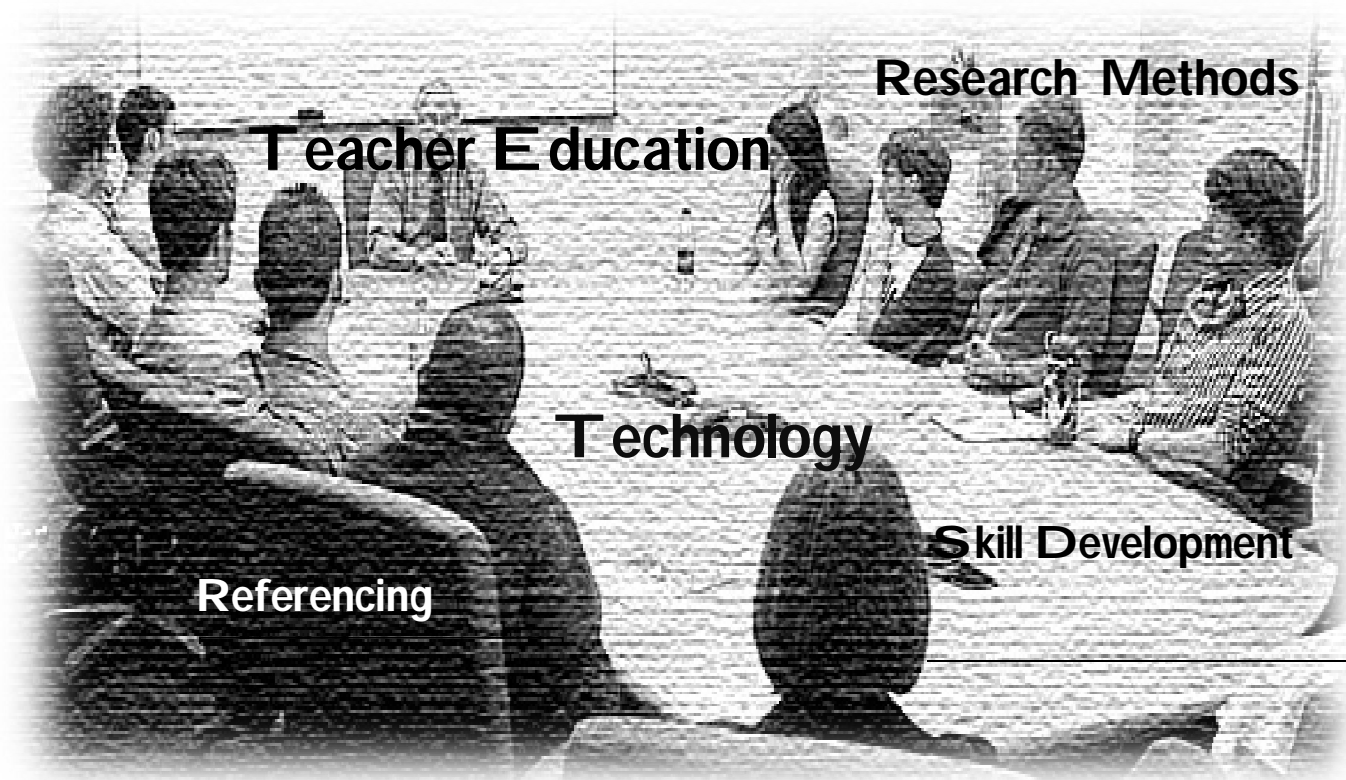


Curriculum for Pre- Ph.D. Course Work (Education)

Academic Session 2023-24



**Department of Education
Guru Ghasidas Vishwavidyalaya
(A Central University)
Bilaspur, Chhattisgarh**

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION

PAPER/COURSE	COURSE CODE	MAX. MARKS	MIN. PASS
Research Methodology	EDDATT1	100	50
Skill Development in Educational Research	EDDATT2	100	50
Optional Corse (Any one) <ul style="list-style-type: none"> • Teacher Education • Educational Policy, Planning, Supervision & Management • Advanced Educational Technology • Education and Curriculum for Exceptional Children 	EDDATD1 EDDATD2 EDDATD3 EDDATD4	100	50
Seminar (Only Qualifying)	EDDASA1	100	Only qualifying as per university rules

NOTE:

- **No internal assessment will be conducted for the Compulsory courses EDDATT1 & EDDATT2, and optional Courses EDDATD1, EDDATD2, EDDATD3, EDDATD4**
- **The seminar presentation is compulsory to be passed but the marks will not be added to the overall evaluation marking.**

COURSE EDDATT1: RESEARCH METHODOLOGY CREDIT 4/ MARKS: 100

COURSE OBJECTIVES -

Pre-Ph.D. Course work Students will able to

CO1- explain the concept of research and educational research.

CO2- implement the Philosophical and Historical research in own research when s/he will conduct philosophical or historical research.

CO3- implement the qualitative research in own research when s/he will conduct any type of qualitative research.

CO4- implement the quantitative research in own research when s/he will conduct any type of quantitative research.

CO5- implement the Ethics and publication Ethics when s/he will conduct any type of research.

UNIT I: RESEARCH AS A PROCESS OF ACQUIRING KNOWLEDGE

- Knowledge: types of knowledge A- priori & A- posteriori knowledge, kinds of knowledge- Fundamental & Applied, Nature of knowledge – Philosophical, Historical & Scientific.
- Approaches of acquiring knowledge- Traditional, Experiential, Reasoning (Deductive & Inductive) and scientific.
- Educational Research: Meaning, Characteristics, Importance, its role in improving educational practices, Limitations, and thrust area of educational research.

UNIT II: PHILOSOPHICAL AND HISTORICAL APPROACH OF RESEARCH

- Philosophical Inquiry in Education: Nature, Scope and Steps.
- Philosophical Inquiry of educational issues, ideas and school of knowledge.
- Historical Research: Meaning and characteristics.
- Importance of Primary and Secondary sources of historical data, Internal & External criticism, Steps of Historical educational research.

UNIT III: QUALITATIVE APPROACH OF RESEARCH

- Qualitative Research: Meaning, Concept and its Importance in Education.
- Types of Qualitative Research-Case Study, Ethnographic.
- Techniques of Qualitative research data analysis tool data collection- (content analysis, trend analysis, and Percentage and frequency analysis).
- Utilization of corroborative evidences- use of secondary data.

UNIT IV: QUANTITATIVE APPROACH OF RESEARCH

- Quantitative Research: Meaning, Concept and its Importance in Education.
- Types of Quantitative Research- descriptive, exploratory, experimental design (True & Quasi with internal and external validity), Ex post facto (Casual comparative and co relational study), Survey and Field study.
- Population and sampling frame- setting specific population, probability& non probability sampling methods.
- Hypotheses: Meaning, characteristics and types, Bases of hypotheses, formulation of hypotheses/research question.

UNIT V: ETHICS IN RESEARCH WORKS

- Ethics: Define as Moral Judgment, Ethics with respect to Intellectual Honesty and Research Integrity
- Ethical Misconduct: Falsification, Fabrication and Pilgrims, Selective Reporting and Misinterpretation of data.
- Publication Ethics: Importance, Violation of Publication Ethics (Authorship and Contributorship) Duplicate and Overlapping Publication

Suggested Readings:

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books-

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- Best, J. W. & Kahn, J. V. (2008). Research in Education (10th edition) Printice, hall Inc, New Delhi.
 - Broota, K. D., Experimental design in behavioural sciences, New Age International Publishing House, New Delhi.
 - Booch, M. B. (1978). A Survey of Educational Research, CASE, The M. S. University Barodara.
 - Chohan, L., Manion, L, & Morrison, K. (2007). Research method in education (6th edition), Routededge, London.
 - Good, Barr &Scates (1962). Methodology of Educational Research, Appleton Croft, New York.
 - Gupta, S. P. (2015). Research Introductory- Concept, Methods and Techniques, ShardaPustakBhawan, Allahabad.
 - Irving, M. Copy, Symbolic Logic, Pearson Education, Printice Hall, New Delhi.
 - Kaul, L (1998). Methodology of Educational Research, VikasPublishing House, New Delhi.
 - Kerlinger, F. N. (1978). Foundation of BehaviouralResarch, Surjeet Publication, Delhi.
 - McMillan, J. H &Schumache, S (2001) Research in education, Longman, New York.
 - Pal, S. K. &Saxena P. C. (Ed.) (1989). Quality Control in Educational Research, Metropolitan Book Company, New Delhi.
 - Seth, S. K. & Mishra, N, () Philosophy of Knowledge, LokbhartiPrakashan Allahabad.
 - Singh, Parmanand, Philosophy of History, VishwavidyalayaPrakashan, Varanasi.
 - Sridhran, E. History Writing- A Textbook, Orient Black Swan, Hyderabad.
 - Tiwari, K.N. Metaphysics and Epistemology, MotilalBanarsidas, Delhi.
 - Pandey, K. P. – Anushandhan, VishwavidyalayaPrakashan, Varanasi.
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COURSE EDDATT2 : SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH

COURSE OUTCOMES

MARKS: 100

Pre-Ph.D. Course work Students will able to

- CO 1.** Differentiate various types of Descriptive statistics and data.
- CO 2.** Produce and design of standardized tools for research
- CO 3.** Implement co relational statistics in quantitative educational research.
- CO 4.** Implement inferential statistics in quantitative educational research.
- CO 5.** Organize and implement qualitative data-analysis in educational research

UNIT I: UNDERSTANDING NATURE OF DATA

- Para metric and non-parametric data.
- Central tendency and variance
- Graphic method of understanding, distribution pattern: Histogram, Frequency, curve, whisker plot.
- Testing for normality- small group and large group (Kolmogorov-Smirnov, Shapiro Wilk).

UNIT II: DESIGNING AND STANDARDIZATION OF TOOLS

- Overview of types of tools.
- Selection of test items, quality of appropriate items, developing objective item for various test and scales.
- Developing blue print, process of item analysis for achievement test and scale.
- Estimating reliability and validity of different tools.
- Developing norms.

UNIT III: CORRELATION AND PREDECTING RELATIONSHIP

- Meaning of correlation, partial and multiple correlation,
- Correlation of dichotomous and continuous variables.
- Concept of regression line and equation, writing, regression equation; predicting relationship

UNIT IV: INFERENTIAL STATISTICS FOR DATA ANALYSIS

- Testing hypothesis for significant of proportion and correlation
- Post hoc comparison analysis (LSD, Tukey's test, scheffe's test)
- The Kruskal Wallis test
- ANCOVA

UNIT V: ANALYSIS OF QUALITATIVE DATA

- Analysis technique of qualitative data: different type
- Discourse analysis - Meaning of discourse
- Characteristic of discourses
- Representations in discourses
- Coding and categorization process
- Triangulation and validation technique

Suggested Readings/Learning Reference

Books:

- Anatasi A. Psychological testing (4th Edition), New York: Mc Millan Pub Co, 1976
- Cronbach L .J. Essential of Psychological testing (3rd Edition) New York: Harper & Ro Publishers, 1970.
- Ebel R. L. &Frisbei D. A. Essential of Educational Measurement, New Delhi Pentric Hall, 1975.
- Guilford J. P. Psychometric methods, New York Mc-Graw Hill.
- Kurpius S. R. & Stafford, M. E. Testing and Measurement, New Delhi: Sage Publication 2006.
- Linn R. L. & Gronlund, N. E. Measurement And Assessment in Teaching. New Delhi, Pearson Education Pvt Ltd. 2003.
- Sax, G. Principal of Educational Measurement and Evaluation, Californiya, Woodworth Publishing, 1974.
- Seigal, S. Non Parametric Statistic for Behavioural Science, New York: Mc Graw Hill. 1956.
- King, B.M. &Minium,E . W. (2008) Statistical Reasoning in the Behavioural Sciences, New Delhi, Willey India.
- Verma, J. P. &Ghufran, M. (2012) Statistics for Psychology, New Delhi, McGraw Hill.
- Glee, J. P. (2010) How to do discourse analysis: A tool Kit, Routledge.
- Glee, J. P. (2012) An introduction to discourse analysis: Theory and Method, Routledge.
- Jones, R. H. (2012) discourse analysis: a resource book for students, Routledge.
- YouTube Channel/ MOOCs/OER/e-Pathsala-As per topic/points

COURSE EDDATD1: TEACHER EDUCATION

COURSE OUTCOMES -

MARKS: 100

Pre -Ph. D Course work students will be able to,

CO 1. explain the concept, need and scope of teacher education

CO 2. discuss the various techniques of higher learning

CO 3. identify the purpose of in-service education of school teachers

CO 4. investigate the various trends in teacher education programme

CO 5. design the various technique of evaluation for the effectiveness of teacher education programme

UNIT I: INTRODUCTION OF TEACHER EDUCATION

- Meaning of teacher education and teacher training.
- Need of teacher education and its scope.
- Aims and objectives of teacher education at:
- Elementary level
- Secondary level
- Higher level
- Models of teacher education at different level- behaviouristic, competency-based and inquiry oriented.
- Understanding knowledge base of teacher education from the view point of Schulman, Deng and Luke & Habermas
- Current problem in teacher education.

UNIT II: TECHNIQUE FOR HIGHER LEARNING

- Conference technique
- Seminar technique
- Symposium technique
- Workshop technique
- Panel discussion

UNIT III: PRE & IN- SERVICE TEACHER EDUCATION

- Need and purpose of in-service and pre-service teacher education programme.
- Teacher education through distance mode: IGNOU & state open university
- Agencies of teacher education: SCERT, NCERT, UGC, NCTE.
- Institute of teacher education, DIET, CTEs, IASEs, RIEs, UTD.
- Current problem/issue
- Critical analysis of existing in-service teacher education.

UNIT IV: INNOVATIVE PRACTICE IN TEACHER EDUCATION

- Concept of innovation in teacher education programme
- Incentive & award for innovative practice
- Micro-teaching & its steps
- Simulated social skill training
- Team teaching
- Practice teaching Vs internship
- Interaction analysis technique

UNIT V: EFFECTIVENESS OF TEACHER EDUCATION PROGRAMMES

- Assessment of teaching learning process
 - Technique
 - Type of evaluation
 - Objective & criteria of evaluation of teacher education programmes
 - Technique of evaluation of teacher education programmes
 - Critical evaluation of teacher education programmes: DEl.Ed, B.Ed and M.Ed
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Suggested Readings:-

- Allen, Dwight & Ryan, Kevin (1969): Microteaching Mass Addison – Wesley
 - 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. &Palasane, M. M. (1968) Reading in in-service education, Sardar Patel University, Vallabh Vidya Nagar.
 - 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, Ashih Publishing House.
 - Mukherji, S. N. (1968). Education of Teachers in India, New Delhi: S. Chand & Co.
 - Panda, B. N. (2004). Teacher Education. APH, New Delhi.
 - Passi, B. K. (1972). Becoming a better teacher.
 - Siddiqui, M. A. (1991). In-service 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, Starling Publisher Private Ltd.
 - You tube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala – as per the topic/ points
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COURSE EDDATD2: EDUCATIONAL POLICY, PLANNING, SUPERVISION & MANAGEMENT

COURSE OUTCOMES -

MARKS: 100

Pre -Ph. D Course work students will be able to,

- CO1. Explain the key concepts and theories of educational policy, planning, supervision, and - management.
- CO2. Analyse the contribution of educational policy in India.
- CO3. Explain the process of educational planning in India.
- CO4. Compare the different type of educational planning
- CO5. Evaluate the leadership qualities of educational leader.
- CO6. Examine the organizational climate of an institution.
- CO7. Identify the problems in educational supervision
- CO8 Evaluate the process of educational decision-making
- CO9. Adopt appropriate change management model in given situation.

UNIT I: Educational Policy and Commissions on Education.

- Introduction to educational policy
- History of educational policy in India
- Commissions on Education
 - The Radhakrishnan Commission (1948-1949)
 - The Kothari Commission (1964-1966)
 - The Acharya Narendra Deva Committee (1971-1972)
 - The Mudaliar Commission (1952-1953)
 - The National Policy on Education (1986)
 - The Knowledge Commission (2005-2009)
 - The National Educational Policy 2020
- The future of educational policy in India

UNIT II: Educational Planning

- The nature of educational planning
- Kinds of educational planning
- The process of educational planning
- The factors that influence educational planning
- The tools, techniques, and approaches of educational planning
- The evaluation of educational planning

UNIT III: Leadership in Educational Organization

- Meaning, concept and nature of leadership
 - Theories of leadership
 - Leadership role and responsibilities of institutional head and teacher.
 - Measurement of leadership
 - Organizational climate: Its meaning, nature, measurement
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UNIT IV: Educational Inspection and Supervision

- Meaning and nature of educational inspection and supervision
- The history of educational inspection and supervision
- Scope and function of educational supervision
- The different types and method of educational inspection and supervision
- The evaluation of educational inspection and supervision
- Problems of Supervision and Inspection

UNIT V: Specific Function of Educational Organization

- Decision making: meaning, concept, process and techniques of decision making.
- Conflict Management: Meaning, nature, types and sources of conflict and dynamics of conflict management.
- Fund Management: Types of funding agencies, funding opportunities, funding resources, funding process and future of financial management in education
- Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke,

Suggested Readings: -

- Aggrawal, J.C. (1972). Educational Administration, Inspection, Planning & Financing in India, Arya Book Depot, New Delhi.
 - Arulsamy, S., &Jeyadevi, J.(2018). Educational Management. Hyderabad:Neelkamal Publications Private Ltd.
 - Bhat, B.D and Sharma S.R., (1992). Education Administration: Emerging Trends. New Delhi: Kaniskha Publishing House.
 - Bhatnagar, R.P and Agrawal, Vidya (1986). Educational Administration. Meerut: Loyal Book Depot.
 - Bhatt, B.D. & Sharma, R.C. (1992). Educational Supervision. Kanishka Publishing House.
 - Fullan, M. (2020). The new meaning of educational change (6th ed.). Teachers College Press.
 - Glass, T. E., Bjork, L., & Brunner, C. (Eds.). (2018). Educational administration and leadership: Theoretical foundations, international perspectives, and interdisciplinary approaches. Routledge.
 - Goel, S.L and Goel, Aruna (1994). Education Policy and Administration. New delhi. Deep and Deep Publications.
 - Goyal, J.C. (1975). Administration of Education in India. Raj Prakashan, New Delhi.
 - Halpin, A.W (Ed) (1985). Administrative Theory in Education. New York: Mac Millan Company.
 - Hanson, E. Mark (1991). Educational Administration and Organisational Behaviour. Boston: Allyn and Bacon.
 - Hargreaves, A., & Shirley, D. (2018). The fourth way: The inspiring future for educational change. Corwin Press.
 - Hoy, W. K., & Miskel, C. G. (2018). Educational administration: Theory, research, and practice. McGraw-Hill Education.
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- Jaggannath Mohanty (1990). Educational Administration Supervision & School Management. Deep & Deep Publications, New Delhi.
 - Kapoor, M.M. & Sandhya Tandon (1985). Executive Decision Making. National Publishing House, New Delhi.
 - Kochhar, S.K. (1981). Successful Supervision & Inspection, Sterling Publishers, New Delhi. Department of Education, GGV Pre – Ph.D. Coursework/2022-23 page.
 - Mohanty, J. (1990). Educational Administration, Supervision and School Management. New Delhi: Deep and Deep Publications.
 - Mukherjee, S.N (1970). Administration of Education, Planning and Finance: Theory and Practice. Baroda: Acharya Book depot.
 - Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publications
- Townsend, T., & MacBeath, J. (Eds.). (2019). International handbook of leadership for learning. Springer.

- WWW- As per required websites for concern topic.

- You Tube Channel/ MOOCs/OER/e-Pathsala- As per topic/points
