University School of Education

Guru Gobind Singh Indraprastha University

Ph.D. Course Work

(2018-19 onwards)

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Ph.D. Course Work
(Session 2018-19 onwards)
The Examination Scheme for Ph.D. course

The Examination will be held on the following guidelines:

(1) The duration of the Ph.D. Course Work is divided into 2 semesters.

(2) The first semester will comprise 15 classes of 4 hrs duration per paper.

(3) The second semester will consist of supervisor directed course (need based) and research colloquia and workshops. In Each theory course one credit is equal to one hour of teaching and in practical aspect one credit shall be equal to two hours of activity.

(4) The maximum marks for a paper code during first semester shall be 100.

(5) Mid Semester Examination of Semester-I for each paper code, will be held after 8th week and it will be of 25 marks. The duration will be one &half hour.

(6) The End Term Semester Examination (Semester-I), for each paper code, will be held after 15th week and it will be of 75 marks. The duration willbe three hours.

(7) The End Term 2nd Semester Examination will be as per NUES norms.

Format of Mid First Semester Examination for each paper code: The question paper will comprise of two questions in all. Both the questions will be compulsory.Q.No.1 will have five sub parts out of which a student will be required to attempt any three subparts. The marks for each sub-part will be 5 hence total weightage of Q.No. 1 will be 15 (3X5=15). In Q.No. 2, there will be two subparts out of which a student will be required to answer any one of them carrying 10 marks weightage. So, maximum marks are 25 (15 marks for Q.No.1 and 10 marks for Q.No.2).

Format of End First Semester Examination for each paper code: The question paper will comprise five questions in all. A student will be required toattempt all questions.Q.No.1 will contain eight sub-parts/short questions. Eachsub-part/short question will be of 5 marks. These sub-parts/short questions willbe covering each of the four units of the syllabus of a paper code. Thus, twosub-parts/short questions will be from one unit and so on. Out of these

subparts/short questions, a student will be required to attempt any five so, the weightage of Q No. 1 will be 25 marks. From Q.No. 2-5, each of the question will be from one unit with internal choice so, these questions will also cover all the four units and these questions will be of 12.5 marks each. So, the maximum marks are 75 (25 marks for Q. No. 1+ 50 marks for Q.No.2-5).

* Teaching, research colloquia and workshops are the modalities through which the course work will be transacted.

*75% of attendance is compulsory for the course work.

Credit wise distribution of paper codes of Ph.D. course work

Semester:1				
(A) Compulsory course				
S.No.	**Paper Code**	**Paper**	**Credits (C)**	**C=L+T+P**
1	PHD699101	Research Methodology	**4**	**3L+1T**
(B) Optional courses (Any Two of the following)				
2	PHD699103	Philosophical Foundations of Education	**4**	**3L+1T**
3	PHD699105	Sociological Foundations of Education	**4**	**3L+1T**
4	PHD699107	Psychological Foundations of Education	**4**	**3L+1T**
5	PHD699109	Advance Curriculum Studies in Education	**4**	**3L+1T**
6	PHD699111	ICT in Education	**4**	**3L+1T**
7	PHD699113	Teacher Education	**4**	**3L+1T**
8	PHD699115	Guidance and Counselling	**4**	**3L+1T**
9	PHD699117	Educational Administration and Management	**4**	**3L+1T**
10	PHD699119	Legal and Human Rights Education	**4**	**3L+1T**
11	PHD699121	Education for Peace	**4**	**3L+1T**

*Each scholar is required to choose any two optional courses keeping in mind the research domain he/she would be pursuing Ph.D. later.

Semester:2				
1	PHD699102 (**NUES**)	*Supervisor Directed Course (Need based) and **Research Colloquia & Workshops	4	*2L+1T **1P

- **Two hours Practical is equal to one Credit.**

The entire Ph.D. course work is of 16 credits and a student will have toearn minimum 12 credits in all.

Marks wise distribution of paper codes of Ph.D. course

S.No.	Paper Code	Paper	Marks
		(A) Compulsory Course	
1	PHD699101	Research Methodology	100
		(B) Any Two of the following	
2	PHD699103	Philosophical Foundations of Education	100
3	PHD699105	Sociological Foundations of Education	100
4	PHD699107	Psychological Foundations of Education	100
5	PHD699109	Advance Curriculum Studies in Education	100
6	PHD699111	ICT in Education	100
7	PHD699113	Teacher Education	100
8	PHD699115	Guidance and Counseling	100
9	PHD699117	Educational Administration and Management	100
10	PHD699119	Legal and Human Rights Education	100
11	PHD699121	Education for Peace	100
		Total Marks	**300 (I)**

Semester 2			
1	PHD699102 (NUES)	Supervisor Directed Course (Need based) and Research Colloquia & Workshops	**100**
		Total Marks	**100 (II)**
		Grand Total (I) & (II) 300+100	**400**

SEMESTER – I
Paper:Research Methodology

Paper Code: PHD699101   **Credits: 4 (3L+1T)**

Course Outline: The course aims at enabling the learners in exploring and creating the situations in educational research and helping them in carrying out research in various domains of education. It also equips them to construct research tools to measure educational variables.

Course Objectives:

- To enable the learners to comprehend the interdisciplinary vision in the domain of educational research.
- To acquaint the learners with the different domains of enquiry.
- To enable the learners in designing a research study through the addresal of a research problem.
- To enable the learners in developing research tools for conducting a research study.

Unit-I: Fundamentals of Research

- Meaning, scope, limitation, nature (fundamental, applied and action).Scientific Inquiry- concept, assumptions and their role.
- Paradigm-meaning, Positivist and Nonpositivist paradigms.
- Major orientations in educational research- Philosophical, Historical, Sociological and Psychological.
- Types of Educational Research- Descriptive, Evaluative, Historical, Philosophical, Developmental, Co relational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc.

Unit-II: Tools and Techniques of Research

- Skills required for conducting research. Sources of research data- primary and secondary sources. Population and sample, Sampling techniques- concept, types (random, purposive, stratified random, probability and non-probability).
- Research Tools and techniques of data collection for qualitative and quantitative research - observation, interview, questionnaire, rating scale, inventory, check list, content analysis.

- Reliability and validity of tools.

Unit-III: Analysis and Interpretation of data

- Measures of central tendency and variability; percentiles and percentile ranks. Normal probability curve- its important properties and simple applications.
- Correlation and regression: product moments and rank difference co-efficient of correlation, regression equations. Inferential statistics: sampling distributions, hypotheses testing.
- Significance of sample statistics: mean and coefficient of co- relation.
- Frequency comparison: chi-square test, t test, F test and ANOVA (one way and two analysis only).

Unit-IV: Research Based Writing

- Identification of a research problem.
- Review of related literature, research questions, objectives, hypotheses-concept, types, and formulation.
- Formatting, Citations, Bibliography, References, Chapterisation, writing, editing, evaluating.
- Writing and Reviewing research articles, reports and papers.
- Ethical issues in educational research.

Suggested Readings:

- Best, John W. & James Kahn Research in Education (2008).New York, Prentice Hall.
- Borg, Walter R. (1981) Applying Educational Research: A practical guide for teachers, New York Longman.
- Borg, Walter R. & Meridith, D. Gall (1979) Educational Research An introduction, New York, Longman.
- Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally &Co.
- Fox, David J. (1969) the Research Process in Education. New York, Holt, Rinchart & Winston. Inc.
- Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.

Paper: Philosophical Foundations of Education

Paper Code: PHD699103   **Credits: 4(3L+1T)**

Course Outline: This course shall help scholars understand the practice of Philosophy as an activity along-with its liberal roots being an interdisciplinary subject. The course aims to make the learners understand the need and relevance of different philosophical methods used for research in education .Further this course aims to refine the art of critical thinking and reflection through engagement with the writings of thinkers on education**.**

Course Objectives:

- To understand the indispensable role of Philosophy.
- To initiate scholars to the process of critical reflection of texts pertaining to the Philosophy of Education.
- To acquaint them about the ideas of thinkers in the realm of Education.
- To develop a critical understanding of the relationship between Philosophy and Education in the context of interdisciplinary in research.

Unit –I : Philosophy as a Discipline and its Role

a) Philosophy as a Liberal Discipline: Meaning and Relevance
b) Functions of Philosophy: Speculative, Analytic, Prescriptive and Normative
c) Philosophical Methods: Analysis, Synthesis, Induction, Deduction
d) Philosophical Foundations of Research

Unit-II : Western Thinkers on Education

Thomas Kuhn , Martin Buber, Francis Bacon, Jean Paul Sartre, Israel Scheffler

Unit- III: Indian Thinkers on Education

Rabindranath Tagore ,Swami Vivekananda, Sri Aurobindo, Madan Mohan Malviya, B.R Ambedkar

Unit –IV : Critical Reflection on the writings of the following thinkers:

a) Critical Pedagogy:Henry Giroux
b) Deschooling Society: Ivan Illich.

c) School without Fear: Jiddu Krishnamurti

d) Learning without Burden :Prof Yashpal

Suggested Readings:

- Brubacher. (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York

- Freire ,Paulo (1996) .Pedagogy of the Oppressed, Penguin Books

- Krishnamurthi ,J. (2016). School without Fear, KFI Publications.

- Giroux ,Henry. (2011) On Critical Pedagogy, Continuum Press.

- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi

- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.

- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.

- Illich, I.(1971). Deschooling Society, Harper & Row, New York.

- Mani, R .S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.

- Noddings, Nel. (2012) Philosophy of Education, WestView Press.

Paper: Sociological Foundations of Education

Paper Code: PHD699105   **Credits =4 (3L+1T)**

Course outline: This course will give Scholars an Understanding about the importance of Educational Sociology and its usage in finding out Solutions to educational problems. It will acquaint them with various means of extending educational opportunities to the weaker sections of the society. This paper shall enrich their mental horizon with respect to extending educational opportunities to the weaker sections of the society. With this paper scholars will understand the changing demands of the modern society from the teaching profession. Paper shall focus on Review the researchers in modern trend in education.

Course Objectives:

1. To understand the meaning and nature of educational sociology, sociology of education and social organizations.

2. To understand the social aspects of education.

3. To understand the meaning and concept of social change with special reference to India.

4. To understand the critical role, meaning, nature & determinants of culture and scope of education in cultural context.

Unit –I: Sociological Bases of Education
- Meaning and Nature of Educational Sociology and Sociology of Education; Education as a Process in Social System.
- Concept and Dynamic Characteristics of Social Organization and its Educational Implications.
- Need to understand Education with Sociological Perspectives.
- Sociological Issues related to Education in contemporary scenario.

Unit –II: Social Aspects of Education
- Education and the Home; Education and Secularism, Social Mobility: Meaning, Kinds, importance and factors affecting Social Mobility.
- Social Change: Concept and Factors affecting Social Change.
- Education and Polity.

- Concept of Urbanization, Modernization and Westernization with Special Reference to Indian Society and its Educational Implications.

Unit –III: Social Interactions and Culture

- Group Dynamics, Socialization of the Child.
- Concept of Social Stratification and its Educational Implications.
- Meaning and Nature of Culture; Cultural Processes and its Educational Implications. Role of Education in Cultural Change.

Unit-IV: Equality and Excellence in Education

- Education as related to Social Equity and Equality of Educational Opportunities. Problems of Education in Current Socio-Economic Scenario.
- Education of the Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes and Scheduled Tribes, Women and Rural Population
- Critical Reflection on the writings of the following thinkers:

  Jyotiba Phule, Raja Ram Mohan Roy, Gopal Krishna Gokhale, Ivan Illich, Mother Teresa.

Suggested Readings:

- Adiseshiah, W.T.V. &. Pavanasam.(1974). R. *Sociology in Theory and Practice,* New Delhi, Santhi Publishers.
- Brown, Francis J. (1954), *Educational Sociology*, New York: Prentice Hall of India.
- Chandra, S.S.(1996). *Sociology of Education*, Guwahati, Eastern Book House.
- Chanda S. S. & Sharma R.K.(2002). *Sociology of Education,* New Delhi, Atlantic Publishers.
- Cook L, A. & Cook,E. (1980), *Sociological Approach to Education*, London: McGraw Hill.
- Dewey, John (1966), *Democracy and Education*, New York: The Freeman's Press
- Durkheim, E.(1966). *Education and Sociology*, New York, The Free Press
- Gore, M.S. (1984*) Education and Modernization in India*, Rawat Publishers,Jaipur
- Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969), *Education, Economy and Society*, New York: The Freeman's Press.
- Havighurst and Newgarten (1960), *Society and Education*, Boston: Allyn and Bacon.
- Hemlata, T.(2002). *Sociological Foundations of Education*, New Delhi, Kanishka Publishers.
- Kamat, A. R. (1985*) Education and Social Change in India*, Bombay Samaiya Publishing Co.
- MacIver, R.M. and Page, Thomas (1948), *Society*, New York: Rinehart & Co. Inc. 15 Vedanta Publications, 2003. 21.

Psychological Foundations of Education

Paper Code: PHD699107   **Credits: 4 (3L+ 1T)**

Course Outline: The course aims at enriching the learners with the knowledge and understanding of the major theoretical traditions in learning and cognition, personality, mental hygiene and health, creativity and intelligence. Emphasis has been given on the reflection and practice of skills and knowledge by integrating psychological constructs so that the challenges of diverse learning communities may be met.

Course Objectives:
- To develop an understanding of the psychological basis of education among the learners.
- To acquaint the learners with the understanding of the different aspects of personality and mental health.
- To equip the learners with the recent research trends in learning and cognition.
- To orient the learners with the changing concept of intelligence and creativity and their applications.

Unit-I: Learner

- Learner characteristics and learning styles with special reference to pre primary, primary, secondary, higher secondary and adult learners.
- Learning styles and teaching strategies
  a. theory and practice
  b. classroom implications
- Theoretical approaches to learning- situated learning, dialogic learning and transformative learning classrooms.
- Diverse learners–characteristics and causes

Unit-II: Learning and Cognition

- Theories of Learning and their Educational Implications

  a. Tolman's Sign Learning,

  b. Information Processing Theory (Donald Norman)

c. Kurt Lewin's Field Theory

- The Cognitive Information Processing Perspective (Sternberg's Triarchic Theory)
- The Piagetian and Neo-Piagetian Perspective
- Research Trends in Learning and Cognition
- Open and Distance Learning (ODL) and Life Long Learning.

Unit-III: Personality, Mental Hygiene and Health

- Assessment of Personality: Rating Scales, Inventories and Projective Techniques.
- Theories of Personality and their Educational Implications

  a. Trait Theory by Allport

  b. Humanistic Theory by Rollo May

  c. Type Theory by Eysenck
- Mental Hygiene and Health - Nature, Concept, Scope and Principles
- Measures for Promoting Mental Health (Preventive and Curative). Factors Affecting Mental Health.

Unit-IV: Creativity and Intelligence

- Creativity: Concept, Factors and Process
- Techniques for enhancing creativity among students.
- Concept and Types of Intelligence (Concrete, Abstract, Emotional, Moral and Spiritual)
- Theories of Intelligence and their Educational Implications:

  a. Multi Factor Theory of Intelligence

  b. Sternberg's Theory of Intelligence

  c. Goleman's Theory of Emotional Intelligence

Suggested Readings:

- Allen,Bem, P. (2000) Personality Theories: Development, Growth and Diversity, Boston: Allyn and Bacon.
- Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.

- Beilin, H., &Pufull, P. (1992) Piaget's Theory: Prospects and Possibilities. Hillsdale, NJ: Erlbaum.

- Bower G.H., & Hilgard E.R.(1980) Theories of Learning, New Delhi: Prentice Hall of India.

- Bower, G.H., & Hilgard, E.R. (1981) Theories of learning, New Delhi : Prentice Hall of India.

- Chauhan, S.S. (2006). Advanced Educational Psychology New Delhi :Vikas Publishing House.

- Cianciolo, A. T., & Sternberg, R. J. (2004) Intelligence: A brief history. Malden, MA: Blackwell Publishing.

- Crow L.D., & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.

- De Ceceeco John P. & Craw-ford, W. (1998). The Psychology of Learning and Instruction: Educational Psychology, 2nd Edition, New Delhi: Prentice Hall of India.

- Engler, B. (2006) Personality Theories: An Introduction. Boston: Houghton and Mifflin.

- Flavell, J. H., Miller , P. H. & Miller, S.A. (2001) Cognitive Development (4th Ed.).Pearson Education.

- Gardner, H. E. (2006) Multiple Intelligences: New Horizons, New York: Basic Books.

- Ginsburg, H. & Opper, S. (1988) Piaget's Theory of Intellectual Development. Englewood Cliffs, New Jersey: Prentice Hall.

- Hall, C. & Lindzay, G. (2004) Theories of Personality. New Jersey: Prentice Hall.

- Hergenhahn, B. R. & Olson, M. H.(2003) An Introduction to Theories of Personality. New Jersey: Pearson.

- Hjelle, L. A. & Ziegler, D. J.(1992) Personality Theories: Basic Assumptions, Research and Applications. New York: McGraw Hill Inc.

- Miller, P. A. (2010) Theories of Development Psychology (5th Ed.). NY: Worth Publishers.

- Pervin, L. A. & John, O. P.(2006) Handbook of Personality: Theory and Research, New York: Guilford Publications Inc.

<div align="center">**Paper: Advance Curriculum Studies in Education**</div>

Paper code:PHD699109   **Credits: 4(3L+1T)**

Course Outline: The purpose of this course is to help the scholars build a sound theoretical base in the art of curriculum development and evaluation .This course will sensitize the learners to what curriculum is and what processes are involved in curriculum development, implementation and evaluation. It shall also help them understand curriculum, both as an overtly planned course and as a hidden manifestation seen in curriculum transaction in school settings. The learners will also be able to appreciate the nature of curriculum as a policy, a programme and as praxis.

Course Objectives:

- To enable learners to examine the need and relevance theoretical foundations of curriculum, curriculum theories and models.
- To sensitize learners to the different factors that affect Curriculum development
- To enable learners to understand the process of curriculum development
- To equip learners with the critical understanding of the need for Curriculum evaluation, research and change.

Unit -I : F**oundations of Curriculum Development**

- Curriculum as a field of study – meaning and definitions of curriculum
- Philosophical, Psychological and Sociological foundations of curriculum
- Curriculum Theories: Conceptual Underpinnings
- Curriculum Models: Process and Product Models
- Curriculum Frameworks(NCF2005 and NCFTE2009)
- Conceptions of Curriculum: The Humanistic Curriculum
  The Social Reconstructionist Curriculum

Unit -II: Factors Affecting Curriculum:

- Knowledge and Curriculum.
- Cognitive Psychology and Curriculum

- Curriculum Policies

- Conceptual Structure of Discipline

- Sociology of Knowledge

- Politics and Sociology of Curriculum

- The Hidden Curriculum

Unit –III: Curriculum Development

- Approaches to Curriculum Development

- Principles of Curriculum construction sequencing
  Content-Integrating contents

- Curriculum content-Curriculum and culture, knowledge and values

- Process of Curriculum Development

Unit –IV: Curriculum Evaluation and Research

- Curriculum Evaluation- Programme evaluation.

- Formative and Summative

- Evaluation Approaches to Curriculum Evaluation

- Models of Curriculum Evaluation

- Curriculum Change

- Trends in Curriculum Research

Suggested Readings:

- Apple, M.W. (1991). The politics of curriculum and teaching. NASSP Bulletin 75(532), 39-50.

- Beauchamp, G (1982) Curriculum Theory: Meaning, Development & Use. Theory Into Practice, 21, 1, 23-28.

- Beyer, L., & Liston, D. (1996). Chapter 2: The new right: Individualism, free markets, and character, Curriculum in conflict: Social visions, educational agendas, and progressive school reform (pp. 29-64). New York: Teachers College.

- Dewey, J. (1938). Experience and Education. NY : Collier Books. Preface, P. 5-6; Ch. 1, p. 17- 23; Ch. 3, p.33-50.

- Dewey, J. (1934). A common faith. New Haven, CT: Yale University Press. 3

- Gough, N. (1999). Understanding curriculum systems. In J. Henderson & K. Kesson (Eds.), Understanding democratic curriculum leadership (pp. 47-69). NewYork: Teachers College.

- Greene, M. (1995). Chapter 13: Standards, common learnings, and diversity,Releasing the imagination: Essays on education, the arts, and social change(pp. 169-184): Jossey Bass.

- Greene, M. (1995). Chapter 7: The continuing search for curriculum, Releasing the imagination: Essays on education, the arts, and social change (pp. 89-104):Jossey Bass.

- Haggerson, Nelson. L. Jr. (2000). Expanding curriculum research and understanding: A mytho-poetic perspective. New York: Peter Lang.

- Jackson, Philip W. (Editor). (1992). Handbook of Research on Curriculum. NY: Macmillan Publishing Co.

- Kincheloe, J. L. (1999). Critical Democracy and Education. In J. Henderson & K.Kesson (Eds.), Understanding democratic curriculum leadership (pp. 70-83).New York: Teachers College.

- Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. Review of Educational Research, 70(1), 25-53.

- Ornstein, A. C. (2011). Critical issues in Teaching. In Ornstein, Pajak, and Ornstein (Eds.) . Contemporary issues in curriculum(5th Ed,). Pearson. Ch.8, p. 75-93.

- Ornstein, Pajak, and Ornstein. (2011). Contemporary Issues in Curriculum(5th Ed,). Pearson . Paris, C. L. (1993). Teacher agency and curriculum making in classrooms. NY: Teachers College Press. Introduction, p. 1-4; Part I, p.5-17.

- Slattery, P. (2006). Curriculum Development in the postmodern Era (2nd Ed.). Routledge .

- Slattery, P. (1999). Toward an eschatological curriculum theory. In W. F. Pinar (Ed.), Contemporary curriculum discourses: Twenty years of JCT (pp. 278-288). NewYork: Peter Lang.

- Slaughter, S. (1997). Class, race, and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization, andpolitical economic theories of curricular change. Journal of Curriculum Studies,29, 1-30

- Squires, D. A. (2009). Curriculum Alignment: Research based strategies. Corwin Press.

- Terwel, J. (1999) Constructivism and its implications for curriculum theory and practice. Journal of Curriculum Studies, 31, 2, 195 -199.

- Thiessen, D. (1989). Teachers and their curriculum-change orientations. In G. Milburn &I. Goodson & R. Clark (Eds.), Re-interpreting curriculum research: Images andarguments (pp. 132- 145). London: Falmer Press.

Paper: ICT in Research and Education

Paper Code: PHD699111   **Credits: 4 (3L+1T)**

Course Outline: The course will support the learners to comprehend and apply a wide range of ICTs like computers, internet, mobile phones, audio & video equipments, online resources etc. as an integral component of teaching- learning processes. The learners will be equipped with usage of ICT resources in research.

Course Objectives:

- To enable the learners in judiciously using ICT tools, softwares and digital resources in teaching- learning scenario.
- To engage the learners in using digital resources & tools as part of the learning activities.
- To equip the learners in developing the skills to select and critically evaluate ICT resources.
- To enable the learners in practicing safe and ethical usage of ICT.

Unit-I: ICT and Research

- Theoretical underpinning of ICT
- Cyber safety and security concerns
- Referencing
- Copy rights: Intellectual Property Rights, plagiarism
- Open Educational Resources for Research/ Repository: conceptual issues, advantages and barriers

Unit-II: ICT Resources and Research

- Criteria for selecting the ICT resources – objectivity, coverage, accuracy, credibility, cost, copyrights.
- ICT resources: licensed and commercial
- ICT Tools

Unit-III: ICT and its Classroom Implications

- ICT and pedagogy: ICT as a means to connect with the world
  a. advantages of using ICT in class rooms
  b. approaches to ICT - enhancement and complementary approaches
- Use of ICT in meeting individual needs and individual differences
- Policies on ICT in Education
- Ethical, legal and environmental issues related to the usage of ICT in education

Unit-IV: ICT integration and Curriculum Transaction

- ICT based models of curriculum transaction
- Scope for integrating ICT in curriculum
- Innovative curriculum transaction strategies: Digital Storytelling, use of appropriate hardware like CD, DVD, projectors and interactive boards
- ICT for the assessment of learning in the context of school education and teacher education.

Suggested Readings:

- Abbott, C. (2001). ICT: Changing Education . London: Routledge Falmer.
- Bracey, B.; & Culver, T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force.
- Brooks, D. W.; Nolan, D. E.; & Gallagher, S. M. (2002). Web-Teaching: A guide to designing interactive teaching for the World Wide Web (2nd ed.). New York: Kluwer Academic Publishers.
- Dunn, L.; Morgan, C.; O'Reilly, M.; & Parry, S. (2004). The student assessment handbook: New directions in traditional and online assessment. London: Routledge Falmer.
- Dusek, V. (2006). Philosophy of Technology: An Introduction. Oxford: Blackwell Publishing.
- Fallows, S.; & Bhanot, R. (2002). Educational development through information and communication technology. London: Kogan Page.
- Fuchs, C. (2008). Internet and Society: Social Theory in the Information Age. New York: Routledge.

- Leask, M. (ed.). (2001). Issues in Teaching using ICT. London : Routledge Falmer.

- McGreal, R. K. (ed.). (2013). Open Educational Resources: Innovation, Research and Practice. Vancouver: Commonwealth of Learning.

- Monteith, M. (ed.). (2004). ICT for Curriculum Enhancement. Bristol : Intellect Books.

- Pritchard, A. (2007). Effective Teaching with Internet Technologies: Pedagogy and Practice. New Delhi : Sage Publications.

- Reddi, U. V. (ed.). (2003). Educational Multimedia: A Handbook for Teacher-Developers. New Delhi: Commonwealth Educational Media Centre for Asia.

- Slyke, C. (2008). Information Communication Technologies: Concepts, Methodologies, Tools, and Applications (Vols. I-VIII). Hershey: Information Science Reference.

Paper: Teacher Education

Paper Code: PHD699113   **Credits: 4 (3L+1T)**

Course Outline:-This course enable students to learn about the changing context and concerns in teacher education in India and abroad. Also try to develop in the student understanding of the concept, objectives, new thrusts and structure ofteacher education in emerging context. This paper shall enable the scholars to understand teaching and training techniques including IT enabled training devices. With this scholars also enable the student to know the concept and practice of evaluation in teacher education in the emerging context. Scholars shall explore areas of research and experiment in teacher education. They will acquaint the student with the innovative practices in teacher education.

Course Objectives:
- To gain insight and reflect on the concept of teaching and the status of teaching as a
- Profession.
- To understand the roles and responsibilities of teacher and teacher educators.
- To critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- To develop understanding of various strategies of teacher's professional development.

Unit –I: Meaning and Concept of Teacher Education

    a.   Historical Perspective of Teacher Education in India.

    b.   Aims and Objectives of Teacher Education with special reference to Kothari Commission, NPE; PoA 1992 at ;

        (i) Elementary Level

        (ii) Secondary Level

        (iii) Tertiary Level

    c. Teacher Education: concept, nature, aims and scope

    d.Teacher education in Post independence period (Policy perspectives, recommendations of   various commissions and committees and NPE 1986)

    e. Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education

f. Approaches to teacher education- consecutive vs. integrated; face to face vs. distance mode; initial vs continuum.

Unit –II: Teachers and Teaching Profession

    a. Teachers' Changing Role and Responsibilities.

    b. Concept of Profession; Teaching as a Profession, Professional Ethics and Code of Conduct for Teachers.

    c. Role and Responsibilities of Teachers and Teacher Educators.

    d. Teacher Appraisal and Accountability.

    e. Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring

    f. Organization of pre-service teacher education-need and relevance

    g. Problems and issues in professional preparation of teachers

    h. Teacher as a Reflective Practitioner.

Unit –III: Pre-Service Teacher Education

    a. Concept, Nature, Objectives and Scope of Pre-Service Teacher Education.

    b. Components of Pre-Service Teacher Education - Basic Components, Specialization Areas, Practicum Internship, Co-Curricular Activities, Working with the Community and Work Experience, Role of DIET's and CTE's in Pre-Service Teacher Education.

    c. Issues, Concerns and Problems of Pre-Service Teacher Education.

    d. Use of technology, media in teacher education

Unit-IV: Continuing Professional Development of In-Service Teachers

    a. **District and State Level Agencies** (Block, Cluster and District Level Agencies; SCERT'srole in Policy Planning)

    b. **Regional Level Bodies** (RIEs' role in pre-service and in-service education and training)

    c. **National Level Organizations** (NCERT's role as a professional body in planning and   implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation).

d. **International Agencies** (UNESCO, World Bank): International perspectives on teachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas

e. **Studies on emerging models of Training:** Cascade model; ODL; ETV, radio counseling; contact programmes at study centers; designing self-learning packages; need-based INSET programmes etc.

Suggested Readings:

- Chaursia, G. (1976): New Era in Teacher Education, New Delhi.
- Divedi, Prabhakar (1980): Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
- Govt. of India (1968): Education and National Development, Report of Education Commission, New Delhi.
- Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development, New Delhi. 23
- Noville Bennet & Clive Carre (1993). Learning to Teach. Routledge. London.
- Shulman, L.S. (1986). 'Those Who Understand: Knowledge growth in Teaching'. Harvard Educational Review, 57, pp. 1-22.
- NCERT. (1995). Teacher Policy, Training Needs and Perceived Status of Teachers. 114,116 IER: Special Number New Delhi.
- Gillian Trorey & Cedric Cullingford (2002). Professional Development and Institutional Needs.
- John West Burnham & Fergus O'sullim (2000). Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional Learning,s,dsdaskk dsakds kljsadklj dakljdas
- Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators- Improving Schooling Through Professional Development.
- Noville Bennet & Clive Carre (1993). Learning to Teach. Routledge. London.Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
- Kohli, V.K. (1992): Teacher Education in India, Vivek Publishers, Ambala.
- Misra, K.S. (1993): Teachers and their Education, Associated Publication, New Delhi.

- Mohanty, J.N. (1988): Modern Trends in India Education, Deep and Deep Publication, New Delhi.

- N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.

- Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery publishing house.

- Singh, L.C (1983): Third National Survey of Scholastic Education in India, N.C.E.R.T., New Delhi.

- Sharma., R.A. (2005) : Teacher Education, Loyal Book Depot, Meerut.

  Vision Document of Rashtriya uchchtar Shiksha Abhiyan, MHRD, 2013.

Paper: Guidance and Counselling

Paper Code: PHD699115   **Credits:4 (3L+1T)**

Course Outline: Guidance and Counselling is a learning area that seeks to empower learners with essential life skills that enable them to survive in a changing socio-economic environment comprising the family, local, national and global communities. This course will helps in knowing and understanding the importance & scope of Guidance and Counselling, various techniques and procedure of counselling, the importance of occupational information. This course will assist in knowing the need for research in guidance and counseling.

Course Objectives:

- To understand the importance & scope of Guidance and Counselling.

- To know various techniques and procedure of counseling.

- To reflect on career development theories and its application in school situation.

- To understand the importance of occupational information and plan activities in the content of school.

Unit –I: Introduction to Guidance

- Guidance: Meaning, nature, purpose, scope and principles; difference between guidance and counselling
- Types of Guidance: Socio-personal, educational, vocational guidance
- Guidance Services: need of importance of different guidance services
- Individual and Group guidance
- Use of non-testing and testing techniques in assessing and guiding students
- Minimum guidance programme in school: Highlighting various services, activities, testing, follow-up and evaluation
- Guidance personnel in school: role of teachers, principal, counsellor and other specialists

Unit- II: Introduction to Techniques of Counselling

- Meaning, nature, scope and principles of counselling
- Techniques of Counseling : Directive, non-directive and eclectic
- Counseling process: concepts, stages, steps
- Individuals and Group Counseling
- Approaches to Counseling-Psycho analysis, adhesion counseling, person centred counseling existential counseling, Gestalt theory, rational-
- Emotive Theory, Transactional analysis, behavioral and Cognitive, Behavioralcounselling
- Non-testing techniques: Observation, Case study, autobiographies and socio-metric techniques
- Counseling for children with special needs.

Unit –III: Career Development and Occupational Information in Guidance

- Nature and Meaning of work, human motives, work and work ethics
- Career pattern and life stages, Career maturity and Career adjustment.
- Vocational education and vocationalisation of education and career development
- Meaning and types of occupations, changes in the occupational pattern, need for occupational skills; training and apprenticeship, wage and self-employment
- Use of standardized tests – aptitude and interest inventories in knowing one's self.
- Source of occupational information: Primary, Secondary, and Government-private
- Dissemination of occupation Information – Group techniques; Career talks, Career exhibitions, Career Conference etc.

Unit- IV: Research in Guidance and Counselling

- Need & Scope of research in guidance
- Experimental and descriptive researches like survey & Case study
- Review and trends of research studies in guidance and counselling
- Writing Counselling report and methods of dissemination.
- Evaluation of Guidance programmes in schools

Suggested Readings:

- Baker, S. (1992). School Counseling for 21st Cetnury. New York: Macmillan

- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol.I: A Theoretical Perspective, New Delhi, Vikas.

- Bhatnagr, Asha and Gupta, Nirmala (Eds.) (1999), Guidance and Counselling, Vol.II, a practical Approach, New Delhi, Vikas.

- Gladding, Samuel, T. (1996). Counseling: a Comprehensive profession, Prentice Hall Inc. of India Pvt. Ltd.

- Sharma, R.N. &Rachana Sharma (2004). Guidance and Counsellign in India.Atlantic publishers and Distributors.

- Brown,D.and Brook L., (edn). (1990). Career Choice and Development. San Francisco: Jessey Bass.

- Nayak, A.K. (1997). Guidance and Counselling. New Delhi. APH Publishing House.

- Gladding, Samuel T (1996). Counselling: A Comprehensive Profession, New Delhi: Prentice Hall of India.

- Gibson, R.L. and Mitchell, M.H. (1986). Introduction to Guidance. New York: Macmillan

Educational Leadership and Management

Paper Code: PHD699117   **Credits: 4 (3L+1T)**

Course Outline: The course intends to provide the scholars exposure to the concept, theory and various dimensions of educational administration and management. The course aims at acquainting the scholars with the multi-level structure and practices of educational administration and management in school and higher education in India. Scholars shall be acquainted with the recent advances of new dimensions to educational administration and management.

Course Objectives:

- To develop in the student a broad understanding of the influences of behaviour science on educational administration.
- To impart the knowledge of the principles and theories of educational administration and with the emerging administrative structure in education.
- To give them knowledge of types of educational administration and to make them to understand the issue of administration.
- To provide them with a critical knowledge of supervisory skills, tasks, tools and techniques with reference to administrative, academic and non-academic activities in educational institutions.

Unit- I: Educational Leadership and Management: Concept and Scope

- Concept of Educational Management and Stages in the Management Process.
- Concept of Leadership, Leadership styles, Leadership theories, Transformational Leadership.
- Theories of Management (Classical, Neo-Classical and Modern and their implications for Education.
- Administrative Structure of Education at different levels.
- Educational Administration as an independent study as a part of general Administration.
- Scope and Function of Educational Administration in the emerging context.

- General Background; Meaning and Nature, Status, Critical Evaluation of Administration in India.
- Transparency in Educational Administration.

Unit -II: Educational Planning

- Approaches to Educational Planning.
- Institutional Planning: Concept and Scope (Concepts and practices relating to planning: process, procedure, techniques, strategic planning, operational planning in educational organizations.
- Micro Planning, School Mapping and Development Plans.
- Decentralised Planning and Management: Concept and Scope.

Unit -III :   Management of Resources in Organizations

- Management of Physical Resources.
- Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)
- Financial Management and Budgeting.
- Office Management (overview of office functions, record management and material management, work simplification).

Unit- IV: Application of ICT in Educational Management

- Maintenance of Resources in an Institution.
- ICT-A Tool for Resource Management.
- Barriers to effective use of Technology.
- Software for Record Keeping

Suggested Readings

- Mathur, S.S. (1990). Educational Administration and Management, The Indian Publications: India.
- Mukhopadhyay, Marmar and R.S.Tyagi (2005). Governance of School Education in India. NIEPA: New Delhi.

- National Institute of Educational Planning and Administration: Survey Reports of Educational Administration in different States and UTs 1991-2008, New Delhi.

- Shukla, P.D.(1983). Administration of Education in India, Vikas Publishing House: New Delhi.

- Tilak, J.B.G. (1989). "Centre - State Relations in Financing Education in India". Comparative Education Review, Vol. 33(4): 450-480.

- Adams, H.P. and G.D. Frank (1953). Basic Principles of Supervision. American Book Co.: New York.

- Brown, D. (1990). Decentralisation and School-based Management, Falmer Press: London.

- Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2): 197-214.

- Mukhopadhyay, Marmar and R.S.Tyagi (2005). Governance of School Education in India. NIEPA: New Delhi.

- Arnott, M. and C. Raab (eds.) (2000). The Governance Of Schooling: Comparative Studies Of Devolved Management, Routledge, London.

- Bevir, Mark (2013). Governance: The Art of Governing after Governmentality, European Journal of Social Theory, Vol. 17: 60-76.

- Bullock, A. and H.Thomas (1997). Schools at the Centre? A Study of Decentralisation, Routledge, London.

- Hill, D., B. Oakly Smith and J. Spinks (1990). Local Management of Schools, Paul Chapman: London.

- Samier, A. E. (ed.) (2003). Ethical Foundations for Educational Administration. Routledge Falmer, London.

- Sergiovanni, T. J. (et.al) (1999). Educational Governance and Administration. Viacom Company: USA.

- Starratt, R.J (2003). Centering Educational Administration: Cultivating meaning community, responsibility. Laurence Erlbaum Associates Publishers: New Jersey

Legal and Human Rights Education

Paper Code: PHD699119   **Credits: 4(3L+1T)**

Course Outline: The present course work is intended to make the scholars understand the theoretical basis of legal and human rights education and its role in prevention and promotion of legal individual right. The study will also make them acquainted with the intervention strategies for its transactions and new philosophies of national and international understanding which will comprehend the system of education in India and other countries. It will improve the skills necessary for working with international collaboration, vision to critically reflect and analysis the education system for the development of awareness regarding legal and human rights through education.

Course Objectives:

- To enable the learners in understanding of the concept of Legal and Human rights Education.
- To equip the learners with the understanding of the need and importance of Human rights and Legal Education.
- To enrich the learners with the understanding of the correlative nature of Human Rights and International understanding.
- To sensitize the learners to appreciate the significance of Legal and Human Rights Education in National and International context.

Unit- I: Conceptual and Theoretical Understanding of Legal and Human Right Education

- Legal Education - Concept, Objectives and significance.
- Concept of Human Rights.
- Principles and theories of Human Rights Education.
- Constitution of India: Fundamental Rights and Duties.
- Interrelation between Legal and Human Right Education.
- National Agencies for Human Rights Education –NHRC and NCPCR.

Unit -II: Human Rights in National and International Context

- Human Rights enshrined in Indian Constitution.

- Human Rights in International Context.

- National and International initiatives in Promotion and Protection of Human Rights and Prevention of its violation.

- Role of Human Rights in Peace, Non violence and Conflict Resolution.

Unit -III: Human Rights and International Understanding

- Human Rights and International Understanding – Concepts and Objectives.

- International initiatives for promotion of Human Rights.

- International agencies for protection of Human Rights.

- Global issues and challenges pertaining to Human Rights and its redressal.

Unit -IV: Pedagogies for Legal and Human Rights Education

- Legal and Human Rights Education for different social groups and at various levels of education system.

- Teaching and training for Human Rights Education.

- Teaching learning process, strategies and curriculum construction for Human Rights Education at various levels.

- Role of Teacher in promoting awareness about Legal and Human Rights Education.

Suggested Readings:

- Government of India (1999). Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol. I & II) MHRD, New Delhi;

- Hicks & David (1994). Education for Peace: Issues and Principles, Human Rights Education Resource Guide: Vol. 6, No. 1, Amnesty International-USA Educators Network.

- Paris, UNESCO, (1995). 143 p., Cultures of peace (Eng).

- Motilal, S., & Nanda, B. (2010). Human rights, gender and environment. Allied Publishers: New Delhi.

- Singh, U.K. (Ed.). (2009). Human rights and peace: ideas, laws, institutions and movements. Sage Publications India Pvt. Ltd.: New Delhi.

- Diwan, Paras and Diwan, Peeyushi. (1998) . Human Rights and Law, Deep & Deep Publication, New Delhi.

- Donnelly, Jack. (2003). Universal Human Rights in Theory and Practice, Cornell University Press, New York.

- Dowrick, F.E. (ed.) (1979). Human Rights Problems, Perspective and Texts, Saxon House Westmead, England.

- Dunne, T. and Wheeler, N.J. (eds.) (1999). "Power, Principles and Prudence: Protecting Human Rights in Deeply Divided World", in Human Rights in Global Politics, Cambridge University Press, Cambridge.

- Fenwick, Helen. (2007). Civil Liberties and Human Rights, Routledge-Cavendish.

- Forsythe, David P. (2012). Human Rights in International Relations, Cambridge University Press, Cambridge.

- Freeman, Michael, Smith, K.M. and Anker, Christian Van. (2005). Human Rights, Hodder Arnold, New York.

- Ghandhi, P.R., (ed.) (2000). Blackstone's International Human Rights Documents, Blackstone Press, London Place.

- Ganga, R. and Suputhai, M., Children's (2007). Rights as Basic Human Rights: Sensitization of Stakeholders, Reference Press, New Delhi.

- Ganguly, S., Diamond, L. J., and Plattner, M.C. (2007). The State of Indian Democracy, John Hopkins University Press, Baltimore.

- Gardam, Judith and Jarvis, Michelle. (2001) Women, Armed Conflict and International Law, Kluwer Law International.

- George, Goldy M. (2004). "Globalisation & Fascism… The Dalit Encounter", Dalit Study Circle, Raipur.

- Ghurye, G.S. (1996). Caste and Race in India, Popular Prakashan Ltd., New Delhi.

- Giri, Nivdita. (2006). "Laws Institution and Women's Right in India" in Biswal, Tapan (ed.) Laws Institution and Women's Right in India, Viva Books Private Ltd., New Delhi,

- Guha, Joytilak Roy. (2004). Human Rights for the Twenty-first Century, Indian Institute of Public Administration, New Delhi,

Education for Peace

Paper Code: PHD699121   **Credits: 4 (3L+1T)**

Course Outline: The present course work is intended to provide the researchers a sound understanding of the concepts of the Peace and Value Education so that they can get acquainted with the need of value education for self and the society. The National and Global initiatives taken in this area will make them able to differentiate the nature of values from religion education and moral training. It will also make them skilled for the practical knowledge of intervention strategies for transaction of peace and value education through curriculum construction. They will also imbibe the values and moral training as researcher.

Course Objectives:

- To enable the learners to understand the concept of Peace Education.
- To sensitize the learners to appreciate the need and importance of Value Education.
- To equip the learners with the correlative nature of Peace and Value Education in Current Scenario.
- To enable the learners to analyze the significance of peace and value education to foster National and International Understanding.

Unit - I: Value Education – Conceptual framework

- Concept and types of Human Values.
- Need, Scope and Importance of Value Education.
- Importance of Value Education at various levels.
- Pedagogies for Value Education.

Unit -II: Value Education for Self and Society

- Personal Development and values in life.
- Values, virtues, Power and qualities.
- Principles of integrity, character development, positive thinking and emotional maturity.

- Role of Teachers in promoting Human Values, Teaching, Training and Value Education.
- Study of Delors' Commission report of International understanding for peace and value in society.

Unit- III: Peace Education and Theoretical Understanding

- Peace Education – Meaning, Nature Scope and importance.
- Peace Education – Principles and Practices.
- Genesis of Peace Education, Conflict crime, terrorism violence and war.
- Highlights of various Philosophies of peace - Upnishads, Gautam Budha, Gandhi, Krishnamurthy, Dalai Lama and Nelsonmandela.

Unit- IV: Peace Education in National and International context

- Peace Education in National and International context.
- Agencies for promotions of world peace and education including UN, UNESCO, Central and State governments and NGO's etc.
- Global Initiatives for Peace, Non violence and Conflict resolutions.
- Challenges in world peace and role of education.

Suggested Readings:

- Delors J. (1997). Learning the Treasure within, UNESCO.
- Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.
- Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S. (1993). (editors). Constitutional Foundations of World Peace. Albany: State University of New York Press.
- Goldstein, Tara; Selby, David. (2000). editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press.
- Bagchi, J.P. & Teckchadani, V.(2005); Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.
- Thomas, B. (2004). Moral and Value Education. Jaipur: Avishkar Publishers.
- Verm, Y. (2007). Education in Human Values for Human Excellence. New Delhi: Kanishka Publishers and Distributors.

SEMESTER – II

Supervisor Directed Course (need based) and
Research Seminars, Colloquia & Workshops

Paper Code: PHD699102   **Credits: 4 (NUES) (2L+1T+1P*)**

* One Practical is equal to two hours of activity.

PART-A

Supervisor Directed Course (need based)   **Credits: 3 (2L+1T)**

Supervisor Directed Course shall involve making the research scholars familiar with the use of the tools and techniques of research. The scholars shall work on the following with respect to nature of the research domain undertaken (any four):

1. Critical analysis of any one Policy Document.
2. Preparation of Annotated Bibliography on a specific research topic (APA Style).
3. Writing a thematic concept paper.
4. Reviewing a research paper.
5. Undertaking review of related literature on an identified research theme.

**Fifteen periods of 3 hours duration shall be devoted by the respective supervisor with his/her scholar.

Research Seminars, Colloquia & Workshops   **Credits: 1P**

In Research Colloquia, the scholars are expected to present the research problem of their area of interest. The supervisor shall also assess the presentation skills of the scholar in the seminars.

Ten Seminars of 2 hours duration each shall be held in the school wherein all scholars and all supervisors shall be present.

In Workshops, the experts in the field of research shall be invited to hone the skills of data analysis of the Ph. D. scholars. These workshops shall cover the following important domains:

1. Development of an Annotated Bibliography and writing a critical review of any research paper.
2. Use of SPSS in Qualitative data analysis.
3. Use of SPSS in Quantitative data analysis.
4. Research Ethics
5. Citations and Formatting in research