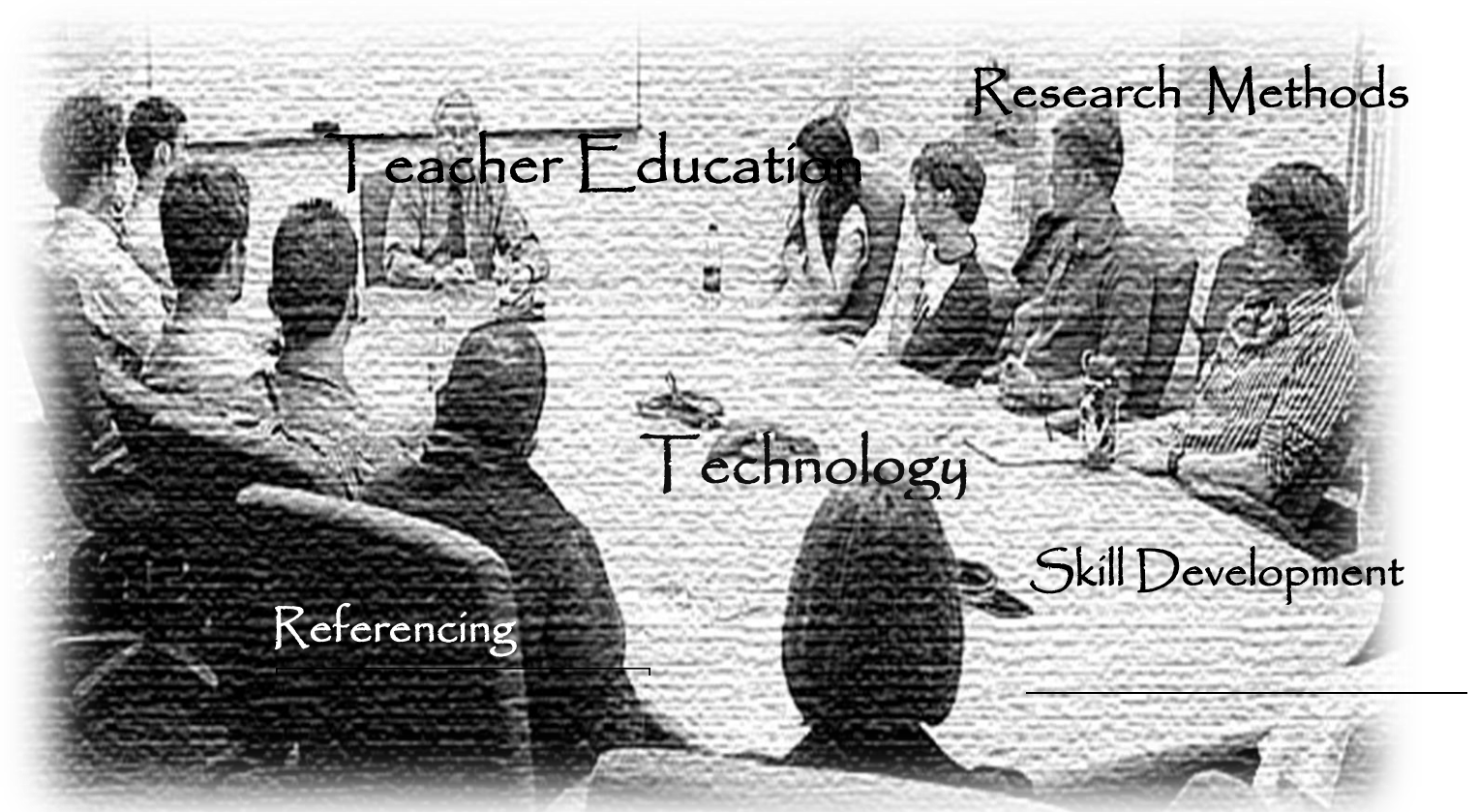


Curriculum for  
**Pre- Ph.D. Course Work**  
**(Education)**  
**Academic Session 2022-23**



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

**DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION**

<b>PAPER/COURSE</b>	<b>COURSE CODE</b>	<b>CREDITS</b>	<b>MAXIMUM MARKS</b>	<b>MINIMUM PASS MARKS</b>
<b>Research Methodology</b>	<b>EDDATT1</b>	<b>4</b>	<b>100</b>	<b>50</b>
<b>Skill Development in Educational Research</b>	<b>EDDATT2</b>	<b>4</b>	<b>100</b>	<b>50</b>
<b>Optional Course (Any one)</b>				
<b>1. Teacher Education</b>	<b>EDDATD1</b>	<b>4</b>	<b>100</b>	<b>50</b>
<b>2. Educational Policy, Planning, Supervision &amp; Management</b>	<b>EDDATD2</b>			
<b>3. Advanced Educational Technology</b>	<b>EDDATD3</b>			
<b>4. Education and Curriculum for Exceptional Children</b>	<b>EDDATD4</b>			
<b>Seminar (Only Qualifying)</b>	<b>EDDASA1</b>		<b>100</b>	<b>Only qualifying as per university rules</b>

**NOTE:**

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- **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.**
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**COURSE EDDATT1: RESEARCH METHODOLOGY**

**MARKS: 100**

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**COURSE OUTCOMES -**

**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.
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**UNIT I: RESEARCH AS A PROCESS OF ACQUIRING KNOWLEDGE**

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- 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.
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**UNIT II: PHILOSOPHICAL AND HISTORICAL APPROACH OF RESEARCH**

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- 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.
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**UNIT III: QUALITATIVE APPROACH OF RESEARCH**

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- 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.
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**UNIT IV: QUANTITATIVE APPROACH OF RESEARCH**

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- 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**

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- 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.

### **Suggested Readings/Learning Reference:**

- Best, J. W. & Kahn, J. V. (2008). Research in Education (10<sup>th</sup> 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 (6<sup>th</sup> edition),Routledge, 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 BehaviouralResearch, 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.
  - You Tube Channel/ MOOCs/OER/e-Pathsala- As per topic/points
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**COURSE EDDATT2 : SKILL DEVELOPMENT IN EDUCATIONAL RESEARCH**

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**COURSE OUTCOMES**

**MARKS: 100**

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

- CO 1.** Differentiate various types of data and apply appropriate Descriptive statistics
  - CO 2.** Design standardized tools for research
  - CO 3.** Use various statistical techniques to correlate and predict the relationship among different variables
  - CO 4.** Draw statistical inferences on population about given problems in educational research.
  - CO 5.** Use basic steps of organising and analysis of qualitative data in educational research
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**UNIT I: UNDERSTANDING NATURE OF DATA**

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- Scale of Measurement and Parametric and non-parametric assumptions
  - Central tendency and variance: how and when they describe the data
  - Basic concept of normality
  - Practicum:
    - › Conduct a Descriptive Analysis of a given data-set in MS-Exel/SPSS/Open statistical software
    - › Interpretation of a given result of descriptive statistics and decision making for further inferential statistics
    - › Graphical descriptions of a given set of data (categorical and continuous) in MS-Exel/SPSS/Open statistical software
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**UNIT II: DESIGNING AND STANDARDIZATION OF TOOLS**

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- Basic features of tests and scales,
  - How to write scale items; quality of scale items
  - Process of item analysis for scale.
  - Standardisation of scale
  - Practicum:
    - › Development and standardize of a scale on a given concept as a group activity using SPSS/Open statistical software
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**UNIT III: CORRELATION AND PREDICTING RELATIONSHIP**

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- Meaning of correlation, partial and multiple correlation, Testing significance of correlation
  - Correlation of dichotomous and continuous variables.
  - Concept of regression line and equation, writing regression equation; predicting relationship
  - Practicum:
    - › Writing hypothesis and finding correlation for a set of a data in MS-Exel/SPSS/Open statistical software, interpretation of results
    - › Interpretation of regression analysis for a set of a data in SPSS/Open statistical software, interpretation of results
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**UNIT IV: INFERENCE STATISTICS FOR DATA ANALYSIS**

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- Testing significance of difference & variance (ANOVA & ANCOVA): assumptions and conditions, framing research and testing hypothesis, interpretation; Reason and Interpretation of Post hoc comparison analysis
- Non-parametric testing (Chi-square, Kruskal Wallis test): Need, Hypotheses framing, conduction and interpretation
- Practicum:

- Writing and testing hypothesis for a given set of a data in MS-Excel/SPSS/Open statistical software, interpretation of results

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#### **UNIT V: ANALYSIS OF QUALITATIVE DATA**

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- Characteristics of qualitative data and its analysis
- Analysis technique of qualitative data:
- Common steps in qualitative analysis:
- Validation process
- Practicum:
  - › Summarising graphically qualitative data using MS words/visualisation tools/ and other open statistical software, interpretation of results
  - › Coding of given qualitative data set

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#### **Suggested Readings/Learning Reference**

**Books:**

- Anatasi A. Psychological testing (4<sup>th</sup> Edition), New York: Mc Millan Pub Co, 1976
- Cronbach L .J. Essential of Psychological testing (3<sup>rd</sup> 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.
- Field, Andy (2019) Discovering Statistics Using IBM SPSS statistics, Sage Publication
- Davis, Cole (2020) Statistical testing with JAMОВI & JASP open source software, Vor Press
- Richardson, Paul & Laura, Machan (2021) Jamovi for psychologists, Red Globe Press
- YouTube Channel/ MOOCs/OER/e-Pathsala-As per topic/points

## **COURSE EDDATD1: TEACHER EDUCATION**

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### **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

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### **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.

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### **UNIT II: TECHNIQUE FOR HIGHER LEARNING**

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

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### **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.

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### **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:-**

- 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**

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**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.
- CO10. Develop innovative approaches to address challenges in educational administration.

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**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

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**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

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**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

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#### **UNIT V: Specific Function of Educational Organization**

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- 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,
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#### **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: Kanishka 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.
- 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.

- 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