

**Department of Education  
University of Kashmir  
Srinagar**

**Syllabus for  
Ph.D. Programme in Education  
2025 Onwards**



School of Education & Behavioral Sciences

**University of Kashmir**

NAAC Accredited 'A<sup>++</sup>' Grade University

Hazratbal, Srinagar (J&K)- 19006

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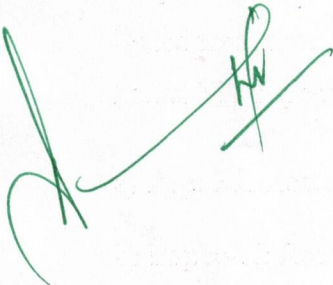
### **Scheme of Papers for Ph.D. Programme in Education**

The candidates admitted for pursuing Ph.D. Programme in the Discipline of Education shall have to opt two compulsory paper/s and one specialized paper in accordance with the UGC guidelines issued from time to time. The weight-age for each paper is 100 marks with time duration of three hours. The papers are:

a) **Paper-I:** Research Methodology

b) **Paper-II:** Recent Advances in Education

c) **Paper-III:** *Specialized Paper* (This paper is to be prepared by the respective supervisors on the basis of the research interest shown by the scholar.)



**PAPER-I**

**RESEARCH METHODOLOGY**

**Course No. Ph.D.01**

**Marks: 100**

**COURSE OUTCOMES:**

Upon completion of this course, students will be able to:

1. Understand the conceptual framework, nature, and scope of educational research.
2. Identify and formulate research problems with clear rationale and objectives.
3. Select appropriate research designs, sampling techniques, tools, and procedures for data collection.
4. Apply suitable statistical and qualitative methods for data analysis and interpretation.
5. Develop skills in academic writing, referencing, and ethical research practices.
6. Prepare research reports, dissertations, and manuscripts following academic standards and publication ethics.

**Unit-I: Conceptual Framework of Educational Research**

- a) Nature and Scope of Educational Research
- b) Historical, Philosophical, Experimental and Grounded Theory research (Purpose, Characteristics, Steps & Procedure)
- c) Descriptive, Co relational, Ethnographic, Case Study and Narrative Analysis Purpose, Characteristics, Steps & Procedure)

**Unit-II: Formulation and Design of Educational Research**

- a. Identification of the problem for research
- b. Building rationale for the study with reference to (Review of Related Literature, Identifying the Research Gap and Theoretical Background).
- c. Specifying objectives, Framing research questions and hypotheses of the study.
- d. Operational definitions of the terms and variables
- e. Choosing appropriate design and stating the procedure (Selecting appropriate methods, tools/techniques, procedures of data collection and data-processing).

**Unit-III: Sampling Techniques**

- a) Concept of Population and Sample
- b) Methods of Sampling
  - Probability Sampling
  - Non-probability Sampling
- c) Choice of the Sampling Method
- d) Characteristics of a Good Sample
- e) Determination of Sample Size & sampling Error

**Unit-IV: Tools & Techniques**

- a) Characteristics of a Measuring Instrument
  - Objectivity
  - Reliability and its methods of estimation
  - Validity and its methods of estimation
- b) Test Construction
  - Blue-print
  - Item analysis: difficulty value and discrimination index
  - Revision of items and final format

- Standardization, administration, and scoring
- Preparation of Test Manual

## Unit V:

### A. Data analysis

- Testing of Hypotheses
  - Test of Significance (for correlated and uncorrelated measures)
  - Analysis of Variance (ANOVA)
  - Chi-square Test and Contingency Coefficient
- Correlation and Regression
  - Correlation by-Product Moment and Rank Difference Method
  - Regression Equation and Regression Curve
  - Mann-Whitney U-Test & Post Hoc Test
- Qualitative Data analysis
  - Content analysis
  - Thematic Analysis
  - Narrative Analysis

### B) Academic Writing in Research

- Concept of Academic Writing in Research
- Format of Research
- Preparation of the Manuscript
- Writing style
- APA Referencing and citation Practices (MLA, APA & Chicago)
- Preparation of summary and abstract
- Evaluating and Finalizing the Report (Including the process of converting dissertations and theses for publication as a journal article)
- Ethical principles : Steps to avoid Plagiarism in Research

## LEARNING OUTCOMES:

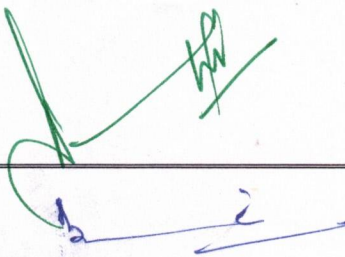
After completing this course, the learner will be able to:

- Explain the nature, scope, and types of educational research** — including historical, philosophical, experimental, grounded theory, descriptive, and qualitative approaches — and distinguish among their purposes, characteristics, and procedures.
- Formulate and design a research study** by identifying research problems, reviewing related literature, framing objectives, research questions, hypotheses, and defining variables operationally.
- Apply appropriate sampling techniques** by understanding population, sample, probability and non-probability methods, determining sample size, and minimizing sampling error.
- Construct and validate research tools** by understanding the characteristics of good measuring instruments, conducting item analysis, and ensuring objectivity, reliability, and validity.
- Analyze and interpret data** using suitable quantitative (e.g., t-test, ANOVA, Chi-square, correlation, regression) and qualitative (e.g., content, thematic, and narrative) techniques.

6. **Develop academic writing and reporting skills** by preparing research manuscripts, applying correct referencing styles (APA, MLA, Chicago), avoiding plagiarism, and converting dissertations into publishable research articles.

**Suggested Readings:**

- Best, J. W., & Kahn, J. V. (2006). *Research in Education*. Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Creswell, J. W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Publications.
- Koul, L. (2009). *Methodology of Educational Research*. Vikas Publishing House.
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*. Pearson.
- Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Sage Publications.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications.

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**COURSE OUTCOMES:**

Upon completion of this course, students will be able to:

1. Analyze the structural and pedagogical shifts in the Indian school education system, including the new pedagogical model, NCFSE, and transformative assessment practices.
2. Evaluate the frameworks for teacher development, equitable education, and inclusive practices as outlined in the National Professional Standards for Teachers (NPST) and related policies.
3. Examine the key initiatives and structural reforms in Indian higher education, focusing on institutional development, governance, the National Research Foundation, and equity and inclusion.
4. Explore the evolving dimensions of higher education, including academic flexibility (Multiple Entry/Exit), digital education, internationalization, and the role of micro-credentials.

**Unit -I: SCHOOL EDUCATION-I**

- a) New Pedagogical and Curricular Structure: 5+3+3+4
- b) Experiential Learning
- c) Vocational Education
- d) National Curriculum Framework for School Education (NCFSE)
- e) Transforming Assessment for Student Development

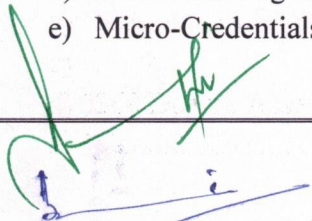
**Unit -II: SCHOOL EDUCATION-II**

- a) Teacher and Service Environment and Culture
- b) National Professional Standards for Teachers (NPST)
- c) Equitable and Inclusive Education: Learning for All
- d) 360 Degree Assessment
- e) Continuous and Comprehensive Evaluation (CCE)

**UNIT-III: Higher Education-I**

- a) Institution Development Plan
- b) Four Independent Verticals in Higher Education
- c) Equity and Inclusion in Higher Education
- d) Governance and Leadership in Higher Education
- e) Quality Academic Research: National Research Foundation: Research Schemes

**UNIT-IV: Higher Education-II**

- a) Multiple Entry and Multiple Exit
  - b) Internationalization of Education: (Inbound Internationalization & Outbound Opportunities)
  - c) Professional Education
  - d) Online and Digital Education
  - e) Micro-Credentials and Digital Badges
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### **Unit-V: Evaluation and ICT in Education**

- a) Emerging Trends in Educational Evaluation
- b) ICT-Enabled Assessment Tools and Techniques
- c) Integration of ICT in Teaching–Learning and Evaluation
- d) Artificial Intelligence and Data Analytics in Educational Evaluation
- e) Policy Perspectives and Research Directions

### **LEARNING OUTCOMES:**

After successfully completing this course, students will be able:

1. To critically explain the components and rationale behind the new 5+3+3+4 pedagogical structure and its associated curricular and assessment approaches.
2. To demonstrate an understanding of the National Professional Standards for Teachers (NPST) and design strategies for fostering an equitable and inclusive classroom environment.
3. To analyze the role of key higher education reforms, such as the four independent verticals and the National Research Foundation, in enhancing institutional quality and promoting academic research.
4. To assess the impact of contemporary trends like digital education, internationalization, and micro-credentials on the accessibility, flexibility, and global integration of higher education in India.

### **Key Policy Documents (for Reference Across Units):**

1. **National Education Policy (NEP), 2020** – Ministry of Education, Govt. of India.
2. **National Curriculum Framework for School Education (NCFSE, 2023)** – NCERT.
3. **National Curriculum Framework for Teacher Education (NCFTE, 2023)** – NCTE.
4. **UGC Guidelines and Notifications (2021–2024)** on NEP implementation.
5. **AICTE Handbooks (2021–2023)** on Online and Professional Education.

