Curriculum for
Pre- Ph.D. Course Work (Education)
Academic Session 2020-21

Department of Education
Guru GhasidasVishwavidyalaya
(A Central Univerity)
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) • **Teacher Education** • Educational Policy, Planning, Supervision & Management • Advanced Educational Technology • Education and Curriculum for Exceptional Children	O1 O2 O3 O4	100	50
Seminar (Only Qualifying)	P1	100	Only qualifying as per university rules

NOTE:

> ➢ **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.**

COURSE C1: RESEARCH METHODOLOGY MARKS: 100

COURSE OUTCOMES -

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Pre-Ph.D. Course work Students will able to
CO 1. Explain the concept of research and educational research.
CO 2. Implement the Philosophical and Historical research in own research when s/he will conduct philosophical or historical research.
CO 3. implement the qualitative research in own research when s/he will conduct any type of qualitative research.
CO 4. implement the quantitative research in own research when s/he will conduct any type of quantitative research.
CO 5. produce a good quality of research when researcher will understand the processing of conducting 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.
- Data – collection, using appropriate analysis techniques, Effective explanation and writing.
- Preparation of research report: format, language, style, bibliography and appendices and avoid plagiarism.

Suggested Readings/Learning Reference:

    - WWW- As per required websites for concern topic.
    - You Tube Channel/ MOOCs/OER/e-Pathsala- As per topic/points
    Books-

- 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, ShardaPustakBhawan, Allahabad.
- Irving, M. Copy, Symbolic Logic, Pearson Education, Printice Hall, New Delhi.
- Kaul, L (1998).Methodology of Educational Research, VikasPsublishing 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.

COURSE C2: SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH

COURSE OUTCOMES   MARKS: 100

Pre-Ph.D. Course work Students will able to
- **CO 1.**   Differentiatevarious 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 implementqualitative data-analysis in educational research

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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

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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
- WWW-As per required websites for concern topic.
-YouTube Channel/ MOOCs/OER/e-Pathsala-As per topic/points
- Books:

-Anatasi A. Psychological testing (4th Edition), New York: McMillan 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: McGraw 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.

COURSE 01: 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

Suggested Readings:

-www – As per required websites for concern topics

-You tube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala – as per the topic/ points

Books-

- 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, Sarder Patel University, VallabhVidya 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 Eduction. 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.

List of Research Supervisors

S.N.	Research Supervisors	Area of Interest
1	Dr. Chandra ShekharVazalwar	Teacher Education, Educational Psychology, Language Education
2	Dr.Sujeet Kumar Mishra	Teaching and learning, Educational Guidance and Counselling, Higher Education, Secondary Education
3	Dr.Sambit Kumar Padhi	Distance Education, Higher Education, Science Education, Tribal Education
4	Dr.VindeshwariPawar	Education Technology, Guidance and Counselling, Social Science Education, Elementary Education, Higher Education, Teacher Education.
5	Dr. Sunil Kumar Sain	Educational Technology, Secondary Education, Sociology of Education, Educational Guidance, Measurement & Evaluation.
6	Dr. Sonia Sthapak	Educational Psychology, Teacher Education, School & Higher Education, Science Education, Educational Technology, Continuous Comprehensive Evaluation
7	Dr.SudhirSudamKawre	Educational Technology, Educational Sociology, English Teaching, Educational Guidance, Educational Philosophy
8	Dr.Payel Banerjee	Science Education, Policy Research, Higher Education Curriculum Evaluation
9	Dr.Mukesh Kumar Chandrakar	Educational Technology/ICT, Language Teaching Teacher Education, Primary Education.
10	Dr. Ajay Samir Kujur	Educational Sociology, Tribal Education Educational Philosophy , Educational Policy
11	Dr.RjeshwariGarg	Educational Management & Leadership, Pedagogy of science teaching, ICT in Education, Curriculum Development, Teacher Education.
12	Dr.JyotiVerma	Educational Psychology, Educational Technology, Pedagogy of Science