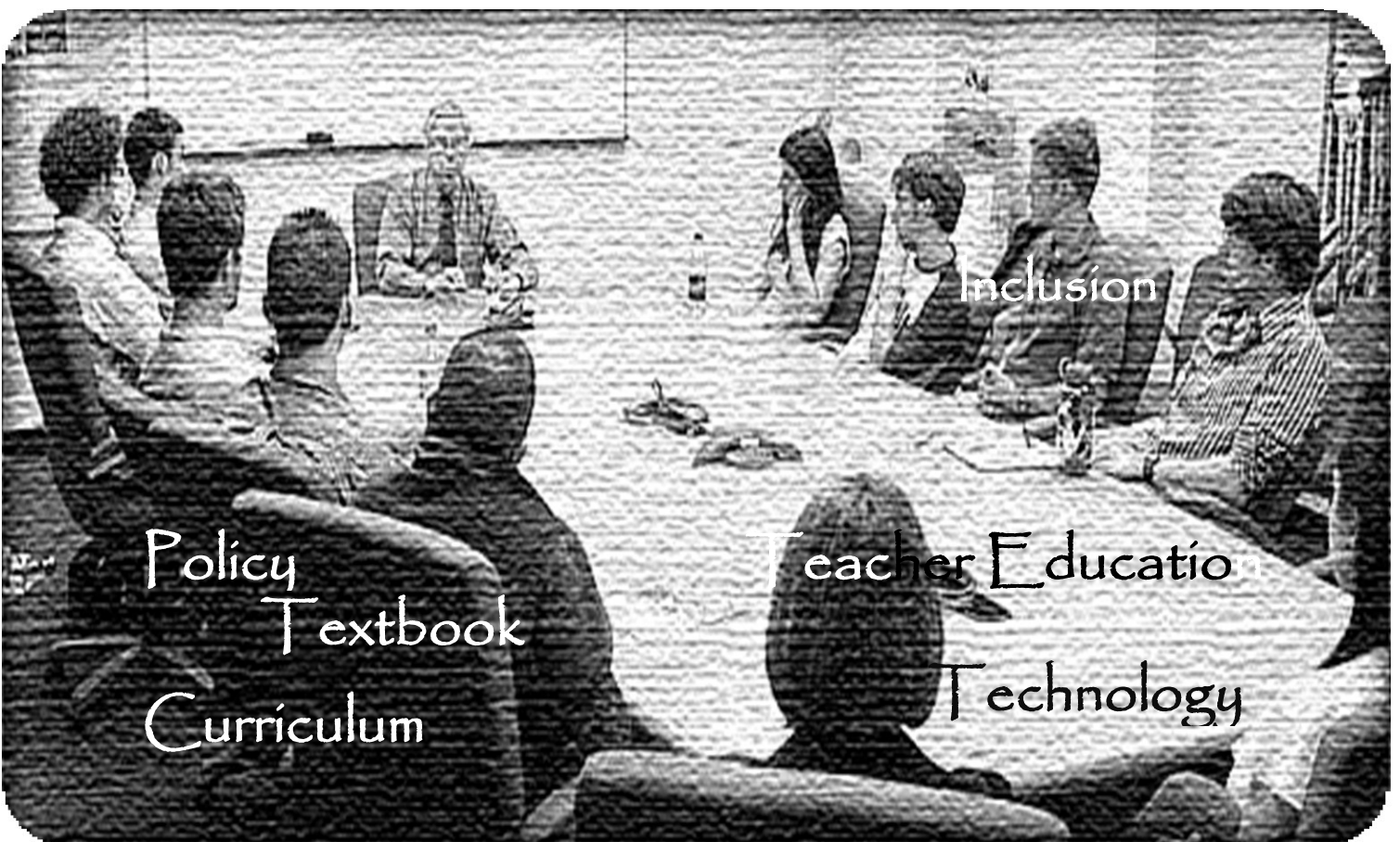


Curriculum for Pre- Ph.D. Course Work (Education) w.e.f. 2018–19



**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	C1	100	50
Skill Development in Educational Research	C2	100	50
Optional Corse (Any one)		100	50
<ul style="list-style-type: none"> • Teacher Education • Educational Policy, Planning, Supervision & Management • Advanced Educational Technology • Education and Curriculum for Exceptional Children • Any other 	O1 O2 O3 O4 O5		
Seminar (Only Qualifying)	P1	100	Only qualifying as per university rules

NOTE:

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- **No internal assessment will be conducted for the Compulsory courses C1, C2, and optional Courses O1- O4.**
 - **The seminar presentation is compulsory to be passed but the marks will not be added to the overall evolution marking.**
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COURSE C1: RESEARCH METHODOLOGY**MARKS: 100****COURSE OBJECTIVES -**

The objective of the course are-

- To acquaint students with the concept of research and educational research. To develop and understanding of the nature and scope of educational research.
- To develop and understanding and appreciation for the various kinds of research as well as their aspects.
- To develop insight into the methodological issues involve in educational research.
- To sharpen the abilities of analyze and implementation of research process through articulation of idea in 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.
- Ethics 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, experimental, exploratory, experimental design (True & Quasi), 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: PROCESS OF CONDUCTING RESEARCH

- Role of field experience, professional experience and review of related literature for identifying knowledge gap, and statement of the research problem.
- Variable: kinds of variables, identifying and defining variable in operational term.
- Deriving the objective of study.
- Tools of data collection- kinds, identification and choice of appropriate tool.
- Preparation of research report: format, language, style, bibliography and appendices.

Practicum

- Submission of at least 10 Area-specific review.
- Collection of secondary data from nearby areas (at least 10).
- Preparation of Research Proposal.

Suggested Readings:

- 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), Routeledge, London.
- Good, Barr & Scates (1962). Methodology of Educational Research, Appleton Croft, New York.
- Gupta, S. P. (2015). Research Introductory- Concept, Methods and Techniques, Sharda Pustak Bhawan, Allahabad.
- Irving, M. Copy, Symbolic Logic, Pearson Education, Printice Hall, New Delhi.
- Kaul, L (1998). Methodology of Educational Research, Vikas PUBLISHING House, New Delhi.
- Kerlinger, F. N. (1978). Foundation of Behavioural Resarch, 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, Lokbharti Prakashan Allahabad.
- Singh, Parmanand, Philosophy of History, Vishwavidyalaya Prakashan, Varanasi.
- Sridhran, E. History Writing- A Textbook, Orient Black Swan, Hyderabad.
- Tiwari, K.N. Metaphysics and Epistemology, Motilal Banarsidas, Delhi.
- Pandey, K. P. – Anushandhan, Vishwavidyalaya Prakashan, Varanasi.

COURSE C2: SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH

MARKS: 100**COURSE OBJECTIVES -****To develop among the research scholars the skill of-**

- Understanding the nature of data for proper decision making for analysis.
- Designing and standardization of various type of research tools.
- Statistical analyzing for various purpose and of different type of data.
- Analysis of qualitative data.
- Analysis of a discourse in education.

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: INFERENCEAL 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 techniques
- Application of ICT in Data Analysis

Practicum

- Data Analysis through Excel and SPSS.
- Analysis of Secondary Data.
- Review of Related Literature.

Suggested Readings:

- 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. & Ghufra, 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.

COURSE 01: TEACHER EDUCATION**MARKS: 100****COURSE OBJECTIVES -****To enable the students to understand the**

- Concept need and scope of teacher education.
- Various techniques of higher learning
- Purpose of in-service education of school teachers
- Various trends in teacher education programme
- Technique of evaluation of 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.
- Aim and objective of teacher education at:
 - Elementary level
 - Secondary level
 - Higher level
- Structure, models and courses of teacher education at different level.
- Current problem in teacher education
- Agencies of teacher education: SCERT, NCERT, UGC, NCTE.
- Institute of teacher education, DIET, CTEs, IASEs, RIEs, UTD.

UNIT II: TECHNIQUE FOR HIGHER LEARNING**Objective, procedure, and outcomes of:**

- 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
- Structure and models of teacher education programme
- 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

Practicum

- Critical analysis of existing pre-service teacher education programmes at elementary/secondary level.
- Observation and reporting of practice teaching / internship programme.
- Prepare an action research report from the field of secondary education.

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.