Meeting of the Committee notified Vide Memo No. 21178-84/21 dated-04-10-2021 is being held today, The following members are present.

1.	Dean, Faculty of Science, LNMU, Darbhanga	- Member
2.	Dean, Faculty of Humanities, LNMU, Darbhanga	- Member
3.	Dean, Faculty of Social science, LNMU, Darbhanga	- Member
4.	Dean, Faculty of Commerce, LNMU, Darbhanga	- Member
5.	Dr. Avni Ranjan Singh, Dept. of Economics, C. M. College, DBG	- Member
6.	Controller of Examination	- Convenor

Agenda : To devise uniform standard/model for Ph.D Course work Examinations including syllabus in the light of Ph.D. Regulation notified by Governor's Secretariat BSU-512010-2684/GS(I) dated- 21.09.17 by BSU (Regulation) 05/2010-3230 GS (I) dated 18.12.2018.

Resolution: The Regulation was discussed and deliberated. The Committee unanimously resolved the following.

(1) The Ph.D. Course work examinations shall comprise two papers, each of 100 marks.

(2) Each paper shall be of 2 hours duration and shall consist of 3 parts:

PART-A

(a) Objective/ Multiple choice questions- (5 in numbers each carrying 2 marks).

PART-B.

(b) Short questions 5 in number of which 3 to be answered and each will carry 10 marks.

PART-C

(c) 3 Long answer questions to be set, out of which two are to be answered and each will carry 30 marks.

(3) Regarding Conduct of the syllabus for Ph.D. Course work, it was resolved-

(a) The First-Paper shall be common to all faculties and will consist of courses on Research Methodology, Quantitative Methods, Computer Applications and other Techniques/Methods.

8.10.2021   8.10.2021.   8.10.21

Controller of Examination
L.N.M.U., Darbhanga

(b) The second paper will include subject specific Research Methods/Techniques/Reviewing the Literature, Developing Bibliography and References.

(4) The Committee further resolved that Dr. Avni Ranjan Singh, Head Dept. of Economics, C. M. College, Darbhanga be authorised to frame detailed contents of Paper I.

(5) The University departments be authorised to develop the course contents of Paper-II of the subjects concerned.

(6) It was also resolved that the uniform pattern of Ph.D. course work examination shall be effective from PAT-2021 onwards.

(7) Each answer book of a particular subject would be evaluated by three examiners (one for Part-A, one for Part-B and one for Part-C). Another (4th examiner) would be for transcription and totalling of the marks awarded. All the four examiners will be paid equal remuneration per answer book at the rate fixed by the Examination Board.

8.10.2021

8.10.4.

8/18/07
Controller of Examination
L.N.M.U., Darbhanga

Paper-I

Research Methodology

Full Marks: 100

Duration of Examination: 2 Hours

Questions shall consist of 3 parts:

Part-A : Short Questions (06 in number of which 04 to be answered, each carrying 10 marks) = 40

Part-B : Long Answer Question (04 to be asked of which 02 to be answered, eachcarrying 30 marks) = 60

1. Introduction to Research: What is Research; Why is Research Conducted; Stages in Research; Changing Nature and Expanding Scope of Research; Why Research Methodology.

2. Introduction to Major Research Methods: Natural Observation; Historical Research; Ethnographic Research; Cross-Sectional Study; Longitudinal Study; Cohort Study; Case Study; Correlational Research; Action Research; Quantitative and Qualitative Research; theoretical research, applied research and empirical research; Experimental Research: Cause and Effect Relationships, Hypothesis in Experiments, Principles of Experimentation, Classification of Experiments, Experimental Design, Requirements of a Good Experiment; Reasoning in Research : Introduction to Logical Terms; Evidences; Inductive and Deductive Reasoning; Fallacious Reasoning; Formal and Informal Fallacies; Common Fallacies.

3. Research Design: Study designs in quantitative research; Study designs in qualitative research; Other commonly used philosophy-guided designs; Choice of Variables; Constructing hypotheses, Mechanisms and Design for Data Collection; Collection of Primary Data: Observation, Interview, questionnaire and schedule Sample Surveys and Designed Experiments, Estimation without Sampling, Methods of data collection in qualitative research; Collection of Secondary Data; Data Integration; Using Publications and the Library; Using Academic Databases: Search Engines, Citation Indexes and Citation Analysis, Government of India Initiatives for
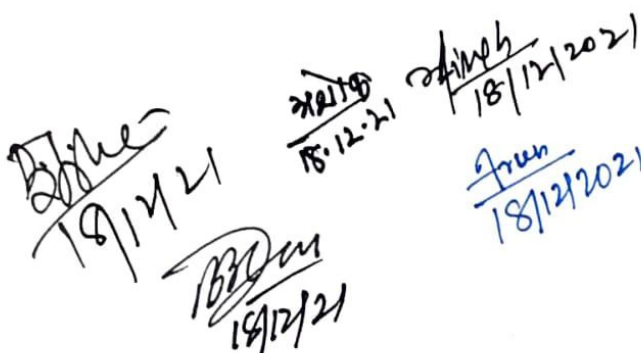
Knowledge Management- INFLIBNET: e-ShodhSindhu, Shodhganga, ShodhGangotri, and N-List Projects.

4. Data analysis: Statistical analysis; Thematic analysis; Analysing narrative; Discourse analysis; Content analysis; Grounded Theory; Using computers in data analysis.

5. Ethics and Related Issues in Research: Concepts in Ethics in Research; Intellectual Property Rights; Scientific Values: Needed a Code of Conduct; Fraud and Misconduct in Science; Plagiarism: What is Plagiarism, Acknowledge Sources Appropriately, Paraphrasing, Direct and Indirect Quotations, Plagiarism Checking: ShodhShuddhi, UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018, LNMU Plagiarism Policy and Regulations-2018.

6. Writing a Research Proposal: Introduction; The research problem; Objectives of the study; Hypotheses to be tested; Study design; Measurement procedures; Analysis of data; Structure of the report; Problems and limitations.

7. The Structure of a Thesis: Thesis Vs Dissertation; Parts of a Thesis; Preliminary Pages of a Thesis: Title Pages, Certificate Pages, Acknowledgements, Table of Contents, List of Tables, List of Figures, Dedication; The Subject Proper: Introduction, Review of Literature, Materials and Methods, Results, Analysis/ Discussion, Summary/Conclusion, References, Appendixes; The Abstract; Formatting Requirements of a Thesis: Margins, Page Numbering, Design and Formatting of Chapters, Numbering the Sections, Lay-Out of Tables, Language and Style, Typeface and Fonts, Paper and Text Spacing; Thesis Editing.

Controller of Examination
L.N.M.U., Darbhanga

LALIT NARAYAN MITHILA UNIVERSITY
Kameshwaranagar, Darbhanga.

Syllabus for Ph.D. Course Work in Education
Paper - II
Department of Education

Department of Education
LALIT NARAYAN MITHILA UNIVERSITY
Kameshwaranagar, Darbhanga.

MJood
01.11.21
(HoD)

Md.Zafari
1.11.201
CDRC member

Meran 4/11/21
CDRC man
(DRC-member)

Aphagne
1/14/21
CDRC Member

(Dean)

Regulation and Syllabus: Pre Ph.D.-Coursework in Education

I. Regulation

All admitted candidates for Pre Ph.D.-Course-works shall undertake a coursework for a minimum period of one semester as prescribed by L.N. Mithila University, Kameshwernagar, Darbhanga. The course work shall be treated as part of the Ph.D. Programme. It would include two papers. The first being a compulsory course on research methodology, reviewing of published research in the relevant field and computer application. The second paper would include research methods specific to concerned area of Education.

The Ph.D. course work shall be of 08 Credits: each paper of 04 credits.

Ph.D. Scholar has to obtain a minimum 55% of marks or equivalent Grade in order to be eligible to continue in the programme leading to the completion of Ph.D. thesis. A Mark sheet /Grade- Card would be provided by the University. Grades will be awarded on a seven-point scale as mentioned below:

Seven Point Scale	
Grade	Percentage Equivalent
'O' = Outstanding	75 - 100
'A' = Very Good	65 - 74
'B'= Good	55 - 64
'C' = Average	45 – 54
'D' = Below Average	25 – 34
'E' = Poor	00 – 24

The Committee after evaluating the performance of the candidate will award the grade 0, A, B, C, D or E. Grade O, A or B will be treated as "to promote further" but the candidates of Grade C will be given another chance to repeat by attending the next semester of the Course work.

On successful course work completion certificate will be issued to the candidate.

II. Outline of the syllabus
Paper II 100 marks (Credit 04)

Part-A   :Educational Theory and Educational Approaches of Research

80 Marks Credit - 03

Part-B   :Research Proposal
Writing and presentation of research proposal related to doctoral research topic by way of power point presentation

20 MarksCredit- 01

Unit - I Teacher Education — *unit – 1*

- Concept, Nature and Scope of Professional Development of Teachers.
- National Curriculum Framework for Teacher Education -2010.
- Institutions and Agencies for Teacher Education - UGC, NCERT, SCERT and Other State Agencies.
- Approaches for Teacher Education – Intergraded, Face to Face, Distance Mode, Initial Vs Continuum.
- Organisation of Pre-Service and In-Service Teacher Education –Need and Importance.
- Different Techniques for Teacher Education – Seminar, Conference, Workshop and Symposium.
- Innovative Practice in Teacher Education - Micro Teaching, Simulation. Team Teaching and Internship.

References

- Allen, Dwight & Ryan , Kevin (1969): Microteaching Mass Addison –Wesley
- Mukherji ,S.N.(1968) Education Of Teachers In India , New Delhi : S.Chand & Co.
- Passi ,B.K.(1972) Becoming A Better Teacher
- Bloom, B.S. And Et.Al (1971) Handbook Of Formative And Summative Evaluation Of Student Learning .New York :Mcgraw Hill Book Co.
- Buch, M.B. And Palasane, M.M.(1968) Reading In In-Service Education ,Sardar Patel University,Vallabh Vidya Nagar .
- Siddiqui ,M.Akhtar (1991) Inservice Teacher Education ,Ashish Publishing House ,New Delhi .
- Singh L.C. (1990): Teacher Education In India –A Source Book ,New Delhi ,NCERT.
- Singh ,R.P.(1993) The Challenges Of Tomorrow –A Profile Of Further Teacher Education , New Delhi Sterling Publisher Private Ltd.
- Comb, Arther W.(1965) The Professional Education Of Teachers : A Perceptual View Of Teacher Education Boston : Allyn & Bacon.
- Jagaria,N.K. & Singh, Ajit (1984) Core Teaching Skill – Micro-Teaching Approach ,New Delhi ,NCERT
- Khan ,M.S.(1983) Teacher Education In India & Abroad .New Delhi Ashish Publishing House.
- Panda ,B.N.(2004) Teacher Education ,APH, New Delhi

Unit -II   Educational Assessment and Evaluation   — unit -II

- Meaning, Nature and Purpose of Assessment and Evaluation.
- Dimension of Educational Evalution and Assessment - Diagnostic Evaluation, Curriculum Evaluation, InstitutionalEvaluation, ProgrammeEvaluation.
- Tools and Techniques of Evaluation – Questionnaire, Scale, Profile, Portfolio, Achievements Test, Standardized Testand Criterion Reference Test.
- Issues Related to Educational Assessment and Evaluation.
- Role of Evaluator.
- National Assessment of Educational Standards.
- Professional standards for Educational Evaluation

References

- Bell, C.S. and Harris D. (Ed.). (1990). Assessment and Evaluation World yearbook of Education.
- Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins University Press.
- Berman, R.L. (2001) Generalisability Theory New York: Springer-Verlag
- Bloom, B.S., Madaus, G.F. and Hastings, T.J. (1981). Evaluation to Improve Learning. New York: Mc. Graw Hills.
- Bond. T.G. and Fox C.M. (2001) Applying the Research Model: Fundamental Measurement in the Human Sciences. Mahwah, NJ: Lawrence. Erlbaum Associates
- Chase, C.I. (1999) Contemporary Assessment for Educators. New York: Longman
- Cizek, G.J. (1999) Cheating Tests: How to do it, Detect it and Prevent it. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Anastasi, A. (1976). Essentials of Psychological Testing (4th edition). New York. Macmillan Publishing Co.
- Baker, E.L. Domain Referenced Test in Torsten.Hussain and T. Nevile Post/Lethwaite (Ed.) (1985). The international Encyclopedia of Education (IEE) Oxford Pergamen Press, Vol. 5.
- Bartram, D., and R.K. (Ed.). (2005). Computer Based Testing and Internet: Issues and Advances. Somerset, NJ: Wiley Inc.
- Hopkins, Kennett, D. (1998). Educational and Psychological Measurement and Evaluation. Allyn and Bacon
- Cizek, G.J. (Ed.). (2001). Setting Performance Standards: Concepts, Methods and Perspectives. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Cronbach, L.J. (1970). Essential of Psychological Testing (3rd edition) New York: Harper and Row Publishers • Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment. NCERT. New Delhi.
- Drasgow, F and Olson-Buchanan, J.B. (Ed.) (1999) Innovations in Computerised Assessment. Mahwah NJ: Lawrence. Erlbaum Associates Inc.
- Groenen, P Borg, I (1997) Modern Multidimensional Scaling: Theory and Application New York: Spinger- Verlag.
- Linguist, E.F. (Ed.) Educational Measurement. American Council of Education, Washington D.C.
- Mehrens, W.A. and Lehmann, I.J. (1987). Using Standardized Tests in Education (List; Edn.) New York: Longman.
- Noll, V.H. and Scannel, D.P. (1972). Introduction to Educational Measurement (3rd edition) New York: Houghton Maffin.
- NCERT (2005) National Curriculum Framework: New Delhi.
- Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal.Upper saddle River, NJ. Pearson-Merrill. Prentice Hall

Masood Md.2 ... (01.11.21) 01/11/2021 (HOD) (DRC member) ... (D.RC Member) ... (DRC- Member) ... (Dean)

Unit - III Educational technology — unit – III

- Concept of Educational Technology - Meaning, Nature, Scope, Significance and Components.
- Communication and Instruction - Component, Process, Types and Nature of Classroom Communication.
- Formation of Instruction Objectives.
- Teaching Level, Models and Strategies.
- Modification of Teaching Behaviour - Micro-Teaching, Flender's Interaction Analysis, Simulation, and Programmed Instruction.
- Computer Assisted Instruction.
- Educational Technology in Formal, Non-Formal and Informal Education, Distance Education and Open Learning System.

References

- Kozma, R.B. (2003). Technology, innovation and educational change: A global perspective. A report of the second information technology in education study. Module 2. International Society for Technology in Education.

- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

- Madan Lal, Essentials of Educational Technology, Anmol Publications.

- Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota Publishers Ltd.

- Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

- Abbott, C. (2001). ICT: Changing Education. UK: Psychology Press.

- Bhushan, A. & Ahuja, M. (1992) Educational Technology, Meerut, Vikas Publication.

- Chauhan S.S.: A Text Book of Programmed Instruction. (2nd Ed.). New Delhi/ Banglore, Sterling Publishers Pvt. Ltd.

- C.S. Shukla: Essential of Educational Technology and Management, Dhanpatrai Pub. Company Pvt. Ltd. New Delhi

- Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.

- Flanders, Ned A. (1978) Analyzing Teaching Behaviour, London, Addison Wasley Publishing Co. Gakhar, S.C. (20080 Educational Technologies, Panipat, N.M. Publication.

- Huang, R., and Kinshuk, Jon K. Price (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Heidelberg: Springer.

- Joyce, B.Weil, M. & Showers,B. (1985): Models of Teaching, Prentice Hall of india, Pvt. Ltd.

- Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.

(HoD) (DRC Member) (D.R.C.Member) (DRC-Members) (Dean)

Unit – IV   Educational Psychology

- Intelligence, Emotional Intelligence and Its Measurement.
- Creativity and Its Measurement.
- Mental Hygiene and Adjustment Process.
- Attitude and Its Measurement.
- Personality and Its Measurement.
- Aptitudeand Its Measurement.
- Constructivism.
- Co-operative Learning.
- Inclusive education - Meaning, Definition and Importance.
- Common School System and Inclusive Education.
- Differentially able Children – Its Types, Symptoms and Educational Programme.
- Special Education, Intergraded Education and Inclusive Education – Differences.

References

- Maslow, A. H. 1968. *Toward a psychology of being* , (2nd ed.), Princeton, NJ: Harper and Row.
- Ames, R. A. and Ames, C., eds. 1984. *Research on motivation in education: Student motivation*, Vol. 1, Orlando, FL: Academic Press.
- Bandura, A. 1977. *Social learning theory*, Morristown, NJ: General Learning Press.
- Cameron, J. and Pierce, W. D. 1996. Reinforcement, reward, and intrinsic motivation: A meta□analysis. *Review of Educational Research*.
- Eysenck, M. W. 1984. *A handbook of cognitive psychology*, Hillsdale, NJ: Lawrence Erlbaum.
- McInerney, D. M. and McInerney, V. 1994, 1998, 2002, 2006 in press. *Educational psychology: Constructing learning* , (1st–4th eds.), Frenchs Forest, NSW: Pearson.
- Bar-On, R. & Parker, J.D.A. (Eds.). *Handbook of emotional intelligence* . San Francisco: Jossey-Bass.
- Brody, N. (2000). History of theories and measurement of intelligence (pp. 16-33). In R.J. Sternberg (ed.). *Handbook of Intelligence.* Cambridge: Cambridge University Press.
- Caruso, D.R., & Salovey, P. (2004). *The Emotionally Intelligent Manager* . San Francisco: Jossey-Bass.
- Arieti, S. (1976). Creativity: The magic synthesis. New York: Basic Books.
- Barron, F. X. (1969). Creative person and creative process. New York: Holt, Rinehart & Winston.
- Barron, F. X. (1972). Artists in the making. New York: Seminar Press.

Part - B   **20 Marks Credit - 1**

Writing and presentation of research proposal related to to doctoral research topic by way of PowerPoint presentation.