



## PERCEPTIONS OF PH.D SCHOLARS TOWARDS DOCTORAL TRAINING PERIOD IN THE LIGHT OF NEP-2020

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### *Abstract*

*After a long gap of 34 years NEP-2020 came up with some important radical changes in the education system. The New problems which are emerging in day-to-day life and in education system cannot be solved with old policies. With changing times, it becomes compulsory to crop new policies and then there arises a new thought process and reflection. Investigator has thrown light on 15.9 clause under Teacher Education Caption of the New Education Policy 2020. 15.9 clause is related to Ph.D entrants who took admission. Investigator wanted to know the perceptions of Ph.D scholars towards doctoral Training Period in the light of NEP2020. The objective of the investigator is to find out the perceptions of Ph.D scholars towards the Doctoral Training Period as mentioned in the policy NEP 2020. Institutional level survey was conducted on Ph.D Scholars of Teacher Education institution of MANUU. Tool was administered on them and data was collected using likert five-point scale. The findings of the study revealed that 100% Ph.D scholars are interested to involve in pedagogic practices and academic writing activities.*

**Keywords:** *Perceptions, Ph.D Doctoral Training Period, NEP 2020*

**INTRODUCTION:** NEP 2020 talks about fresh entrants of Ph.D Course irrespective of their discipline they will be required to take CBCS (Credit Based Courses) in Teaching or Education or Pedagogy related to their subject in Ph.D during Doctoral Training period. Ph.D Scholars need to get exposure to Pedagogic Practices, credible evaluation systems, curriculum designing because many scholars go for teaching. Ph.D Scholars have to get actual teaching experience for minimum number of hours by assisting teacher educators of their subject. NEP 2020 Stressed on re-orienting Ph.D Programmes at University around the country. The opportunities should be created to assist teacher educators by their Ph.D Scholars and it should be practiced

in all disciplines also. After reading 15.9 Clause under Teacher Education of NEP-2020 policy the investigator felt that perceptions can be taken up on policy documents and the investigator tried to throw light on this clause. So an institutional survey was taken up to know the perceptions of Ph.D Scholars on the Doctoral Training Period in the light of NEP-2020. NEP 2020 as we have seen is an elaborate planning document. We can see its main focus on higher education and its implementation. Due importance has been accorded to their issues but as an investigator I throw light on Doctoral Training Period of Ph.D Scholars in Education at MANUU and their perceptions towards exposure to teaching experience, teaching assistance etc as discussed under 15.9(pg 41) in the light of NEP 2020

**OBJECTIVE:** To find out the perceptions of Ph.D (Education) Scholars of MANUU towards Doctoral Training Period in the light of NEP 2020

**METHODOLOGY:** Institutional level survey method was carried out by the investigator to collect the data from Ph.D Scholars.

**Sample:** Sample consisted of Ph.D(Education) scholars of MANUU

**Sampling Technique:** Purposive Sampling Technique was adopted

**Tool:** Tool was developed by the investigator with a rating scale of five point strongly agree, agree, undecided, disagree, strongly disagree. Tool consisted of 18 items in it. Reliability and validity of the tool was found out. face validity and content validity were found out by taking the views of experts and reliability of the test was 0.79 using Cronbach alpha test on SPSS. The tool was administered to Ph.D (Education) scholars and data was collected.

**Statistical Techniques:** Percentages was calculated for each item of the tool.

### **FINDINGS OF THE STUDY:**

- 1)84% Ph.D Scholars want to take credit based courses during their doctoral training period.
- 2) 85% respondents would like to take credit based courses in teaching related to Ph.D Discipline during their doctoral training period.
- 3)100% respondents like to get exposure to pedagogic practices during their Ph.D Course by assisting teacher Educators.
- 4)84% respondents would like to teach for 50 hours during their complete doctoral training programme to get actual teaching experience.
- 5)66% respondents would like to teach for D.El. Ed Course to get actual teaching experience in teacher education programme.
- 6)94% respondents would like to teach for B.Ed Course to get actual teaching experience in teacher education programme.

7)45% respondents would like to teach for both D.El. Ed and B.Ed Courses to get actual teaching experience in teacher education programme.

8)84% respondents opine that Ph.D Programmes in Education of Universities around the country must be re- oriented to get exposure of pedagogic practices.

9)85% respondents opine that Ph.D programmes in education at universities around the country must be re- oriented to get exposure to curriculum practices.

10)84% respondents aspire that Ph.D programs in Education at universities around the country must be re oriented to get exposure of evaluation practices.

11)80% respondents opine that Ph.D Scholars should assist faculty as teaching assistance and this must be created as part of all Ph.D programmes in teacher education institutes.

12)50% respondents would like to assist D.El. Ed faculty in academic activities (theory as well as practicum) during their doctoral training period.

13) 67% respondents would like to assist B.Ed faculty in academic activities (theory as well as practicum) during their doctoral training period.

14) 33% respondents would like to assist both the D.El. Ed as well as B.Ed faculty in academic activities (theory as well as practicum) during their doctoral training period.

15) 67% respondents would like to take credit-based courses in pedagogy practices related to their Ph.D. discipline during their doctoral training period.

16) 67% respondents would like to take credit-based courses in evaluating students' assignments at UG level during their doctoral training period.

17) 100% respondent would like to take credit-based courses in Ph.D. academic writing during their doctoral training period.

18) 84% respondents would like to take four credits for assisting teacher educators in Ph.D. courses during their doctoral training period.

**CONCLUSION:** Ph.D. scholars are very much interested to carry out pedagogic practices and academic writing related to Ph.D. discipline. Therefore, from this study it can be concluded that most of the focus of Ph.D. scholars is on pedagogical practices and academic writing.

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