

Ph.D. Course Work 2012

Sub : Education

Important points to be noted:

- Duration of Course Work : One Semester (6 Months)
- Total Marks : 200 (Four papers 50 Marks Each)
- Passing marks will be: 40 %.
- Duration of Examination: 2 Hrs. for each paper

Paper I: Research Methodology : 50 Marks

Paper II: Subject paper -I : 50 Marks

Paper III : Subject paper – II : 50 Marks

Paper IV: Review of literature : 50 Marks

Subject Course Work: 100 Marks (2 Hrs.)

- Examination will be held at the end of the Semester.
- Total Lecture Hour (periods) for Paper II (elective units): 60 (sixty).

Scheme of Examination of Pre-Ph.D. (Course Work) Examination

Paper No.	Nomenclature of the Paper	Internal Assessment	Theory (Written Exam)	Max. Marks	Lectures (One hour per lecture)
Paper I	Research Methodology	-	50	50	42
Paper II (Subject)	Subject Paper – I	-	50	50	25
Paper III (Subject)	Subject Paper – II	-	50	50	25
Paper IV	Review of Literature	50	-	50	60

Paper No.	Nomenclature of the Paper	Internal Assessment	Theory (Written Exam)	Max. Marks	Lectures (One hour per lecture)
Paper I	Research Methodology	-	50	50	42

Paper-I – Research Methodology

Unit - 1

1. **Introduction to Research Methodology:** Meaning, Objectives, Significance, Types
2. **Research Problem:** Definition, testing and procedures

Unit-2

1. **Hypothesis:** Definition, testing and procedures
2. **Research Design/Plan:** Meaning, need and features, Basic principle of experimental signs

Unit-3

1. **Data collection/data analysis:** Tools for data collection
2. **Statistical Applications:** Mean, Median, Mode, Mean Deviation & Standard deviation, Correlation and Regression, Probability distributions ,chi square test, z test, t test, two sample t test, paired-t test

Unit- 4

1. **Report Writing:** Types of Reports, Research Report Format, Referencing, Bibliography, Appendices
2. **Computer Applications:** Fundamentals of Computers, Operating systems, use of software (MS-Office, SPSS)

Unit-5

1. **Safety and safety measures:** Introduction, safety of individuals/laboratory/community/environment
2. **Code of Ethics/ethics of research/good laboratory practices:** IPR and record keeping/archives

References:

1. Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. Rangnatham Himalaya publication House, 2005, ISBN: 8184880936
2. Research Methodology: Methods and Techniques by C. R. Kothari, New Age International Publishers, ISBN:81-224-1522-9
3. Statistical Methods for Research Workers by Fisher R. A., Cosmo Publications, New Delhi ISBN:81-307-0128-6
4. Design and Analysis of Experiments by Montgomery D.C. (2001), John Wiley, ISBN: 0471260088
5. SPSS online manual
6. MINITAB online manual

Paper No.	Nomenclature of the Paper	Internal Assessment	Theory (Written Exam)	Max. Marks	Lectures (One hour per lecture)
Paper II (Subject)	Subject Paper – I	-	50	50	25

Paper - II

DEVELOPMENT OF RESEARCH TOOL

COURSE OBJECTIVES :-

1. To provide the knowledge of procedure of different psychological tools' administration to the research scholars
2. To provide the knowledge to the research scholars of tool construction & standardisation.
3. To create interest in research scholars to use computer in their research.
4. To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
5. To provide the knowledge of meaning, significance, objectives and need of educational research to research scholars.
6. To enable the research scholars to understand the different types of research and its characteristics.
7. To provide the knowledge of procedure of different psychological tools' administration to the research scholar.
8. To provide the knowledge to the research scholars of tool construction & standardisation.
9. To gain knowledge and understanding of the concepts and methods used in statistical analysis of the test.

Course Contents :

UNIT – I : Research tools-

Meaning, Need, Importance, of Tool.

Characteristics of good research tools.

Types of Research Tools; Observation, Questionnaire, Psychological Test, Rating scale, Check list and Attitude scale.

UNIT – II : Theory of Tool Construction –

Principles and step of construction of different tests and their uses in research.

Psychological tools - Meaning, Types and Administration procedure.

Item Analysis - Difficulty value and Discriminative power; Methods of Item Analysis;

Criteria of selecting and Rejecting Items including Davis and Stanley Methods of item analysis.

UNIT – III : Standardization of Research Tools –

Standardization of Research Tools –Concept of norms or standardisation of research tools; Need of standardisation or developing Norms; Types of Norms computation and interpretation; Test manual and its need.

UNIT - IV – Reliability & Validity-

Concept of Reliability; Methods of Reliability including factors affecting Reliability index; Reliability indices for various types of research tools.
Concept of Validity; Types of Validity; Methods of estimating Validity indices; Factors influencing Validity index Relationship with Reliability.

UNIT - V – Psychological Test-

Meaning, concept and Nature of Psychological Test
Need and Importance of Psychological Test in Research.
Diagnostic and Remedial Test.
Various types of test-intelligence, aptitudes, interests, creativity and personality.

REFERENCES

Guiford , J.P.: Fundamental Statistics in Psychology and Education, London Mc Graw Hill Book Co.

Selling, Clainandtures, Research Methods in Social Relation; London Nethuses & Co.

Travers, R.M.W., An introduction to Educational Research, London Mc Millian Co.

Verma, An Introduction to Educational & Psychological Research, Bombay, Asia publishing house.

Sukhia, S.P., Melhotra, P.V. , Elements of Educational Research, New Delhi, Allied Publishers.

Best, J.W., Research in Education, Englewood, Chiffs, J.N. Prentice Hall.

Good, W & Hatt. P.K. : Method of Social Research, London McGrew HillBook Co. 1962.

Good : Methods of Educational Research, Appleton Centurry Crofts New York.

John P De CeCCO: William R. Crawford : The Psychology of learning and Instructions, Prentice Hall of India Pvt. Ltd. New Delhi, 1977 second Edition.

Paper No.	Nomenclature of the Paper	Internal Assessment	Theory (Written Exam)	Max. Marks	Lectures (One hour per lecture)
Paper III (Subject)	Subject Paper – II	-	50	50	25

III PAPER

TEACHER EDUCATION, ADMINISTRATION & PLANNING

COURSE OBJECTIVES:

1. To Study the changing context and concerns in teacher education in India.
2. To develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
3. To develop among the students professional ethics and sense of commitments.
4. To enable the students to understand about in-service and pre-service teacher education programme for the profession.
5. To acquaint the students with the processes of educational Administration & Planning.
6. To develop an understanding in students about the Educational Supervision.
To help the student understands relationship between measurement and evaluation in education and the existing models of evaluation.

COURSE CONTENTS :

UNIT - I :Concept of Teacher Education -

- a. Meaning of Teacher Education and teacher training in the emerging context.
- b. Historical perspective Recommendations of various Commissions on Teacher Education;
- c. Need of Teacher-education and its scope.
- d. Objectives of teacher-education.

UNIT – II : Types of Teacher Education Programmes & Agencies -

- a. In-service & Pre-service Teachers education
- b. Distance Education & Teachers education
- c. Orientation & Refresher Course

Role of different Agencies in Teacher Education – District Level, State Level, National Level, International Level.

UNIT – III : Educational Administration -

- a. Development of Morden Concept of Educational Administration from 1900 to present.
- b. Human Relation Approach to Administration.
- c. System Approach specific trends in Educational Administration.
- d. Leadership in Educational Administration.

UNIT - IV : -Educational Planning & Supervision -

- a. Meaning, Need and Purpose of Educational Planning & Supervision.
- b. Approaches to Educational Planning.
- c. Perspective & Institutional Planning.
- d. Supervision as Process, Function & Service activity.
- e. Modern Supervision.

UNIT -V : Educational Evaluation System-

- a. Meaning ,Need and Purpose of Evaluation.
- b. Continuous & Comprehensive Evaluation System.
- c. Grading System.
- d. Semester System.
- e. Evaluation System of Teacher Education in Various Countries (India,UK&USA)

BIBLIOGRAPHY

1. Altekar, A.S. : Education in Ancient India, Nand Kishore Brothers, Bannaras, 1951
2. Buch, M.B. and Palasane, M.M. : Reading in Inservice Education, Sardar Patel University, Anand, 1968.
3. Basu, A.M. : Education in Modern India, Orient Book Co., Calcutta, 1974.
4. Bruner, J.S.: Towards a theory of Instruction the Baltenop Press, Massachusetts, 1966.
5. Chaurasia, Gulab : New Era in Teacher Education, Sterling Publication, Delhi, 1967.
6. Chaurasia, Gulab : Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi, 1977.
7. Dutta, S. : The Teacher and His World Sukumar Dutta, Soamibagh, Agra, 1972.
8. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
9. Govt. of India : Education and Development; Report of Education Commission (1964 –66), GOI, New Delhi 1966.
10. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
11. Groundland, N.E. (1967): Measurement and Evaluation in teaching: Mac Millan Co. fourth Printing, New York.
12. Numally Jum, C. (1964) : Educational Measurement and Evaluation, McGraw, Hill Book Company, New York.

Paper No.	Nomenclature of the Paper	Internal Assessment	Theory (Written Exam)	Max. Marks	Lectures (One hour per lecture)
Paper IV	Review of Literature	50	-	50	60

PAPER – IV

Review of literature.