

# DEPARTMENT OF EDUCATION

School of Education (SoE)

**Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)**

(A CENTRAL UNIVERSITY)



Ph.D. (Course Work) Syllabus

Under Choice Based Credit System

**Approved by X Board of Studies (BoS)**

(Effective from the Session 2020-21)

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07.10.2021

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## Structure of Ph.D. Course Work in Education

SEMESTER I	Course Code	Course Title	Int.	Ext.	Max. Marks	L	T	P	C
	EDU-CC-141	Methodology of Educational Research	40	60	100	3	0	2	4
	EDU-CC-142	Testing, Statistical Techniques and Computer Applications	40	60	100	3	0	2	4
	EDU-CC-143	Review of Published Work/Project Report	40	60	100	0	1	6	4
	EDU-CC-144	Research and Publication Ethics	40	60	100	1	0	2	2
	<b>Elective (Any one)</b>								
	EDU-EC-141	Issues in Education	40	60	100	4	0	0	4
	EDU-EC-142	Teacher Education and Contemporary Issues in Education	40	60	100	4	0	0	4
	EDU-EC-143	Educational Assessment and Evaluation	40	60	100	4	0	0	4
	<b>Grand Total for Course Work</b>		<b>200</b>	<b>300</b>	<b>500</b>	<b>11</b>	<b>1</b>	<b>12</b>	<b>18</b>

*L, T, P, C stands for Lecture, Tutorial, Practical and Credit respectively.*

### Important Notes:

1. The Ph.D. course work programme shall be of one semester (i.e., Six Months) with total of 18 credits.
2. Students shall study 4 core courses and one elective course.
3. There shall be one Mid Semester Examination and one Internal Assessment of one hour and this will carry 40% of the total marks of the course work.
4. End Semester Examination will be of 3 hours carrying 60% of marks in each course.
5. Other instructions and conditions given in the Choice Based Credit System (CBCS) and Vishwavidyalaya ordinance pertaining to Ph.D. programme shall be applied in the Ph.D. programme.

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**PH.D. (COURSE WORK) SEMESTER-I**  
**COURSE I**  
**[EDU-CC-141] METHODOLOGY OF EDUCATIONAL RESEARCH**

L	T	P	C
4	0	0	4

**Course Objectives:** On completion of the course, the Research Scholars will be able to:

- Understand the application of quantitative, qualitative and mixed approaches of research.
- Formulate a good research problem for their research work.
- Select an appropriate sampling design for a research study
- Understand the procedure for tool construction
- Understand documentation and dissemination of research in education

**Course Content:**

**UNIT I Conceptualizing Research and Educational Research (15 Lectures)**

- Research: meaning, scope, limitation, nature (fundamental, applied and action).
- Scientific Inquiry- concept, assumptions and their role.
- Paradigm-meaning, Positivist and Non-positivist paradigms.
- Educational Research: Meaning, Nature, Scope, Need and importance
- Major Orientations in Educational Research: Philosophical, Historical, Sociological and Psychological.
- Skills required for conducting educational research.

**UNIT II Types of Research (15 Lectures)**

- Quantitative Research: Concept of quantitative research, Descriptive, Experimental, Survey, Ex-Post facto, Co-relational Research Design etc.
- Qualitative Research: Concept of qualitative research, Inquiry, Interpretive, Historical, Ethnographical, Symbolic, Biography, Case Study, Focus group discussion, Heuristic Method, Phenomenological.
- Mixed method research: Concept of mixed research, Different types of mixed method research.

**UNIT III Educational Research Procedure (15 Lectures)**

- Procedure of Research Design and research cycle.
- Steps of Scientific Research.

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- Planning the research study: sources of research problems, review of the literature-purpose, finding research gap and resources of review.
- Identification and conceptualization of research problem.
- Statement of problem and research questions in qualitative and quantitative research.
- Formulation and testing of Hypotheses.
- Sampling procedure, sampling and non-sampling error in research.
- Preparation of Synopsis.
- Research Report writing and APA style of referencing.

#### UNIT IV *Pre-requisites for Enhancing the Quality and Credibility of Research* (15 Lectures)

- Researcher's obligations, things to keep in mind by Researcher (like voracious reading, authoring and writing).
- Formulating research proposal- identification of a research problem, Review of related literature, research questions, objectives hypotheses-concept, types, formulation. Formatting, Citations, Bibliography, References, Chapterisation, writing, evaluating and reviewing research reports and papers.
- Peer Discussion, Transparency, Neutrality, Honesty in Working and Reporting.
- Conviction of Research in his/her Research.

#### *Selected Readings:*

- Best, J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, Jhon W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Sage Publication
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinehart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education? New York: McGraw Hill.
- Flick, Uwe (1996). An Introduction to Qualitative Research. London sage publication
- Gupta, S P (2014). *Anusandhan Sandarshika*. Allahabad: Sharda Pustak bhawan
- Gupta, Mukul and Shubhra Gupta (2001). Research Methodology. New Delhi: PHI Learning Private Limited
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Kapil, H K (2007). *Anusandhan Vidhiyaan*. Agra: Laxminarayan Publication

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- Keeves, John. P (ed) (1990) Educational Research Methodology and Measurement: An International Handbook. New York: Pergamo Press
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Pamela, Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. Washington D.C: The Flamer Press London.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Singh, Arun Kumar (2015). *Manovigyan, Samjshastra aur Shisshasahastra mein Anusandhan Vidhiyaan*. New Delhi: Motilal Banarasidas Publication
- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research: An Introduction. New York: McGraw Hill



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**PH.D. (COURSE WORK) SEMESTER-I**  
**COURSE II**  
**[EDU-CC-142]**  
**TESTING, STATISTICAL TECHNIQUES & COMPUTER APPLICATIONS**

L	T	P	C
4	0	0	4

**Course Objectives:** On completion of the course, the Research Scholars will be able to:

- Apply characteristics of a set of data in tabular and graphical forms and its computation
- Use appropriate procedures to analyse quantitative and qualitative data
- Develop competence in the use of statistical packages for analysis of data
- Develop and standardize tools for qualitative or quantitative analysis
- Analyse the data and draw useful inferences

**Course Content:**

**UNIT I *Basics of Data and Its Analysis***

**(12 Lectures)**

- Concept of data, Scales of Measurement
- Need and importance of Data and Data Analysis in research.
- Types of Data and method of Collection of data.
- Organization and Categorization of data, Protection of data.
- Representation of data (Graphical Representation).

**UNIT II *Testing Tools and Techniques***

**(12 Lectures)**

- Testing and evaluation: purpose of testing: assessment, measurement and evaluation: concept, types, difference & uses.
- Characteristics of a good Research Tool – Validity, Reliability, Usability
- Preparation of check list for observation, constructing schedule for interview, evaluating a scale, constructing test items of very short, short answer, essay and multiple-choice questions.
- Construction of a test: understanding the construct and operationalization, preparing the item content, selection of item format, difficulty level, discriminating index, item analysis, and determination of its reliability & validity.

**UNIT II *Quantitative and Qualitative Data Analysis***

**(17 Lectures)**

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- Data analysis in qualitative research: content analysis, inductive, phenomenological-analytical.
- Measures of central tendency, Measures of variability, Measures of relationships, NPC and its Application and deviations from NPC.
- Logical basis of Hypothesis testing; Degree of Freedom, Level of Significance, Confidence Limits and Sampling error.
- Statistical Inferences- Theoretical understanding and applications of Parametric (t-test, ANOVA, ANCOVA & MANCOVA) and Non-Parametric tests (Mann-Whitney U-test, Chi-square test & Kruskal Wallis test).
- Factor Analysis: Concept, Methods of factor Analysis (Centroid, Principal Axis and Principal component).
- Approximation and Errors in research Content analysis.

#### UNIT IV *Computer Application in Educational Research*

(19 Lectures)

- Internet as a source (specially *Shodhganga* and *Shodhsindhu*) in social sciences research- for literature review, data collection and analysis.
- Selecting appropriate statistical techniques for analyzing different types of hypotheses.
- Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint.
- Computer applications in research: Introduction to competing open source and other software packages for data analysis- Excel, SPSS, R and EViews.
- Interpretation of results in statistical analysis.
- t-Test, U-test, product moment coefficient of correlation, ANOVA, ANCOVA and MANCOVA, multilevel Regression Analysis, Discriminate Function Analysis in education through software packages.

#### *Selected Readings:*

- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*. New York: McGraw Hill.
- Garrett, H.E & Woodworth, R. S. (1961). *Statistics in Psychology and Education*. New York: Longman Greens & Co.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3<sup>rd</sup> Edition). Boston: Allyn & Bacon.

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- Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation. New York: Harper and Row.
- Pandey, K. P. (2013). *Shiksha Aur Manovigyan Mein Sankhyiki*. Varanasi: Vishwavidyalaya Prakashan.
- Sharma, R. A. Fundamentals of Educational Research. Meerut: Loyal Book Depot
- Siegal, S. (1956). Non-parametric Statistics for Behavioural Science, New York: McGraw Hill.
- Singh, Arun Kumar (2015). *Manovigyan, Samjshastra aur Shisshasahastra mein Anusandhan Vidhiyaan*. New Delhi: Motilal Banarasidas Publication
- Suleman, Mohd. (2014). Manovigyan, Shiksha aur Anya Samajik Vishyon mein Saankhiyiki. New Delhi: Motilal Banarasidas
- Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
- Van Leeuwen, T & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London
- Winner, B.J. (1962) Statistical Principles in Experimental Design New York: Mac Graw Hill

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# PH.D. (COURSE WORK) SEMESTER-I

## COURSE-III

### [EDU-CC-143] REVIEW OF PUBLISHED WORK/PROJECT REPORT

L	T	P	C
0	1	6	4

The research scholar will select an area of their choice with the direction of Departmental Research Committee (DRC) within first two weeks from the start of the semester. Research Scholar will write a theme paper selecting few variables from that area. There will be two presentations on the theme selected.

First presentation (Mid-I) which will be of 20 marks will be held during 6-7 week of the semester. Internal assessment will be held during 12-13 weeks of the semester and will consist of 20 Marks. The end semester of examination held at the end of semester and two examiners from the department which are nominated by the Head of the Department will evaluate it on the following criteria.

- Content of the Focus area
- Significance of the Variable
- Presentation Techniques
- Response to questions asked by examiners

Presentation will be of 20-30 min. duration. The criteria of evaluation and duration of presentation will be same as mentioned above.

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**PH.D. (COURSE WORK) SEMESTER-I**

**COURSE IV**

**[EDU-CC -144] RESEARCH AND PUBLICATION ETHICS**

L	T	P	C
1	0	2	2

**Course Objectives:** On completion of the course, the Research Scholars will be able to:

- Understand the philosophy of science and ethics, research integrity and publication ethics. To identify research misconduct and predatory publications.
- understand indexing and citation databases, open access publications, research metrics (citations, h-index, impact Factor, etc.). To understand the usage of plagiarism tools.
- aware about the publication ethics and publication misconducts

**Course Content:**

**UNIT I *Philosophy and Ethics***

**(3 Lectures)**

- Introduction to philosophy: definition, nature and scope, concept, branches - Ethics: definition, moral philosophy, nature of moral judgements and reactions.

**UNIT II *Scientific Conduct***

**(5 Lectures)**

- Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP), Redundant Publications: duplicate and overlapping publications, salami slicing - Selective reporting and misrepresentation of data.

**UNIT III *Publication Ethics***

**(7 Lectures)**

- Publication ethics: definition, introduction and importance - Best practices / standards setting initiatives and guidelines: COPE, WAME, etc. - Conflicts of interest - Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types - Violation of publication ethics, authorship and contributor ship - Identification of publication misconduct, complaints and appeals - Predatory publisher and journals. Instructional objectives

**UNIT IV: *Open Access Publishing***

**(4 Lectures)**

- Open access publications and initiatives - SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies - Software tool to identify predatory publications developed by SPPU - Journal finger / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer, Journal Suggester, etc.

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**Unit V Publication Misconduct****(4 Lectures)**

- Group Discussion
  - a) Subject specific ethical issues, FFP, authorship
  - b) Conflicts of interest
  - c) Complaints and appeals: examples and fraud from India and abroad
- Software tools
 

Use of plagiarism software like Turnitin, Urkund and other open-source software tools.

**Unit VI Databases and Research Metrics****(7 Lectures)****Databases**

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc

**(A) Research Metrics**

1. Impact Factor of journal as per Journal Citations Report, SNIP, SJR, IPP, Cite Score -  
Metrics: h-index, g index, i10 Index, altmetrics.

\*Units 1,2 & 3 are to be covered via Theory and Units 4,5 & 6 are to be covered via practice mode

**Selected Readings:**

- Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
- The Student's Guide to Research Ethics. Paul Oliver Open University Press, 2003
- Responsible Conduct of Research by Adil E. Shamoo; David B. Resnik Oxford University Press, 2003
- Ethics in Science Education, Research and Governance Edited by Kambadur Muralidhar, Amit Ghosh Ashok Kumar Singhvi. Indian National Science Academy, 2019.
- Anderson B.H., D., & Poole M., Thesis and assignment writing, Wiley Eastern 1997.
- Bijorn G., How to write and illustrate scientific papers? Cambridge University Press.
- Bordens K.S. and Abbott, B.b.: Research Design and Methods, Mc Graw Hill, 2008.
- Graziano, A., M., and Raulin, M., L.: Research Methods – A Process of Inquiry, Sixth Edition, Pearson, 2007.

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**PH.D. (COURSE WORK) SEMESTER-I****COURSE V****[EDU-EC-141] ISSUES IN EDUCATION**

L	T	P	C
4	0	0	4

**Course Objectives:** On completion of the course, the Research Scholars will be able to:

- Understand the different paradigms of education
- Analyze basic issues of philosophies of education.
- Reflect on the basic parameters of the processes of human development.

**Course Content****UNIT I *Educational Paradigms and Learners*****(15 Lectures)**

- Educational Paradigms: Empirical, Interpretive and Critical Perspectives,
- Critical Appraisal of Education as a Discipline.
- Epistemological, Metaphysical and Axiological issues in Education
- Process of education and learning, pedagogy, andragogy
- Learner's engagement in the process of knowledge construction, understanding the changing profile of the teachers/teacher educators, use of constructivism in teaching and learning.

**UNIT II *Developmental Psychology in Education*****(15 Lectures)**

- Perspectives of human development: Piaget, Vygotsky and constructivist perspectives.
- Concept of holistic development, learning, thinking and problem solving in the context of school and outside school, language development and learning.
- Peace Education: Issues of concern in national and international perspective
- Inclusive Education: Concerns development of inclusive education

**UNIT III *Curriculum in Teacher Education*****(15 Lectures)**

- Development of Curriculum of Teacher Education in Post-Independence period with special emphasis on NCFTE 2009 and its reflections on Teacher Education
- NCTE Regulations 2014: Development, Provisions and its Consequences on Quality of Teacher Education
- New Education Policy-2020: Historical background,
- Major reforms in Indian Education System and Directions for implementation.

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## UNIT IV *Sociological Aspects in Education*

(15 Lectures)

- Education in social context, important social thinkers for educational reforms.
- Education as a social institution and social sub-system.
- Socialization, modernization and social change, Education as source of major social change.
- Equality of Educational opportunity, Major constitutional provisions of education, education for national integration and international understanding, Delor's report on education.

### *Selected Readings:*

- Barris, K. (1979) *Education and Knowledge: The Structured Misrepresentation of Reality*; Routledge & Kegan Paul, London.
- Blaug, Mark (1972). *An Introduction to Economics of Education*. Allen Lane, London. Penguin.
- Bodner, G.M. (1986). *Constructivism: A Theory of Knowledge*. Journal of Chemical Education. Brain. Prentice Hall of India.
- Bruner, J.C. (1997). *The Culture and Education*. London: Harvard University Press.
- Dewey, J. (1963) *Democracy and Education*, Macmillan, New York.
- Edgerton, Susan Huddleston (1997). *Translating the Curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Etta, R. Hollins (1996): *Transforming Curriculum for a Culturally Diverse Society*.
- Freire, P. (1970) *Cultural Action for freedom*, Penguin Education Special, Ringwood, Victoria, Australia.
- Freire, P. (1973) *Pedagogy of The Oppressed*, Penguin Education special, Ringwood,
- Gerald L. Gutek, (2009), *New Perspectives on Philosophy and Education* Pearson.
- Howard A. Ozmon, *Philosophical Foundations of Education* (9th Edition)
- Howard A. Ozmon, Samuel M. Craver, (2011), *Philosophical Foundations of Education* Pearson
- Howard Ozmon, Samuel M. Craver, (2007), *Philosophical Foundations of Education* Pearson/Merrill Prentice Hall Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
- Mujibul Hasan Siddiqui (2009), *Philosophical and Sociological Foundations of Education*, APH Publishing

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- R.P. Pathak (2009), Philosophical and Sociological Foundations of Education Kanishka Publishers
- Radhika Chopra and Patrica Jeffery (2005), Educational Regimes in Contemporary India, Sage Publications
- S.P. Chaube and A. Chaube (2010), Foundations of Education, Vikas Publication House
- Sahoo, P.K, D. Yadav and B.C. Das (Eds.) (2012), Quality in Higher Education: Issues and Processes, Uppal Publishers.
- Shukla, Suresh C (1985). Sociological Perspective in Education: A Reader. Delhi: Chankya.
- Slattery (1995): Curriculum Development in Postmodern Era. (Critical Education & Practice).
- Smith, Edward E. & Kosslyn, SteEDUn M. (2007). Cognitive Psychology: Mind and
- Sri Aurobindo (1924). A System of National Education. Calcutta: Arya Publishing House.
- Steven M. Cahn, Philosophy of Education: The Essential Texts.
- Tilak, Jandhyala B.G. (2003). Education, Society and Development. New Delhi: APH Publishing Corporation for NUEPA, Victoria, Australia.
- Wiles, Jon (2004). Curriculum Essentials- A Resource for Educators. Allyn & Bacon.
- Wyne, J.P. (1973). Theories of Education to the Foundations of Education Harper and Row, Publishers, London.

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**PH.D. (COURSE WORK) SEMESTER-I**  
**COURSE VI**  
**[EDU-EC-142] TEACHER EDUCATION AND CONTEMPORARY ISSUES IN**  
**EDUCATION**

L	T	P	C
4	0	0	4

**Course Objectives:** On completion of the course, the Research Scholars will be able to:

- Construct a conceptual basis of teacher education.
- Identify the broad areas of study in terms of theoretical and practical aspects of teacher education.
- Reflect, assimilate and articulate new ideas regarding various issues of teacher education.

**Course content**

**UNIT I *Conceptual Framework of Teacher Education***

**(15 Lectures)**

- Meaning, Nature, Scope and Objectives of Teacher Education
- Teaching as a profession and professional socialization of teachers.
- The Context of Teacher Education- The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- Futuristic Views of Teacher Education.
- Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context

**UNIT II *Managing Teacher Education and Governance in Teacher Education***

**(15 Lectures)**

- Pre-service and in-service teacher education programs
- Integration of Theory and Practice, Organization, Observation, Supervision and Assessment of Practice Teaching.
- Governance of Teacher Education: Role of Governing Bodies of Teacher Education (UGC, NCTE, State Government)
- Conditions for Recognition and Affiliation of Teacher Education Institutions
- Quality Assurance and Accreditation in Teacher Education Institutions.

**UNIT III *Issues and Concerns in Teacher Education***

**(15 Lectures)**

- Selection and Admission of Student- Teachers, Selection and Retention of Teacher Educators.

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- Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB and IGSCE) w.r.t. RTE and Inclusiveness.
- Issues in Special Education and Integrated Teacher Education
- Teacher Education for Special Educators

#### UNIT IV *Policies and Research in Teacher Education*

(15 Lectures)

- Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Cooperation of Practicing Schools, Evaluation Strategies and Comparative Education. Teacher Efficacy
- National Council for Teacher Education (Rules and Regulations), 2014
- Teacher Education and National Education Policy, 2020
- National Curriculum Framework (NCF) 2009.

#### *Selected Readings:*

- Beck, C. & Clark K. (2006). Innovations in Teacher Education: A Social Constructivist Approach. New York: State University of York.
- Cohen L., Minion L. & Morrison, K. (2004). A Guide to Teaching Practice (5th Edition). London and New York: Routledge.
- Herne S., Jessel J. & Griffith, J. (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York: Routledge Falmer.
- Hillard, F.H. (1971). Teaching the Teacher Education London: George Allen & Unwin Ltd.
- Kauts, A. (2013). Quality Concerns Education. Patiala: 21st Century Publication.
- Loughran, J. (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. New York.: Routledge
- National Council for Teacher Education. (2009). NCFTE: Towards Professional and Human Teachers, New Delhi: Member Secretary, NCTE.
- National Curriculum Framework for School Education (2000, 2005 and 2006). NCERT: J.J. offset Printers.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education.
- Rao (1998). Teacher Education in India. New Delhi: Discovery Publishing House.
- Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual Inputs for Secondary Teacher Education: The Instructional Role. India: NCTE.

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**PH.D. (COURSE WORK) SEMESTER-I****COURSE VII****[EDU-EC-143] EDUCATIONAL ASSESSMENT AND EVALUATION**

L	T	P	C
4	0	0	4

**Course Objectives:** On completion of the course, the students will be able to:

- Understand the basic concepts and practices adopted in educational measurement and educational evaluation.
- Construct and standardize a test and scales.
- Know the new trends in educational assessment and evaluation.

**Course Content:****(15 Lectures)****UNIT I Overview of Assessment and Evaluation**

- Scales of Measurement: Nominal, Ordinal, Interval and Ratio.
- Concept of Test, Assessment, Measurement and Evaluation, Functions of Evaluation and the basic principles of Evaluation.
- Classification of assessment based on: purpose (Placement, formative, diagnostic, summative), scope (Teacher made, standardized), Nature of Interpretation (Norm referenced Vs criterion referenced), context (Internal, External).
- Continuous and Comprehensive Assessment: concept, nature, process, implementation strategies.

**UNIT II Criteria of a Good Test and Procedure for Test Construction****(15 Lectures)**

- Reliability: Concept, Nature, Methods of Determining Reliability, Factors influencing the Reliability and Relationship between Reliability and Validity.
- Validity: Concept, Nature, Methods of ascertaining Validity and Factors affecting Validity.
- Norms: Meaning, Significance, Types- Age norms, Grade Norms, Percentiles, Z scores, T scores and Stanine Score.
- Construction and standardization of an achievement test including item analysis, Construction of Attitude Scales by Likert Method.

**UNIT III Tools of Measurement and Evaluation****15 L**

- Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor).

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- Subjective and Objective tools; Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories and Performance tests – Uses, advantages and limitations of each type.
- Writing of essay, objective (multiple, alternate, matching, completion) and interpretive exercise items for achievement test.
- Stanford Binet Intelligence Scale and Raven's Standard Progressive Matrices Test.

#### UNIT IV *New Trends in Evaluation*

(15 Lectures)

- CCE, Grading, Semester system.
- Open book examination.
- Question Bank.
- Online examination and its impact
- Uses of computers in evaluation.

#### *Selected Readings:*

- Anastasi A. (1976). Psychological Testing (4th edition). New York: McMillan Pub Co.
- Anastasi, A. and Urbina, S. (2005). Psychological testing. Singapore: Pearson Education.
- Atkin, L.R. (2000). Psychological Testing and Measurement. London: Allyn and Bacon.
- Bloom B. S & Other (1976). Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Co.
- Cronbach L.J. (1970). Essentials of Psychological Testing. New York: Harper and Row Publisher.
- Ebel, R. L. and Frisbee (1979). Educational Achievement. Singapore: Pearson Education.
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- Fetsco, T and McClure, J (2005). Educational Psychology: An Integrated Approach to Classroom Decisions. U.S.A.: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). Measurement and Assessment in Teaching. Singapore: Pearson Education.
- Harper (Jr.), A.F & Harper, E.S (1990). Preparing Objective Examination: A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall.
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- Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). Measurement and Assessment in Education. New York: Pearson.
- Singh (1990). Criterion Referenced Measurement (Selected Readings). New Delhi: NCERT.
- Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
- Tenbrink, T.D. (1974). Evaluation: A Practical Guide for Teachers; New York: McGraw Hill.
- Thorndike, R. M. and Christ, T. T. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT Limited.
- Worthen, B.R. and Sanders, James, R. (1973). Educational Evaluation: Theory and Practice. McMillan Publishing Co.

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# DEPARTMENT OF EDUCATION

School of Educational Studies (SES)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A Central University)

## Structure of Ph.D. (Education) Programme after Course Work

Semester	Course Code	Course Name	Credit
II	EDU-RW-241	RESEARCH WORK	16
III	EDU-RW-341	RESEARCH WORK	16
IV	EDU-RW-441	RESEARCH WORK	16
V	EDU-RW-541	RESEARCH WORK	16
VI	EDU-RW-641	RESEARCH WORK	16
VII	EDU-RW-741	RESEARCH WORK	16
VIII	EDU-RW-841	RESEARCH WORK	16
IX	EDU-RW-941	RESEARCH WORK	16
X	EDU-RW-1041	RESEARCH WORK	16
XI	EDU-RW-1141	RESEARCH WORK	16
XII	EDU-RW-1241	RESEARCH WORK	16
XIII	EDU-RW-1341	RESEARCH WORK	16
XIV	EDU-RW-1441	RESEARCH WORK	16



Head of the Department

Dr. Rashmi Jain डॉ. रश्मि जैन  
Head विभागाध्यक्ष

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