

**COURSES OF STUDY  
FOR  
DOCTOR OF PHILOSOPHY IN EDUCATION**

**Session 2018 – 19 onwards**



**GANGADHAR MEHER UNIVERSITY  
SAMBALPUR, ODISHA-768004**

## Course pattern for Ph.D in Education

<b>Semester</b>	<b>Paper code</b>	<b>Nomenclature</b>	<b>Maximum marks</b>	<b>Credit hours</b>
<b>Semester -I</b>	<b>711</b>	<b>Recent Trends in Education</b>	<b>100(80+20)</b>	<b>04</b>
	<b>712</b>	<b>Research Methodology- I</b>	<b>100(80+20)</b>	<b>04</b>
	<b>713</b>	<b>Research Methodology-II</b>	<b>100(80+20)</b>	<b>04</b>
	<b>714</b>	<b>Review Work</b>	<b>200 (Written-150 Presentation -25 Viva voce -25)</b>	<b>08</b>
<b>Complete Course</b>			<b>500</b>	<b>20</b>

# **FIRST SEMESTER**

## **EDN-711**

### **RECENT TREND IN EDUCATION**

**End Term- 80**

**Mid Term- 20**

#### **Objectives**

On completion of this course, the student shall

- Establish relationship of education with different subjects.
- Understand different modern approaches to education.
- Understand new trends of pedagogy.
- Understand the new trends in teacher and teacher's education.
- Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education, and
- Analyze emerging concerns in Indian education.

#### **Unit-I Interdisciplinary approaches to education (Lectures- 10-12, Credits-1)**

1.1 Relationship of education with Philosophy, Psychology, Physical Science, Social Science, Mathematics Science and Management.

1.2 Modern approaches to education:- Phenomenology, Logical Positivism, Deconstructionism, Postmodernism and their educational implications.

#### **Unit-II Pedagogical Trends (Lectures- 8-10, Credits-1)**

2.1 Behaviouristic Pedagogy: - Herbertian method, Gagne's teaching strategy, Bloom's Mastery learning strategy.

2.2 Constructivist Pedagogy: - ICON model, 5E model, Bruner's Inquiry model.

#### **Unit-III New trends in the role of teacher and teacher education (Lectures- 10-12, Credits-1)**

3.1 Role of teacher at different levels of education:- Elementary, Secondary & Higher.

3.2 Quality and Quality concern of teacher education in the changing scenario:- Elementary, Secondary & Higher.

3.3 Critical analysis of Justice Verma Committee Report-2012

3.4 Critique of norms, standards and regulation for teacher education

## **Unit-IV Contemporary issues in higher education (Lectures- 8-10, Credits-1)**

4.1 Implementation of Rastriya Uchhatara Sikshya Abhiyan(RUSA)

4.2 Choice Based Credit System (CBCS)

4.3 Globalization, Liberalization and Privatization of education

4.4 Autonomy and Accountability in higher education

4.5 Quality assurance in higher education:- Role of NAAC

### **References:**

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## **EDN-712**

### **RESEARCH METHODOLOGY- I**

**End Term- 80**

**Mid Term- 20**

#### **Objectives**

On completion of this course, the student shall

- Describe nature, scope and limitation of educational research.
- Understand different types and methods of educational research.
- Develop ethics on educational research

- Explain sources from where knowledge could be obtained.
- Develop skills on technical writing.
- Develop application of technical skills in educational research.
- Describe the process of research in education.
- Analyze research design in education, and
- Prepare the research report.

### **Unit-I Scope of Research and Ethics (Lectures- 8-10, Credits-1)**

Introduction and scope:- Meaning, Nature , Scope and Process of Educational Research

Research Problem: Identification, selection, formulation of research objectives

Research Design: Components, Types and Importance

Research Ethics: Institutional Ethics Committee

Plagiarism- Pitfall

### **Unit-II Technical Writing (Lectures- 8-10, Credits-1)**

2.1 Research Project or Proposal:- Format, Style, General Rules for writing and Typing

2.2 Journal writing:- Format, Style, General Rules for writing and Typing

2.3 Writing papers for conference:- Format, Style, General Rules for writing and Typing

2.4 Thesis/Dissertation:- Format, Style, General Rules for writing and Typing

### **Unit-III Scientometrics (Lectures- 10-12, Credits-1)**

3.1 How to cite and how to do referencing

3.2 Literature search technique using SCOPUS, Google scholar, PUBMET, Web Science, Indian Citation Index and RG

3.3 Styles of Referencing: APA, MLA, Annotated Bibliography

3.4 Tools for citing and referencing, Grammerly, Endnote etc.

### **Unit-IV Presentation and Communication Skills (Lectures- 10-12, Credits-1)**

4.1 Tables, Figures and Pictures using Excel

4.2 Power point slide presentation

4.3 Preparation of posters

4.4 Electronic submission of manuscripts

4.5 Communication skill, oral and posters

## References:

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# EDN-713

## RESEARCH METHODOLOGY- II

End Term-80

Mid Term -20

### Objectives

On completion of this course the students shall

- Develop concept on cyber law and intellectual property right.
- Aware about different cyber and IPR related issues.
- Illustrate procedure of collecting and analyzing data.
- Understand the basic concept of computer.
- Develop skill on data analysis using computer.
- Understand different types and methods of educational research.
- Describe the different tools and techniques of educational research.
- Apply the statistical techniques on educational research.

### Unit-I IPR and Cyber Law (Lectures- 8-10, Credits-1)

1.1 Patents

1.2 Patents laws, process of patenting a research finding.

1.3 Intellectual property(IP), intellectual property right(IPR)

1.4 Copyright, Trademarks, GI

1.5 Cyber laws

1.6 COPE

### Unit-II Quantitative Data Analysis (Lectures- 10-12, Credits-1)

2.1 Types of data, Data collection –Methods and Tools

2.2 Hypothesis testing

2.3 Normal and Binomial distributions and their property.

2.4 Tests of significance:- Student *t*-test, *F*-test, *Chi-square test*

2.5 Correlation and Regression

### **Unit-III Computer Fundamentals (Lectures- 10-12, Credits-1)**

3.1 Introduction to MS Office software: MS Word ( Track change)

3.2 MS-Excel

3.3 MS-Power point

3.4 MS-Access

3.5 Features for statistical data analysis using computers and software, Microsoft Excel Data Analysis Toolpak, SPSS

### **Unit-IV Qualitative Research Design Tools and Techniques (Lectures- 8-10, Credits-1)**

4.1 Qualitative research paradigm, design, tools and techniques

4.2 Grounded Theory:- design, tools, techniques

4.3 Mixed method:- design, tools & technique

4.4 Ethnographic:- design, tools & techniques

### **References:**

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<http://copyright.gov.in>

<http://ipindia.nic.in/girindia>

<http://www.dcmsme.gov.in/schemes/Guidelines-UK.pd>

[www.wipo.int](http://www.wipo.int)

## **EDN-714**

### **REVIEW WORK**

#### **End Term-200**

Each Ph.D (Education) student is required compulsorily to select a problem on any area of education, carry out intensive review of literature and prepare a report to be presented followed by viva-voce.

The evaluation of review work shall be jointly made by both the external and internal examiners.

The marks shall be distributed as follows:-

Written report- 150

Presentation - 25

Viva-Voce - 25