

Unit – III Research in Creative functioning:

Creativity research international perspective, creativity research in India, theoretical research in Creativity, identification and measurement of Creativity, correlates of creativity. Socio-cultural factors and Creativity research on nurturing creativity, Creativity: Prospects and issues.

Unit – IV Research in Teacher Education:

A Brief Review of Research Trends, Projects and Testing in Teacher Education in India; New Directions of Research in Teacher Education

Unit – V Research in Psychology of Education & Educational Technology:

Inclusive Education, Current research trends, correlates of achievement, leadership behavior, mental health, test, Research in teacher effectiveness, teaching skill and competency, correlates of communication, teacher behavior, problems in maintaining individual difference through technology, problems and issue in distance education.

Some Suggested Books Name:

1. E.P. Torrance, Creativity: Its John Wiley, N.Y
D.G. Demos, J. Educational Implicating
C. Gowan
2. J.P. Guilford A Sourcebook of creative Charles Scribner's
Thinking Sons. N.Y.
3. J.P. Guilford Creativity in Childhood Science and Behavior
and Adolescents Books, California
4. J.P. Guilford Nature of Intelligence McGraw Hill, N.Y
5. J.P. Guilford The Analysis of McGraw Hill, N.Y
Intelligence
6. Hough Lytton Creativity and Education Rutledge and Kegan
Paul. London
7. S.J. Parnes Creativity: Its John Wiley and Sons.
Educational Implications N.Y
8. C.W. Taylor Creativity: Progress and McGraw Hill, N.Y
potential

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| 9. | E.P. Torrance | Guidance
talent | Creativity | Prentice-hall, Inc.
Englewood Cliffs, N.J. |
| 10. | E.P. Torrance,
R.E. Myers | Creativity Learning and
Teaching | | Mead, Dodd, N. Y |
| 11. | Mangal&Mangal | Essentials
Educational Technology | of | PHI Learning Private
Limited |
| 12. | Radha Mohan | Teacher Education | | PHI Learning Private
Limited |
| 13. | Reynolds | Measurement
Assessment
Education, 2 nd ed. | and
in | PHI Learning Private
Limited |
| 14. | Thorndike
Thorndike-
Christ | & Measurement
Evaluation in Psychology
and Education, 8 th ed. | and | PHI Learning Private
Limited |
| 15. | Miner | Organizational Behavior:
1- Essential Theories of
Motivation
Leadership | and | PHI Learning Private
Limited |
| 16. | S.K. Bawa | Globalization of Higher
Education | | APH Publishing
corporation, New
Delhi |
| 17. | M.B. Buch | Survey of Research in
Education | | NCERT |

18. Anastasi, A. (1976). Essentials of Psychological testing (4th edition). New York. Macmillan Publishing Co.
19. Bloom, B.S, Maduas, G.F. and Hasting, T.J. (1981). Evaluation to Improve Learning. New York: Mc. Graw Hills.
20. Cronbach, L.J (1970). Essential of Psychological Testing (3rd edition) New York: Harper and Row Publishers.
21. Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment. NCERT. New Delhi.
22. Edward E.L. (1969). Techniques of Attitude scale construction. Bombay Vakils, Feffer and Simons Pvt. Ltd.
23. Grunlund, Norman, E. (1976). Measurement and Evaluation Testing (3rd edition) New York: McMillan.
24. Hopkins, Kennett, D. (1998). Educational and Psychological Measurement and Evaluation. Allyn and Baon.
25. Linguist, E.F. (Ed.) Educational Measurement. American Council of Education, Washington D.C.
26. Popham W.J, (1999). Classroom Assessment: What Teachers Need to know (2nd edition). Boston, Allyn and Baon.
27. Popham W.James, (Ed.). (1999). Evaluation in Education: Current Applications. Mr. Cutrhan Publishing Corporation. 2526 grove street, Barkley, California.
28. Sidney H. Jrvine and Patrek E. Kyllonen, Editors. (2002) Item Generation for Test Development, Mahwah NJ: Lawrence. Erlbaum Associates Inc.
29. Chaurasia, G Teacher Education and professional Organization, Delhi, Author Press, 2000.
30. Govt. of India Report of the Education Commission, 1963-1966, New Delhi, Ministry of Education. Govt. of India, 1966.
31. Meffit, John Clifton In-Service Education for Teachers, Washington, Center for Applied Research in Education, INC, 1983.
32. Mukhejee, S.N(ed.) Education of the Teacher in India, Vol. I & Vol. II, Delhi, S. Chand and Co. 1988.

33. NCET Teacher Education Curriculum- A framework, New Delhi, NCERT, 1978.
34. Pareek, R Role of Teaching Profession, Guwahati, Eastern Book House, 1996.
35. Passi, B.K. Becoming a Better Teacher, Microteaching Approach, Amedabad, SahityaNudranalaya, 1976.
36. Subramanyam, K. Handbook for College and University Teachers, Hyderabad. 1995.
37. 17. Tibble, J.W. (ed.), The future of Teacher Education, London, Routledge and Kegan Paul, 1971.

**Course Work Syllabus for Ph.D in Education
Education**

**Paper Code: PHD-EDCN 9003
(Basics of Education)**

Total Credits: 4

Total Marks: 100

Course Outcomes:

It is expected that on completion of the course, Scholars will be able to

- Explain the basics and fundamentals of Education
- State relationship between education and various related discipline like philosophy, psychology, sociology etc.
- Analyse the process of measurement and evaluation in educational research
- Illustrate the process of integrating technology in research
- Conduct research on various areas of education

COURSE CONTENTS

Unit-I: PHILOSOPHICAL BASIS OF EDUCATION

- Relationship between Education and Philosophy
- Meaning, nature and scope of Philosophy of Education
- Idealism, realism, naturalism, pragmatism, existentialism, with special reference to the concepts of knowledge, reality and values their educational implications for aims, contents and methods of education.

Unit-II: PSYCHOLOGICAL BASIS OF EDUCATION:

- Educational Psychology: Concept and scope of Educational Psychology contribution of psychology to education. Intelligence-its meaning, theories of measurement
- Creativity-its meaning, process, identification& fostering
- Relationship between intelligence & creativity
- Learning and Motivation

Unit-III: SOCIOLOGICAL BASIS OF EDUCATION

- Relationship of Sociology and Education.
- Meaning and nature of Educational sociology and Sociology of Education
- Education and modernization
- Education and culture
- Education and democracy

- Socialization of the child
- Meaning and nature of social change
- Education as related to social stratification and social mobility

Unit-II: MEASUREMENT AND EVALUATION IN EDUCATION

- Concept of measurement and evaluation in Education.
- Different types of measuring scales
- Need for measurement and evaluation in education.
- Formative and summative evaluation-Role of teachers in an evaluation programme.
- Taxonomy of educational objectives (cognitive, affective and Psychomotor)-Specification of objectives steps in the process of evaluation.
- Education tests: measurement of Achievement-construction of achievement test and Standardization.
- Relative merits and demerits of using different types of test items.
- Reliability-concept, determining factors-methods of determining different reliability coefficient.
- Validity-concept and use-types of validity- determination of validity coefficient

Unit-V: EDUCATIONAL TECHNOLOGY

- Meaning, nature, scope and significance of educational Technology
- Components of Educational Technology-Hardware, Software
- Concept of Communication
- Teaching Aids-Psychology of using Teaching Aids. Types of Teaching Aids-Non projected
- Projected and Audiovisual Aids. Computer as Teaching Aid.

SUGGESTED READINGS

1. Brown, L. M. ***Aims of Education***, New York, Teachers College Press.1970.
2. Brubacher, R. S. ***Modern Philosophies of Education***, Chicago,University Press. 1955.
3. Curren Randall (Edited) ***A Companion to Philosophy of Education***, New YorkBlackwell Publishing. 2003.
4. Dewey, J. ***Democracy and Education and Introduction intoPhilosophy of Education***, New York, The Free Press,1966

5. Heyting, Frieda (Edited) ***Methods in Philosophy of Education***, London, Routledge, 2001.
6. Luther, M.N. ***Values and Ethics in School Education***, New Delhi, Tata McGraw Hill, 2001.
7. Moon, Bob (Edited) ***International Companion to Education***, London, Routledge, 2000.
8. Benthanr Susan. ***Psychology and Education, Rautledge Publication, New York, 2002***
9. Bhatnagar S. ***Advanced Educational Psychology***, Agra, Bhargava BookHouse, 2002.
10. Bron R.A. Allyn& Bacon ***Essentials of Psychology***, Guwahati, NiveditaDK Distributors.2002.
11. Dececee, J. P. ***The Psychology of Learning & Instruction***, New Delhi, Prentice Hall, 1970.
12. Dhir R.N. ***Educational Psychology***, Chandigarh, Abhishek Publication,2002.
13. Eliet, KnatochwillTrauers, Cook L. ***Educational Psychology: Effective Teaching, Effective Learning***, Mc Grow- Hill, 2000.
14. Gagne, R. M. ***The Conditions of Learning*** (2nd edition) New York, Rinehart&Winston, 1976.
15. Guilford, J.P. ***The Nature of Human Intelligence***, New York, McGraw Hill,1967.
16. Hall, C. S. & Lindsey, G. ***Theories of Personality*** (3rd Edition), New York, John Wiley,1978.
17. Hilgard, E.O. ***Theories of Learning*** (4th Edition), New York. Appleton-Century Crgts, 1976.
18. Sahoo F.M. ***Psychology in Indian Context***, Agra, Bhargava Book House,2002.
19. Sharma R.N. ***Educational Psychology***, Guwahati, DVS Publication, 2002.
20. Woodworth, R.S ***Psychology: A Study of Mental Life***, New York, Century,1995.

21. Blackledge, D. & Hunt, Barry ***Sociological Interpretations of Education***, London, GroomHelm, 1985.
22. Chanda S. S. & Sharma R.K. ***Sociology of Education***, New Delhi, Atlantic Publishers,2002.
23. Chandra S.S. ***Indian Educational Development, Problems and Trends***, NewDelhi, Kanishka Publishers, 2002.
24. Hemlata, T. ***Sociological Foundations of Education***, New Delhi, KanishkaPublishers, 2002
25. Mishra. B.K. &Mohanty R. ***Trends and issues in Indian Education***, New Delhi, KanishkaPublishers, 2002.
26. Mohanty, J. ***Indian Education in Emergency Society***, New Delhi, SterlingPublishers, 1982.
27. Rogers B. ***Classroom Behaviour***, Guwahati, Nivedita Book Distributors,2002.
28. Shukla, S. & K. Kumar ***Sociological Perspective in Education***, New Delhi, ChanakyaPublication, 1985.
29. UNESCO ***Inequalities and Educational Development***, Paris, ANIIEPSeminar, UNESCO, 1982.
30. Allen D.W. ***Micro Teaching:A Description;*** California: Stanford University, 1966
31. Anand C.L. ***Aspects of Teacher Education***, Delhi S. Chand and Co, 1988
32. Grower, R. & Walters S ***Teaching Practice Handbook***, London, ELBS, Heinemann Educational Books Ltd. 1978
33. MangalS.K***Foundations of Educational Technology***, Ludhiana, Tendon Publication. 2001
34. Marshal, Weil. & Joyce Bruce, ***Information Processing Models of Teaching*** Englewood Cliffs, New Jersey: Prentice –Gall. 1978
35. Marshal ,Weil. & Joyce Bruce, with Beverly Showers ***Models of Teaching***, New Delhi: Prentice- Hall 1992.
36. Anastasi A. ***Psychological Testing*** (4th edition), New York, McMillan PubCo, 1976.

37. Bloom B.S., Madaus, G.F. and Hasting, T.J. (1981). ***Evaluation to Improve Learning***. New York: Mc. GrawHills.Others.
38. Cronbach L J. *Essentials of Psychological Testing*(3rd edition), New York,Harper & Row publishers, 1970
39. Dave, R.H. and Patel. P.M.(1972) educational Evaluation and Assessment. NCERT. New Delhi.
40. Edward E.L. (1969). *Techniques of Attitudes Scale Construction*. Bombayvakils, Feffer.
- 41.Grunland, Norman, E. (1976). Measurement and evaluation testing (3rd Edition) New York : McMillan.
42. Hopkins, Kennett, D. (1998). Educational and Psychological Measurement and Evaluation. Allyn and Bacon.
43. Linguist, E.F.(Ed.) Educational Measurement. American Council of Education, Washington D.C.
44. Popham W.J.(1999). Classroom Assessment: What Teachers Need to Know (2nd edition). Boston, Allyn and Bacon.
45. PophamW.James (Ed.). (1974). Evaluation in Education : Current Applications. Mr. Cutrhun Publishing Corporation.2526 Grove Street, Barklay. California.
46. Sidney H. Jrvine and Patrek E. Kyllonen, Editors.(2002) Item Generation for Test Development.MahwahNJ: Lawrence. Erlbaum Associate Inc.
47. Stanley, J.C. and Hopkins, K.D. (1972). Educational and Psychological Measurement and Evaluation. New Jersey: Prentice Hall.
48. Thorndike, R.L. and Hagen E.(1969). Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons.
49. Walberg, H.J. and Haertel, G.D. (Ed) (1990). The International Encyclopedia of Educational Evaluation. New York: Pergmen Press.

**Course Work Syllabus for Ph.D in Education
Education**

**Paper Code: PHD-EDCN 9004
(Seminar/Practical/ Project and Assignment)**

Total Credits: 4

Total Marks: 100

Course Outcomes:

It is expected that on completion of the course, Scholars will be able to

- Review books relevant to their research
- Make research proposal
- Present in seminar/symposium

Course Contents

Course contents will be related hand on experience on research activities and the following areas/activities/practical-

- **Book Review**
- **Preparing Research Proposal/Synopsis & Seminar Presentation**
- **Viva -Voce**
- **Assignment**