



The Academic Council has approved vide
resolution No. 54 in its 12th meeting
held on 21.08.19, and as

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SCHEME OF EXAMINATION

&

SYLLABI

for

Ph.D. (EDUCATION)

COURSE WORK



DEPARTMENT OF EDUCATION

CHAUDHARY RANBIR SINGH

UNIVERSITY, JIND-126102 (HARYANA)

(Estd. by Govt. of Haryana Legislature Act No. 28 of 2014)

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DEPARTMENT OF EDUCATION
CHAUDHARY RANBIR SINGH UNIVERSITY, JIND

Scheme of Examination and Syllabus for Ph.D. Course Work w.e.f. Academic Session
2018-19

The Ph.D. course work shall comprise of one Semester (i.e. six months) in which there shall be three compulsory papers.

Sr. No.	Nomenclature of the Paper	External Assessment (Theory)	Internal Assessment	Maximum Marks	Hours
1.	Paper-I Research Methodology	80	20	100	3 hrs.
2.	Paper-II Advanced Statistics in Education and Computer Applications	80	20	100	3 hrs.
3.	Paper-III Development of Research Proposal	80(Practical)	20	100	
	Total			300 Marks	

Note:

- 1) Each Scholar will be required to present one seminar in each theory paper. A seminar for each paper will carry 10 marks and will be attended and evaluated by all the faculty members of the Department.
- 2) Likewise, the scholar will be required to submit one assignment in each paper which will be evaluated by the concerned teacher. Each assignment will carry 10 marks.

Ranbir
10/8/19

PAPER-I

RESEARCH METHODOLOGY

Time: 3 hours

Max. Marks: 100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course work, the scholars will be able to-

- i. understand the advances in the field of educational research and ethical considerations.
- ii. formulate the research problem, hypotheses and research questions.
- iii. familiarize with different methods of educational research and get training in the use of use appropriate research method methods.
- iv. understand the quantitative and qualitative approaches to research.
- v. know various data collection tools and techniques.
- vi. understand the procedure for developing synopsis or research proposal.
- vii. develop competence to undertake research and writing research report.

COURSE CONTENTS

UNIT-1

Introduction to Educational Research

- 1.1 Nature of educational research and its types
- 1.2 Scope and steps of educational research
- 1.3 Ethical issues in educational research
- 1.4 Formulation of research problem- Sources of identifying the problem, defining research problem.

UNIT-II

Review of Literature, Hypothesis and Sampling

- 2.1 Review of related literature- Meaning, purpose and sources including Internet.
- 2.2 Hypothesis and research questions–Meaning, importance, characteristics and formulation and forms of hypothesis.
- 2.3 Sampling: Concept of population and sample
 - (a) Steps and characteristics of a good sample.
 - (b) Various methods of sampling: Probability and Non-probability.
 - (c) Sampling errors and how to reduce them.

UNIT-III

Data Collection Tools and Methods of Educational Research

- 3.1. Data collection tools and techniques- Questionnaire, Observation, Interview, Attitude Scale, Sociometric Techniques, Projective Techniques.
- 3.2 Methods of educational research
 - 3.2.1 Philosophical research
 - 3.2.2 Historical research
 - 3.2.3 Survey research
 - 3.2.4 Experimental research

UNIT-IV

Qualitative and Quantitative Approaches to Research

- 4.1 Qualitative and quantitative research: Concept, characteristics, types and steps.
- 4.2 Developing a research proposal (synopsis)
- 4.5 Writing research report and evaluation of research report

SUGGESTED READINGS

- 1) Aggarwal, Y.P. (2016). *The Science of Educational Research: A Source Book*. Nirmal Publications, Kurukshetra.
- 2) Best, J. W., Kahn J.V. & Jha, A.K.(2017). *Research in Education (10th ed)*. Pearson Education Inc., New Delhi.
- 3) Cohen, L., Manion, L. & Morrison, K. (2013). *Research Methods in Education (7th ed.)*. Routledge, London.
- 4) Kothari, C.R. & Garg, G.(2014). *Research Methodology: Methods and Techniques (3rd ed.)*. New Age International Publishers Ltd.-New Delhi.
- 5) Kerlinger, F.N. (1999). *Foundation of Behavioral Research (4th edition)*. S.Chand (G/L) & Company Ltd.
- 6) Koul, L.(2009). *Methodology of Educational Research*. Vikas Publications, New Delhi.
- 7) Mangal, S.K.(2013). *Research Methodology in Behavioural Sciences*. PHI, New Delhi.
- 8) Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches(7th ed.)*. Allyn and Bacon, Boston.
- 9) Young, P.V. (2008). *Scientific Social Surveys and Research*. Prentice hall, New Delhi.
- 10) Miller, D.C. & Salkind, N.J. (2002). *Handbook of Research Design and Social Measurement*. Sage Publications.
- 11) Wiersma, W.C. & Jurs, G.S.(2009). *Research Methods in Education: An Introduction*. Allyn and Bacon, Boston.

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10/8/19

PAPER-II

ADVANCED STATISTICS IN EDUCATION AND COMPUTER APPLICATIONS

Time: 3 hours

Max. Marks: 100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES:

The scholars will be able to-

- i. understand the concept, types of data and analysis of quantitative and qualitative data.
- ii. comprehend the normal curve and its application.
- iii. familiarize with various parametric and non-parametric tests.
- iv. understand the advanced statistics in education like ANOVA, ANCOVA, factor analysis, regression etc.

COURSE CONTENT

UNIT-I

Preliminary Statistics and Normal Probability Curve

- 1.1 Analysis of Quantitative Data-Graphical representation, measures of central tendency, measures of variability, measures of relationship
- 1.2 The Normal Curve and its applications.

UNIT-II

Parametric Statistics

- 2.1 Sampling Distribution of Means- a) Large Samples b) Confidence Interval c) Levels of Significance d) Small Samples e) Degree of Freedom

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2.2 Application of Parametric Test - a) Application of Z-Test b) Application of T-Test

2.3 Analysis of Variance (ANOVA-one way and two way)- Concept, Assumptions, Computation and uses .

UNIT-III

Non-Parametric Statistics and Advanced Analysis of Data

3.1 Non-Parametric Tests- Chi Square, Median Test, Sign Test.

3.2 Advanced Analysis of Data-

- a) Regression and Prediction,
- b) Analysis of Covariance (one Way ANCOVA)- Concept, Assumption and Uses,
- c) Factor Analysis

UNIT-IV

Computer Applications in Research

4.1 Introduction to Data analysis software and computation of t-test, Chi-square and ANOVA through SPSS software.

4.2 Evaluating internet resources: Authority, Accuracy and objectivity.

4.3 Brief note on e-books, virtual library, UGC-infonet, INFLIBNET and ERNET.

4.4 Concept of Plagiarism and how to avoid it, Plagiarism detecting softwares like turnitin etc.

SUGGESTED READINGS

- 1) Aggarwal, Y.P. (2015). *Statistical Methods*. Sterling Publication, New Delhi.
- 2) Best, J. W. and Kahn J.V.(2017). *Research in Education (10th ed)*. Pearson Education Inc., New Delhi.
- 3) Cvetkovic, V.B. & Anderson, K.E.(2010). *Stop Plagiarism: A Guide to Understanding and Prevention*. Neal-Schuman Publishers.
- 4) George, D. & Mallery, P.(2016). *IBM SPSS Statistics 23 Step by Step: A Simple Guide and Reference*. Taylor and Francis.

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- 5) Kothari, C.R. & Garg, G.(2014). *Research Methodology: Methods and Techniques (3rd ed.)*. New Age International Publishers Ltd.-New Delhi
- 6) Koul, L.(2009). *Methodology of Educational Research*. Vikas Publications, New Delhi.
- 7) Lathrop, A.(2000). *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call*. Libraries Unlimited.
- 8) Mangal, S.K.(2010). *Statistics in Psychology and Education (2nd Ed.)*. PHI, New Delhi.
- 9) Sarpong, D.S.(2016). *Data Analysis using SPSS: Visual Step-by-Step Process Manual One*. Creative Force Publishing Company.
- 10) Sutherland-Smith, W.(2008). *Plagiarism, the Internet and Student Learning: Improving Academic Integrity*. Routledge Publisher.

PAPER-III – DEVELOPMENT OF RESEARCH PROPOSAL (PRACTICAL)

Max. Marks: 100

(External: 80 (Practical), Internal: 20)

In this paper, the research scholar is required to develop a research proposal on a problem based on his/her area of interest. The developed proposal will be submitted to the Department for its evaluation. The scholar will present the developed research proposal using power point presentation in a seminar in presence of external and internal examiner. Internal assessment will be carried out in accordance with scheme of examination.

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Unit 4: Programme Evaluation & Review

- 4.1 Concept, need, goals and tools
- 4.2 Evaluation of instructional programmes
- 4.3 Techniques of programme evaluation
- 4.4 Reliability, validity and sensitivity in programme evaluation
- 4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

- 5.1 Knowledge based evaluation
- 5.2 Performance Based Evaluation: Role play, Concept maps
- 5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals
- 5.4 Self evaluation: Rubrics & Rating scales
- 5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

Transaction & Evaluation

- Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation
- Assignments, Presentations and Class Tests

Practicum

- Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.
- Develop a format for self evaluation for teachers in special or mainstream.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

ADULTHOOD AND FAMILY ISSUES

Course Code: B 10

Contact Hours: 60

Credits: 04

Marks: 100

Objectives

After completing the course teacher educators will be able to

- *Develop understanding of stages of development in adulthood.*
- *Appreciate importance of family-attitude and involvement.*
- *Understand the Gender, marriage and sexuality related issues.*
- *Understand the disability issues related to community.*
- *Appreciate the importance of adulthood and family training.*

Unit 1: Human Growth & Development in Adulthood

- 1.1 Developmental stages and principles
- 1.2 Factors influencing natural development of adults

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CHAUDHARY RANBIR SINGH UNIVERSITY, JIND
M.A.(EDUCATION) 4TH SEMESTER SYLLABUS AS PER CBCS PATTERN (2016-18)

(Core Course)
16EDC20 DISSERTATION

Max. Marks: 100
75Marks (Dissertation)+25Marks (Viva-Voce)

Credits-5

Dissertation will be compulsory for all regular students. The students will be asked to select topic of their dissertation during IIIrd Semester and will prepare a synopsis. They will work under the guidance of a supervisor to be allotted by the chairperson of the Department. The students will submit three copies of Dissertation to the Department by 30th April of the session. The viva-voce will be held on a date to be fixed by the University.

(Core Course)
16EDC21 FIELD WORK

Max. Marks: 100

Credits-5

Field Work will be compulsory for all regular students. They will work under the guidance of a supervisor to be allotted by the chairperson of the Department. The students will submit three copies of Field work file to the Department by 30th April of the session alongwith dissertation. The viva-voce will be held on a date to be fixed by the University. The students have to complete the following tasks:

- i. ICT enabled case study of the institution- 25 Marks
 - ii. Administration and scoring of a psychological test – 25 Marks
 - iii. Flander's Interaction analysis- 25 Marks
 - iv. Field Work Viva-Voce- 25 Marks
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