

FACULTY OF EDUCATION

SYLLABUS

FOR

PRE PH.D COURSE IN EDUCATION

(Under Credit Based Continuous Evaluation Grading System)

Session: 2015–16



GURU NANAK DEV UNIVERSITY
AMRITSAR

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Pre Ph.D. Course in Education
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Outlines of Pre-Ph.D. Course in Education

The Pre.Ph.D course work consists of following paper as per details below: -

| Course No. | C/E/I | Course Title |
|-------------------|--------------|-------------------------|
| EDL 901 | C | Research Methodology |
| EDL 902 | C | Statistics In Education |
| EDL 903 | C | Computers In Education |
| EDS 904 | C | Seminar |

ELECTIVE COURSES (3 CREDITS) (Any one of the Following)

| | | |
|---------|---|---------------------------------------|
| EDL 905 | E | Education for Sustainable Society |
| EDL 906 | E | Educational Psychology |
| EDL 907 | E | Educational Planning & Administration |
| EDL 908 | E | Emerging Trends in Education |

INTERDISCIPLINARY / OPTIONAL COURSES (3 CREDITS)

(Students may do it any other department related with the research project/ work)

1. Each paper carries 3 Credits and Seminar will be of one credit. Total credits for Pre. Ph. D. Coursework will be 16 Credits.
2. Minimum no. of lectures will be 75% per paper. Each lecture will be of one hour duration.
3. Medium of the instructions of the Examinations will be English. This course will be under credit based continuous evaluation grading system.
4. In each paper weight age will be given to Minor I and Minor 2. Weight age given to each paper is mentioned below

| | |
|---------------------|-----|
| Minor I | 20% |
| Minor II | 20% |
| Major | 50% |
| Internal assessment | 10% |

Note: - Internal Assessment will be given on the basis of presentations, project work, Objective type test items, assignments.

5. Eligibility to Appear in University Examination:

Such candidates will be allowed to appear in the University examination who satisfy the following requirements:

- (a) Have been on the rolls of Department concerned throughout the semester preceding the examination.
- (b) Have earned a minimum 4.5 CGPA in each paper separately.
- (c) Have their names submitted to the Registrar by the Head of the Department along with certificate to be signed by the Head of the Department of having attended not less than 75% of the total lectures delivered in each paper (theory/ practical/ tutorials/ Seminars), separately.

6. Minimum requirement to pass Pre. Ph.D. Course Work: A candidate shall be required to earn at least 4.5 CGPA in order to pass the entire course. Candidates getting grade in the course work lower than 4.5 CGPA shall have to improve the Grade by reappearing in the course Work Paper(s) of his/her choice. For this he/she shall be allowed only one chance in the subsequent examination.

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Paper: EDL-901 C - Research Methodology

Credits: Three (3)

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

1. Understand the basics of Research Methodology & Processes.
2. Formulate a good research problem for their research work.
3. Construct a good measuring instrument.
4. Report the research work effectively & efficiently.

UNIT-I

- Educational Research: Concept & Classification (Basic, Applied & Action Research), Steps of Educational Research & Ethics in Educational Research.
- Research Problem: Sources, Review of related Literature, Selection & Formulation of a Research Problem. Formulation of Objectives, Hypothesis: Types and Formulation.

UNIT-II

- Quantitative & Qualitative Research & Designs, Description of Variables(Historical, Descriptive & Experimental Research, Ethnographic research, Phenomenological Studies, Methods & Designs)
- Sampling: Meaning & Types

UNIT-III

- Selection, Construction & Standardization of a tool/test, Item Analysis, Reliability, Validity, Norms & Profiles.
- Writing a research report.

References:

1. Best, John W. (2007). Research in Education. New Delhi: Printice Hall of India Pvt. Ltd.
2. Cohn, Louis (1976). Educational Research in classroom & Schools. London: Harper & Row Ltd.
3. Conrad, Clifton F. & Serlin, Ronald C. (2001). The Sage Handbook for Research in Education – Engaging Ideas and Enriching Inquiry. New Delhi: Sage Publications India Pvt. Ltd.

4. Gephart, William J. & Ingte, Robert B.(1969). Educational Research. Columbers: Charles E. Merrill Publishin Co.
5. Javvanda, J.S. (1993).Educational research without tears. Patiala: Hazara Printing Press.
6. LokeshKaul (2011). Methodolgy of Educational Research. Vikas Publishing House.
7. Mcmillan, James H. & Schumacher, Sally (1984). Research in Education A conceptual Introduction. Canada: Little Brown and Co. Ltd.
8. Moore, Garry w. (1983).Developing & Educating Educational Research. Canada: Little Brown & Company Ltd.
9. S.K. & Saxena,P.C. (1985).Quality Control in Educational Reasearch. New Delhi, NetajiSubhashMarg:Metropolitan Book Co. (P) Ltd.
10. Sharma, R.A. (2000). Essential of Scientific Behavioural Research. Meerut: R. Lall Book Dept, Begum Bridge Road.
11. Sidhu,Kulbir Singh(1984. Methodolgy of Research in Education. New Delhi: Sterling Publisher Prvate Ltd.
12. William A. Mehrens& Irvin J. Lehmann (1969). Standardized test in Education. Holt, Rinehart and Winston Inc.

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Paper: EDL-902 C - Statistics In Education

Credits: Three (3)

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

1. Analyse the data and draw useful inferences.
2. Select and explain the method appropriate for research study.
3. Understand the role and use of statistics in educational research.

UNIT – I

- Classification of statistical tests: Parametric and Non-parametric tests and their differences.
- Concept of Univariate, Bivariate and Multivariate Analysis in Education (Meaning, Nature, Assumptions, Advantages and Limitations)

UNIT – II

- Parametric Tests and Its application: Significance of difference between means and other statistics – large samples, confidence intervals, level of significance, testing of hypothesis, small samples, degree of freedom, application of z test, t – test and F – test (one way and two way ANOVA)
- Non Parametric Tests: Chi Square Test, Contingency Coefficient, Sign Test, Wilcoxin Rank Test.
- Nature, Assumptions and Applications of Multiple Correlation, Multiple Regression: Concept of Regression and Predictions, the regression equations and its interpretation.

UNIT – III

- Factor Analysis : Concept, Methods of factor Analysis (Centroid, Principal Axis and Principal component)
- Rotation: Orthogonal v/s Oblique, Issues in Factor Analysis, Uses and Limitations of Factor Analysis.

References:

1. Anderson, A.N. (2009) An introduction to Multivariate Analysis. New York : John Wiley & Sons.
2. Edward, A.L.(1967) Statistical Methods for the behavioural Sciences. New York : Holt, Rinehart and wintson
3. Garret, H.E. (1971) Statistics in psychology and education Chandigarh: Vishal publishers.
4. Geon, A.M et. al. (1979) Fundamentals of Statistics. Calcutta: The world press private ltd.
5. Guilford, J.P. (1973) Fundamental Statistics in psychology and education New York: McGraw Hill book Company.
6. Kapur J.N. (2010). Mathematical Statistics. New Delhi: S. Chand and Company Ltd.
7. Siegel, Sidney (1956) Non-Parametric Statistics for the behavioural Sciences, International Student Edition New York: McGraw Hill.

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Paper: EDL-903 C - Computers In Education

Credits: Three (3)

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

1. Help the learners become competent and confident users of ICT who can make efficient, effective and creative use of basic application software in their everyday activities.
2. Facilitate better communication of the learners by making them competent in using internet and its resources.
3. Acquaint the researchers with the knowledge of SPSS software for data analysis and use of e-competencies for the presentation of data.

UNIT – I

- Computer Fundamentals : Computer components, Functions of OS, OS as resource manager, Types of OS, Features of OS, Concepts of warm and cold booting, swapping, spooling and buffering.
- Application Software: MS-Office - Word, Excel, PowerPoint, Publisher, Page maker

UNIT – II

- Internet and its resources: Concept and importance
- Facilities available for communication- E-mail, Chat, Online Conferencing (Audio-Video), search engines, websites, Internet forum, News group, Virtual Library (infonet, Inflibnet, ERNET, DOAG).
- Legal and Ethical – Net etiquettes, Plagiarism - Concept and measures.

UNIT – III

- Data Analysis Software: Introduction to data analysis software SPSS and applications of t-test, Chi-Square and ANOVA through SPSS software.
- Presentations through E- Competencies

References:

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press. Aavisakar Publication.
2. Cox, J. and Urban, P. (1990). Quick Course in Microsoft Office. New Delhi: Galgotia Publications.
3. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
4. Intel education & Ncte. (2007). Hand book for teacher educators . Bangalore:
5. Jain, Satish (1990). Introduction to Computer Science and Basic Programming. New Delhi: BPB Publications.
6. Leon, A. M. (2001). Computer for every one. New delhi: Vikas Publishing House. NCTE.
7. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
8. Rajaraman, V. (1996). Fundamentals of Computers. New Delhi: Prentice Hall of India.
9. Saxena, S. (1998). A First Course in Computers. New Delhi: Vikas Publishing House Pvt. Ltd.
10. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
11. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur:
12. Stone, E. (1996). *How to use Microsoft Access. California: Emergyville.*

Pre Ph.D. Course in Education
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Paper: EDS-904 C–Seminar (Issues related to Education)

Credits: One (1)

- CCE in Education
- Comparative Education
- Curriculum Planning
- Edutainment
- Environmental Education
- Global perspectives of Higher Education
- Human Rights Education
- Inclusive Education
- Innovations in Education
- Latest Policy trends in Education
- National Knowledge Commission
- Right to Education
- Social Psychology of Education
- Teacher Education in 21st Century
- TQM (Total Quality Management)
- Value Education
- Women Empowerment

Note:- Any other issues related to education candidate will make a presentation of one hour duration on any topic listed above.

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Paper: EDL-905 E - Education for Sustainable Society

Credits: Three (3)

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

1. Develop “the fullest capacity for intellectual and spiritual growth” through the critical evaluation of educational philosophical aspects
2. Develop the ability to think and solve problems critically, creatively and constructively.
3. Make students aware of the values, ideals, ethics and norms of our tradition including the rights, responsibilities and privileges of good citizenship.

UNIT-I

- Education as a discipline: Meaning and Nature.
- Concept and meaning of happiness and well-being with special reference to value education and spiritual education.

UNIT-II

- Aims of Indian Education in the context of secular and humane society.
- Constitutional Provisions of Education with special reference to SC, ST, Women and Rural Population.

UNIT-III

- Social Change: Meaning, Nature, Constraints and factors of Social Change in India.
- Education for sustainable development: Education for socially disadvantaged sections of the society.

References:

1. Archambault, Reginald D. (1968). Philosophical Analysis and Education. London: Routledge & Kegan Paul.
2. Atal, Yogesh (2007). On Education and Development. New Delhi: Rawat Publications.
3. Gordon, Peter & White, John (1979). Philosophers as Educational Reformers. London: Routledge & Kegan Paul Ltd.
4. Kumar, Krishna & Oesterheld, Joachim (2007). Education and Social change in South Asia. Orient Longman Private Ltd.
5. Miller, Harry L. (1960). Social foundations of Education. London: Holt, Rinehart and Winston.
6. Panda, Santosh, Bhalla, Veena & Negi, Usha Rai (1998). Society Education and Development. New Delhi: Association of Indian Universities.
7. Rubinstein, David (1979). Education and Equality. Canada: Penguin Books Canada Ltd.
8. Weber, Christian O. (1960). Basic Philosophies of Education. London: Holt, Rinehart and Winston.

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Paper: EDL-906 E - Educational Psychology

Credits: Three (3)

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

1. Understand the dynamics of Individual development.
2. Understand the dynamics of group behaviour.
3. Understand the concept of mental health and adjustment.
4. Describe the dynamics of Social behaviour.

UNIT-I

- Educational Psychology: Concept, need, Methods – Clinical, Differential and Psycho-analytical
- Adolescence Development: Development related to cognitive, Conative and Affective domain emphasis on critical thinking and Human Emotions, Theories of Development (Freud, Erikson and Piaget)

UNIT-II

- Mental Health and Adjustment: Mental Health – Factors influencing mental health and role of education for building good mental health of students and teachers.
- Behavioural Problems: Stress, Anxiety, Frustration and Aggression and their prevention and control.

UNIT-III

- Dynamics of Social Development: Group Dynamics : Social Loafing, Social Facilitation
- Social Influence and Social Perception.

References:

1. Barron Robert A. & Byrne Donn (2002). Social Psychology. New Delhi: Pearson Education.
2. Barry and Johnson (1964). Classroom Group behaviour. New York: Macmillan.
3. Bridges (1932). Emotional development in early infancy, Child development.
4. Cronbach (1954). Educational Psychology. Harcourt Jovanovich, Inc.
5. Crow, D. 1963). Educational Psychology. Urasia Publishing House.
6. Echols, M.N. (1942). Mental Hygiene and the Teacher Educational Method.
7. Elis & Robert, S. (1965). Educational Psychology. D. VanNostrand Company, Inc.
8. Garrison (1960). Growth and Development: Longmans.
9. Hayighurst (1957). Human Development and Education: Longman.
10. Kuppuswamy, B. (1972). Advanced Educational Psychology. Sterling Publishers.
11. Snyder, C.R. & Shane J. Lopez (2007). Positive psychology. Sage Publications. U.K.
12. Srivastava, G.N.P. (1986). Recent Trends in Educational Psychology. Agra: Psychological Research Cell.

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Paper: EDL-907 E - Educational Planning & Administration

Credits: Three (3)

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

1. Understand the concept of Educational Planning and Administration, various levels and processes involved.
2. Know about various statutory bodies related with Teacher Education in India.
3. Understand the concept of Leadership and Decision Making.
4. Realize the importance of quality in Teacher Education.

UNIT-I

- Meaning & Nature of Educational Planning & Administration, Institutional Planning.
- Leadership: Meaning, Theories and Styles, Decision Making: Concept & Process.

UNIT-II

- Administration of Teacher Education at Centre, State and District levels.
- Statutory Bodies related with Teacher Education in India: NAAC, NCTE, UGC, DEC, Rehabilitation Council, NCERT, CABE.

UNIT-III

- Stakeholders related with an Educational Institution at different levels.
- Overview of different programmes related with Teacher Education at National Level, Quality of Teacher Education: Issues & Challenges.

References:

1. Armstrong, David C., Hensen, Kenneth T. & Savage, Tom V. (1985). Education. Mcmillan Inc. USA.
2. Blackington, Frank H. & Pattersens, Robert S. (1968). School, Society & the Professional Educator.
3. Khan, M. S. & Salee, Mohmd. (1980). Educational Administration. New Delhi: Ashish Publishing House.
4. Mathur, S.S. (1969). Educational Administration. New Delhi: Delhi Publishers.
5. Mouly & Walton (1962). Test items in Education. McGraw Hill, Inc.
6. Owens, G. Robert (2010). Organisational Behaviour. New Jersey: Prentice Hall Publishers.
7. Pal, S.K., & Saxena, P.C. (1985). Quality control in Educational Research. Metropolitan Book Co. (P) Ltd.
8. Safaya, R. & Shaيدا. (1982). School Organisation. Delhi: Danpat Rai & Sons.
9. Shamsul, Muhammad (1965). Education & Development Strategy in South & Southeast Asia.

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Paper: EDL-908 E – Emerging Trends In Education

Credits: Three (3)

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

1. Be aware of the recent trends in the field of education.
2. Apply the knowledge of emerging trends for teaching and research.

UNIT-I

- Education in multicultural society.
- Contextual variables of a teacher, Constructive approach to teaching and learning.

UNIT-II

- Inclusive Education: concept, need and role of stakeholders.
- Open and Distance Learning: concept, need and limitations.

UNIT-III

- Multiple Intelligence: concept and types, Neuroscience of teaching and learning.
- Internet Related Disorders: Meaning and measures to be adopted for prevention.
- Counselling for Psycho-social problems in the context of Education.

References:

1. Dash, M (2011). Education of Exceptional Children. New Delhi. Atlantic Publication and Distributors.
2. Howard E. Gardner: Multiple Intelligences: The Theory In Practice. New York: Published by Basic Books.
3. Martin D.J & Kimberly S. Loomi's (2006) Building Teachers: A constructivist approach to Introducing Education. USA: Wadsworth publishing.
4. Mongenson, G.J (1977) The Neurobiology of behaviour. New Jersey: Lawrence Erlbaun Associates Inc.
5. Rai, Amar Nath (2000) Distance Education: Open Learning Vs Virtual University Concepts. New Delhi: Authors Press.
6. Virk, Alka (2011). Century Fundamentals of Inclusive Education: Twenty First Century Publications