

# **GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)**

## **DEPARTMENT OF EDUCATION**

### **Course Work Ph.D. (Education)**

#### **Paper-I: Research Methodology**

#### **Objectives**

1. To develop awareness about the purposes and the thrust areas of educational research.
2. To train the students to formulate and test the hypothesis.
3. To train the students to scientifically draw sample for research studies.
4. To develop understanding about the various perspectives of research in education.
5. To develop various skills required for the application of basic statistical techniques.
6. To sharpen the abilities of analyzing information, documentation and articulation of ideas.

#### **Course Contents**

#### **Unit I – Fundamentals of Research**

- a) Approaches of acquiring knowledge: Deductive, Inductive and Scientific
- b) Educational Research: Meaning, importance, its role in improving educational practices, its limitations.
- c) Thrust areas of educational research
- d) Ethics of educational research

#### **Unit II – Approaches and Types of Educational Research – I**

- a) Quantitative and qualitative approach
- b) Fundamental, applied and action research
- c) Brief overview of qualitative research: Ethnographic research
- d) Historical research: Primary and secondary sources of data, external and internal criticism

#### **Unit III – Approaches and Types of Educational Research – II**

- a) Experimental research: Designs, internal and external validity and threats
- b) Descriptive research: Survey, Ex-post facto, Case study
- c) Longitudinal and cross sectional approaches in educational research

#### **Unit IV – Fundamentals in Inferential Educational Research**

- a) Brief overview of sampling: Population and sample, sampling frame, sampling error and bias, probability and non-probability sampling methods
- b) Brief overview of hypothesis: Meaning, characteristics and types
- c) Concept of hypothesis testing: Level of significance, confidence interval, Type-I and Type-II errors, One tailed and two tailed test

## Unit V – Basic Statistics

- a) Difference between Parametric and Non-parametric test
- b) t- test
- c) One way Analysis of Variance – F-test (conceptual inputs)
- d) Chi-square test
- e) Median test
- f) Mann-Whitney test for two independent samples

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## Course Work Ph.D. (Education)

### Paper-II: Skill Development in Educational Research

#### Objectives

1. To develop the skill of measuring a construct.
2. To develop the skill of selection and construction of an appropriate tool for educational research.
3. To enable students to organize and interpret the scores.
4. To develop various skills required for the application of basic statistical techniques.
5. To aware the students about the applications of computer in educational research.

#### Course Contents

##### Unit I – Basics of Measurement

- a) Brief overview of Variables: Meaning and types
- b) Brief overview of Scales of Measurement
- c) Brief overview of Tests and their types
- d) Selection of an appropriate test for educational research

##### Unit II – Characteristics of a Good Tool

- a) Objectivity
- b) Usability
- c) Reliability
- d) Validity
- e) Norms

##### Unit III – Test Construction

- a) Planning of the test
- b) Item writing
- c) Item analysis
- d) Establishing Reliability, validity, norms and preparation of manual

##### Unit IV – Data Collection and Interpretation

- a) Brief overview of techniques: Observation, Interview, Socio-metric technique, Questionnaire, Schedule, Rating scale
- b) Scoring: Raw score, Standard scores (Z – score, T – score, C – score)
- c) Content analysis
- d) Use of computer in data analysis

##### Unit V – Basic Statistics

- a) Brief overview of Normal Probability Distribution
- b) Co-relation: Bi-serial, Point Bi-serial, Phi-coefficient, Tetra-choric

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## **Course Work Ph.D. (Education)**

### **Paper-III: Optional (Any one out of following four)**

- A.** Teacher Education
- B.** Educational Policy, Planning, Supervision and Management
- C.** Advanced Educational Technology
- D.** Education and Curriculum for Exceptional Children

### **Paper-III: Teacher Education**

#### **Objectives**

To enable the students to understand about the

- a) Concept need and scope of teacher education.
- b) Various techniques of higher learning.
- c) Purposes of in-service education of school teachers.
- d) Various trends in teacher education program.
- e) Technique of evaluation of the effectiveness of teacher education program.

#### **Course Contents**

#### **Unit I - Introduction of Teacher Education**

- a) Meaning of Teacher Education and Teacher Training.
- b) Need of Teacher Education and its scopes.
- c) Aims and Objectives of Teacher Education at:
  - Elementary level
  - Secondary level
  - College level
- d) Structures, Models and Courses of Teacher Education at different levels
- e) Current problems in teacher education

#### **Unit II - Techniques for Higher Learning**

- a) Conference Technique
- b) Seminar Technique
- c) Symposium Technique
- d) Workshop Technique
- e) Panel Discussion

#### **Unit III- In-service Education of Teacher**

- a) Need and purpose of in-service education.
- b) Teacher education through distance mode.
- c) Existing structures and Models.
- d) Current Problems
- e) Critical evaluation of existing in-service teacher education.

#### **Unit IV - Innovative Practices in Teacher Education**

- a) Meaning of feedback, device and purpose.
- b) Micro-teaching
- c) Simulated social skill training,
- d) Team teaching
- e) Interaction analysis technique

#### **Unit V - Evaluation of Effectiveness of Teacher Education Programmes**

- a) Measurement and Evaluation.
- b) Types of Evaluation
- c) Purposes of Programme Evaluation.
- d) Objectives & Criteria of Evaluation of Teacher Education Programme.
- e) Techniques of Evaluation of Teacher Education Programme

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## **Course Work Ph.D. (Education)**

### **Paper - III (Educational Policy, Planning, Supervision and Management)**

#### **Objectives**

1. To enable the student teachers to understand basic concepts of educational administration and management.
2. To enable the student teachers to acquire necessary knowledge and expertise of the Principles and procedures of education administration and management.
3. To develop an understanding and appreciation of the role of different agencies of educational administration.
4. To enable the student teachers to understand how different branches of education are managed and administered.
5. To enable the student teachers to understand and appreciate various aspects of educational planning and finance.

#### **Course Contents**

##### **Unit I – Policy and Commissions on Education**

- a) National Policy on Education
- b) Recommendations of various commissions in the context of
  - Universalization of elementary education
  - Secondary education
  - University education

##### **Unit II - Educational Planning**

- a) Meaning and nature of educational planning
- b) Need of educational planning in India
- c) Characteristics of educational Planning
- d) Approaches of educational planning
- e) Kinds of educational planning, process and techniques of educational planning
- f) Administrative machinery for educational planning

##### **Unit III - Leadership in Educational Organization**

- a) Meaning, concept and nature of leadership
- b) Theories of leadership and style of leadership
- c) Measurement of leadership
- d) Organizational climate: Its meaning, nature, measurement, researches in organizational climate

##### **Unit IV - Management of conflict in Educational Organization**

- a) Meaning and nature of management conflict
- b) Types of conflict and sources of conflict
- c) Dynamics of conflict, management of conflict

##### **Unit V – Educational Inspection and Supervision**

- a) Meaning and nature of educational inspection and supervision
- b) Difference between inspection and supervision
- c) Scope and functions of educational supervision

- d) Principles of good supervision
- e) Operative and evaluating supervision programme

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- 2) Bhatt, B.D. & Sharma, R.C. (1992) Education Supervision. Kanishka Publishing House, New Delhi.
- 3) Freeman, H.E. and Rossi, Peter H. (1989) Evaluation - A system approach. Sage publication. London.
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**Course Work Ph.D. (Education)**  
**Paper-III (Advanced Educational Technology)**

**Objectives**

1. To familiarize the students about the concept and scope of Educational Technology.
2. To acquaint the students with theories relevant to Educational Technology.
3. To train the students in developing instructional materials.
4. To acquaint the students with Systems approach in education.

**Course Contents**

**Unit I - Educational Technology and System Approach**

- a) Education Technology – definition, meaning, scope, and relevance to present day education
- b) System Approach – definition, characteristics and parameters of a system, models of system approach, system approach in education

**Unit II – Instructional Aids**

- a) Role of audio-visual aids in effective teaching learning, types and classification of AV aids
- b) Projected aids and non-projected aids – specific purposes & usages
- c) Role of teacher in software production - criteria for selection of appropriate media and methods for instructional purposes
- d) Mass media for formal, non formal, informal education

**Unit III – Programmed Instruction**

- a) Meaning, concept and principles of programmed instruction
- b) Types and Steps in PLM structuring - psychological principles, its application in the area of educational technology such as PSI- Keller Plan.

**Unit IV – Educational Television**

Principle and application of T.V. and its kinds and varieties - as instructional media - ETV - use of Video technology for learning - TV in Distance learning - UGC & IGNOU programmes - INSAT communication for education

**Unit V - Computers in Education**

- a) An introduction to Computer, its concept and principles, Computer accessories and their specific function, basic information on languages
- b) Computer Assisted Instruction for Individualization. Computer Managed Instruction, computers in offices automation, interactive Video for learning

## **References**

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## **Course Work Ph.D. (Education)**

### **Paper-III (Education and Curriculum for Exceptional Children)**

#### **Objectives**

The student after going through this curriculum should be able:

- a) To grasp the meaning, concept and modalities of identification of various types of (students who are different than majority or are) exceptional learners.
- b) To understand various educational intervention programmes for meeting the needs of exceptional learners.
- c) To familiarize with various strategies and approaches for promotion of education among persons with disabilities.
- d) To know different types of curricula keeping the concepts and problems of exceptional children at the centre of the learning process.

#### **Course Contents**

##### **Unit I- Introduction**

- a) Exceptional Children – Concept & types
- b) Concept of impairment, disability and handicap
- c) Concept and need of special education for exceptional children
- d) Process of special education - identification, individualized education programme(IEP), least restricted environment(LRE), evaluation

##### **Unit II- Introduction to Various Disabilities**

Definition, classification, and causes of:

- a) Learning Disability
- b) Hearing Impairment
- c) Visual Impairment
- d) Mental Retardation

##### **Unit III- Concept of Curriculum**

- a) Curriculum – definition and its need
- b) Curriculum process and its stages
- c) Types of curriculum – subject-centered, learner-centered, activity- centered and integrated curriculum
- d) Formative and summative evaluation of curriculum

##### **Unit IV- Educational Approaches-I**

- a) Approaches to curriculum—curriculum differentiation, acceleration, enrichment, curriculum compacting, interdisciplinary instruction, internship & mentorship programme

- b) Individualized education programme: concept and need
- c) Early identification : need and importance
- d) Enrichment triad and Revolving door identification model

### **Unit V- Educational Approaches-II**

- a) Approaches to special education – Special schools, integrated schools, inclusion, normalization, main-streaming
- b) Models and forms of integration
- c) Advantages and disadvantages of integration
- d) Rehabilitation of children with special needs – meaning of rehabilitation, a brief introduction to Persons with Disabilities (PWD) Act, Rehabilitation Council of India (RCI), various national institutes of India for disabled.

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