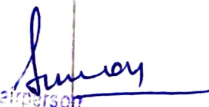


**B.P.S Institute of Teacher Training and Research**  
**Faculty of Education**  
**B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)**  
**Doctorate of Philosophy (Ph.D) in Education**  
**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
**(W.E.F.2021-22)**

The Pre-Ph.D. programme shall be of one semester and contains 04 Courses in all. A brief description of each Course along with nomenclature, Course code, etc. is given below:-

**SEMESTER-I**

| SEMESTER-I       |                       |  |                |   |   |                        |            |          |             |
|------------------|-----------------------|--|----------------|---|---|------------------------|------------|----------|-------------|
| Sr. No           | Course with code      | Course Title                             | House per week |   |   | Total Credits per week | Max. Marks |          |             |
|                  |                       |  | L              | T | P |                        | Internal   | External | Total Marks |
| Theory Courses:- |                       |  |                |   |   |                        |            |          |             |
| 1                | COURSE-I (DPE-3101)   | Research Methodology                     | 4              | - | - | 4                      | 20         | 80       | 100         |
| 2                | COURSE-II ((DPE-3102) | Data Processing and Computer Application | 4              | - | - | 4                      | 20         | 80       | 100         |
| 3                | COURSE-III (DPE-3103) | Optional (Any one)                       |                |   |   |                        |            |          |             |
|                  | (opt-i)               | Teacher Education                        | 4              | - | - | 4                      | 20         | 80       | 100         |
|                  | (opt-ii)              | Inclusive Education                      | 4              | - | - | 4                      | 20         | 80       | 100         |
|                  | (opt-iii)             | Guidance and Counselling                 | 4              | - | - | 4                      | 20         | 80       | 100         |
|                  | (opt-iv)              | ICT in Education                         | 4              | - | - | 4                      | 20         | 80       | 100         |
|                  | (opt-v)               | Leadership in Education                  | 4              |   |   |                        |            |          |             |
| 4                | COURSE-IV (DPE-3104)  | Research and Publication Ethics          | 1              | - | 1 | 2                      | 10         | 40       | 50          |
| Total            |                       |  | 13             | - | 1 | 14                     | 70         | 280      | 350         |

  
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Khanpur Kalan (Sonapat)

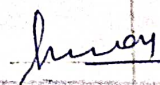
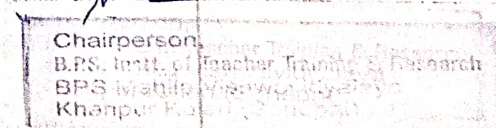


### Program Outcomes (POs)

- Apply the knowledge of Philosophy, Psychology, Sociology, Management, and ICT in Research.
- Understand the research method and what constitutes scholarly research
- Prepares scholars who will identify and conceptualize significant research problems.
- Undertake relevant research and contribute new knowledge to the
- Demonstrate academic and professional integrity.
- Be sensitive towards various issues and challenges to the education system
- Apply ethical principles and commitment to professional and research ethics
- Identify the research problem and formulate research literature.
- Analyze educational problems to arrive at substantiated conclusions using research protocols.
- Use statistical tools for analysis of data
- Conduct research related to the field of education.
- Write research report.

### Program Specific Outcomes

- Know the different methods of conducting research, tools of data collection, sampling techniques, analysis of data etc.
- Use computer for research purposes
- Acquaint with the research terminologies and processes
- Relevance of philosophy, Sociology, psychology and management in education to research
- Understand the difference in Curriculum of Different Countries
- Knowledge about the different funding agencies for Educational research
- Mastery over the different styles to writing references, bibliography, footnotes and end notes

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Khanpur Buzurg, 201001



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**B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat**  
**Doctorate of Philosophy (Ph.D.) in Education**  
**Course -I**  
**(DPE-3101)**  
**Research Methodology**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

**Total Inst. Hours per week: 04**  
**Exam Hours: 3Hrs.**  
**Credit per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question


**Course Outcomes:** After doing this course students will demonstrate the ability to choose methods appropriate for research which they can apply in writing dissertation and other academic writings. They also understand the limitations of particular research methods. It also helps in the development of advanced critical thinking skills among researcher.

**Learning Outcomes: This course will enable the Ph.D. Scholars to:**

- Understand the application of quantitative, qualitative and mixed approaches of research.
- Explore and analyze critically theoretical issues relating to educational 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
- Develop knowledge of suitable approaches to the preparation of research proposals, research design.

**Unit-1: Overview of Educational Research**

- 1.1 Educational Research: Meaning, characteristics, Importance, its role in improving educational practices, Limitations and thrust areas of educational research.

  
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- 1.2 Historical Research: Meaning, Characteristics, Importance of primary and secondary sources of historical data, external and internal criticism of the source & Steps of Historical Research.
- 1.3 Qualitative Research: concept and its importance, Types of Qualitative research-Case study, Ethnography, Grounded theory
- 1.4 Techniques of Qualitative research data analysis tool collection- content analysis, trend analysis, and Percentage & frequency analysis, Utilization of corroborative evidences-use of secondary data.
- 1.5 Quantitative Research: concept, importance, Types of quantitative research- Experimental research: types of experimental research designs(True& Quasi) ,Descriptive research: assessment studies, ex-facto studies and meta-analysis

## **Unit-II: Sampling Techniques and Hypothesis Testing**

- 2.1 Review of related literature: Purpose, types of review of literature, organizing the related literature and matrix method of literature.
- 2.2 Formulation of Objectives in the context of Qualitative and Quantitative Research.
- 2.3 Sampling design: selecting appropriate probability and non-probability sampling techniques for qualitative and quantitative research problem
- 2.4 Hypothesis and Testing of Hypothesis
  - 2.4.1. Sources of Hypotheses
  - 2.4.2. Type of Hypotheses (Null, Directional, Statistics)
  - 2.4.3 Characteristics of good hypothesis
  - 2.4.4. Hypothesis Testing and Theory
  - 2.4.5. Errors in Testing Hypothesis

## **Unit-III: Planning/Preparing of Good Research Proposal/Synopsis.**

- 3.1 Formulation of the problem for research: Sources, Specification, Forming Research Questions, problem-analysis procedures, evaluation of the Problem
- 3.2 Building Rationale for the Study: Review of related literature, identifying the emerging trends from the review, building a strong rationale for selecting the problem.
- 3.3 Specifying objectives and hypotheses of the Study.

*Sumay*  
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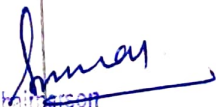
- 3.4 Choosing appropriate design and stating the procedure: Selecting appropriate methods, instruments/tools/techniques, deciding about the subjects for the study, conditions for conducting the study including procedures of data collection and data-processing.
- 3.5 Operational definitions of the concepts and terms used: with the statements of underlying assumptions, perceived limitations and specific delimitations of the study.

#### **Unit-IV: Tools & Techniques of Educational Research & Preparation of Research Report**

- 4.1 Tools for Quantitative and Qualitative research: types and criteria for selecting appropriate tools
- 4.2 Selection, Construction & Standardization of a tool/test, Item Analysis, Estimation of Reliability & Validity, Norms & Profiles.
- 4.3 General Guidelines: format, language style, bibliography and appendices
- 4.4 Format of Research Report (Journal Article, Thesis and Dissertation, Paper at Professional Conferences
- 4.4.1. Preparation of the Manuscript
- 4.4.2 Writing style
- 4.4.3. APA Reference Style & Preparing working Bibliography
- 4.4.4 Preparation of summary and abstract
- 4.4.5 Evaluating and Finalizing the Report

#### **Suggested Readings:**

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.
- Booch, M.B. (1978) A Survey of Educational Research, CASE, The M.S. University Barodara.
- Broota, K.D., Experimental design in behavioural sciences, New age international publishing house, New Delhi.

  
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- Chohan, L., Manion, L. & Morrison, K. (2007) Research method in education (6th edition) Routledge, London.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983) How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc.
- Gravetter, F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.
- Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.
- Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.
- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication.
- Lokesh Kaul (2011). Methodology of Educational Research. Vikas Publishing House.
- Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi: Radha Publications.
- Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
- Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.
- Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.
- Wiersma, W. (2000). Research Methods in Education. (7th edition) Allyn & Bacon.



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**Faculty of Education**  
**B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat**  
**Doctorate of Philosophy (Ph.D.) in Education**  
**Course-II**  
**(DPE-3102)**

**Data Processing and Computer Application**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

**Total Inst. Hours per week: 04**  
**Exam Hours: 3Hrs.**  
**Credit per week: 04**

**Instructions for Paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question

**Course Outcomes:** Through this course, researcher will develop different skills in qualitative and quantitative data analysis and presentation. They will be able to Organize, visualize, and analyze large, complex datasets using descriptive statistics and inferential statistics, predictive analytics, and data mining to informatics-related fields. After completion of the course, Researcher will demonstrate expository and oral communication skills appropriate to a Ph.D., publishing and presenting work in their field.

**Learning Outcomes: This course will enable the Ph.D. Scholars to:**

- Apply characteristics of a set of data in tabular and graphical forms and its computation
- Use appropriate procedures to analyze 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
- Analyze the data and draw useful inferences.
- Ability of usage of internet as a source in research.


**Unit-I: Quantitative Methods: Descriptive Methods**

1.1 Measures of central tendency, variability.

1.2 Nature and Types of data, Scales of Measurement

1.3 Correlation: Meaning, methods of determining coefficients of correlation, use and limitations of correlation & correlation of Dichotomous and continuous variables.

1.4 NPC and its applications in Research.

  
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- 1.5 Measures of Relative Positions (Percentile Ranks, Standard Scores: t-score, z-scores, Stanines)

## **Unit-II: Inferential Methods of Educational Research**

- 2.1 Concepts of Statistical significance; sampling distribution and standard error of measurement.
- 2.2 Tests of Significance (Parametric statistics, t-test, f-test, ANOVA, ANCOVA & MANOVA), concept and applications.
- 2.3 Non-parametric statistics (chi-square, Post-hoc comparison analysis: LSD, Turkey's test, Scheffe's test &, Kruskal Walls test) its concept & applications.
- 2.4 Linear and Multiple Regression
- 2.5 Multi-variate Analysis Factor Analysis: Overall acquaintance, only basic features
- 2.6 Discourse Analysis: Meaning, characteristics and representations in discourse, coding and categorization process

## **Unit-III Computer applications in research**


- 3.1 Use of Microsoft office word, power Point and Excel in word processing data analysis
- 3.2 Graphical presentation and preparation of documents.
- 3.3 Creating and printing a presentation, producing a slide show, Editing and formatting worksheets, performing basic calculations, working with charts
- 3.4 Introduction to competing software packages for data analysis- SPSS, and e-Views.
- 3.5 Interpretation of results in statistical analysis

## **Unit-IV: Internet as a Source in Social Sciences Research**

- 4.1 Internet as a source in social sciences research for literature review
- 4.2 Brief of e-books, virtual library, and UGC-infonet, INFLIBNET, and ERNET & Different research websites.
- 4.3 Evaluating internet resources: Authority, Accuracy and Objectivity.
- 4.3 Selecting appropriate statistical techniques for analyzing different types of hypotheses
- 4.4 Approximation and Errors in research


### **Suggested Readings:**

- Anderson, A.N.(2009) An introduction to Multivariate Analysis. New York : John wiley& sons
- Edward, A.L.(1967) Statistical Methods for the behavioural Sciences. New York : Holt, Rinehart and wintson
- Garret, H.E.(1971) Statistics in psychology and education Chandigarh: Vishal publishers.

  
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- Geon, A.M et. al. (1979) Fundamentals of Statistics. Calcutta: The world press private ltd.
- Guilford, J.P. (1973) Fundamental Statistics in psychology and education New York: McGraw Hill book Company.
- Kapur J.N (2010). Mathematical Statistics. New Delhi: S.Chand and Company Ltd.
- RUMM 2020: Rasch Undimensioned Measurement Model (RUMM 2020) For analyzing assessment and attitude questionnaire data available: <http://www.rummlab.com>.
- Siegel, Sidney (1956) Non-Parametric Statistics for the behavioural Sciences, International Student Edition New York: McGraw Hill.

  
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Khanpur Kalan (Sonapat)

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**Faculty of Education**  
**B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat**  
**Doctorate of Philosophy (Ph.D.) in Education**  
**Course-III**  
**(DPE-3103) (Opt-i)**  
**Teacher Education**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

**Total Inst. Hours per week: 04**  
**Exam Hours: 3Hrs.**  
**Credit per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question


**Course Outcomes:** Students will demonstrate the dispositions of professional ism in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community. Through This course , They will able to take responsibility for meeting professional expectations ethically and with initiative; they are reflective, engaging in ongoing self-assessment and able to exercise sound judgment and critical thinking; and they are responsive as evidenced by their respectful, fair, and collaborative stance toward others

**Learning Outcomes:** This Course will enable the Ph.D. Scholars to:

- Describe the different organization of teacher education.
- Explain new innovations and trends in teacher education programme.
- Understand the problems faced in the areas of teacher education
- New policy of Teacher Education and its recommendations
- Understand different approaches, techniques, models, of teacher Education
- Describe technology and new trends in assessment and evaluation

### **UNIT- I: Conceptual Framework of Teacher Education**

- 1.1 Meaning, Nature, Scope and Objectives of Teacher Education
- 1.2 Teaching as a profession and professional socialization of teachers.
- 1.3 The Context of Teacher Education- the Dynamics of Social, Psychological, Political and Economic Changes in Society.
- 1.4 Futuristic Perspective of Teacher Education in Global Context

  
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## **UNIT – II: Governance in Teacher Education**

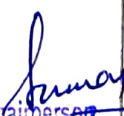
- 2.1 Role of Governing Bodies of Teacher Education (UGC, NCTE, State Government)
- 2.2 Conditions for Recognition and Affiliation of Teacher Education Institutions
- 2.3 Quality Assurance and Accreditation in Teacher Education Institutions.
- 2.4 New Education Policy related to Teacher Education-2020
- 2.5 National Council for Higher Education Research

## **UNIT-III: Innovative Approach in Teacher Education**

- 3.1 Concept of innovative approach in teacher education programme
- 3.2 Collaborative Approach,
- 3.3 Reflective Approach
- 3.4 Constructivist Approach
- 3.5 Education with Gamification
- 3.6 E-Teacher Education Approach
- 3.7 Blended Learning Approach: Flipped Classroom Approach

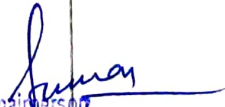
## **UNIT – IV: Technology and New Trends in Teacher Education**

- 4.1 ICT Tools for Teaching and Learning: Pedlet, Screen-cast-o-matic, screen castify, Ever notes etc.
- 4.2 Online Evaluation Tools: Socrative- Quiz, Google Form, Rubrics, Kahoot, Poll Everywhere etc.
- 4.2 Learning Management System (LMS): Canvas, Moodle, edmodo, Edapp, Kadenze etc.
- 4.3 Mobile learning App: Class dojo, AZ Screen Recorder, Near Pod, Swayam Moodle mobile etc,
- 4.4 Massive Open Online Course (MOOC)
- 4.5 Online Educational Resources for Teachers

  
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Khanpur Kalan (Sonapat)

### Suggested Readings:

- Best, John W. and Khan, James V (1995). Research in Education, Prentice Hall of India Pvt.Ltd, New Delhi.
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi
- Nayar, D.P. (1989) Towards a National System of Education, Mittal Publishing, New Delhi.
- NCERT (1987) In service Training Package for secondary Teacher MHR, New Delhi
- NCTE (1988) Curriculum Framework for quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K (1995) Professional competencies in Higher Education, UGC Publication, New Delhi.
- Sikula, J.(Ed.) (1985) Handbook of Research on Teacher Education, New York Mac Millan Publishing
- MHRD (1990) Towards an Enlightened and Ilumance Society, (Rama Murti committee report )
- Committee Report, Department of Education, Govt. of India, New Delhi.
- Singh, L.C. et. Al. (1990) Teacher Education in India, New Delhi, NCERT
- Singh, T (1978), Diffusion of Innovation among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.
- Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
- Koul, Lokesh (1984). Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi
- Ravi S. Samuel (2011) A Comprehensive Study of Education, PHI Learning Pvt. Ltd. New Delhi.
- Sharma, R. A (2005) Teacher Education, Meerut Loyal Book Depot.
- Sharma, S.P. (2005) Teacher Education, New Delhi: Kanishka Publisher
- Thakur, A.S. (2004) Philosophical and Sociological Basis of Education, National Publishing House, Daryaganj, New Delhi
- Udayveer (2006) Modern Teacher Training, New Delhi: Anmol Publications

  
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Khanpur Kalan (Sonapat)



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**Faculty of Education**  
**BPS. Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat**  
**Doctorate of Philosophy (Ph.D.) in Education**  
**Course-I**  
**(DPE-3103) (Opt.-ii)**  
**Inclusive Education**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

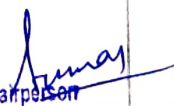
**Total Inst. Hours per week: 04**  
**Exam Hours: 3Hrs.**  
**Credit per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory, consisting of four short answer-type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides compulsory question.

**Course Outcomes:** After the completion of this course, students will develop a conceptual understanding of inclusion, integration and special education in a wider context. They will also develop different skills in using a wide range of tools, instructional strategies, and social supports to assist CWSN learn effectively. Students will be able to analysis of various learning situations and promotion of inclusion.

**Learning Outcomes: This course will enable the Ph.D. Scholars to:**

- Develop a conceptual understanding of inclusion, integration and special education in a wider context.
- Develop an overview of historical progression in the education of CWSN.
- Develop an understanding of the philosophical basis of inclusive education.
- Develop an understanding of different policies, programs, and legislation related to children with special needs.
- Understand national and international provisions made so far
- Appreciate the significance of inclusive education in the education of CWSN
- Make them aware of challenges in the implementation of inclusive education
- Develop skills in using a wide range of tools, instructional strategies, and social supports to assist CWSN learn effectively.
- Develop the skills associated with analysis of learning situations and promotion of inclusion.
- Make them aware of latest research trends and key issues in the field of inclusive education.

  
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## **UNIT-I: Introduction to Inclusive Education**

- 1.1 Concept, significance and principles of inclusive education
- 1.2 Difference between special education, integrated education, and inclusive education
- 1.3 Historical perspective of education of CWSN in India
- 1.4 Succession from segregation, integration and inclusion

## **UNIT-II: Policies, Programs, and Legislation**


- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions & Frameworks: United Nations Convention on Rights of a Child (1989), Salamanca Framework (1994), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012),
- 2.3 National Policies, Acts, and Programs: RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013) & NPE 2020.
- 2.4 National Curriculum Framework (2005) and National Policy for Persons with Disabilities (2006),

## **UNIT-III Implementing inclusive education effectively**

- 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic, and Structural
- 3.2 Building an inclusive learning environment and addressing barriers to inclusive education
- 3.3 Ensuring physical, academic, and social access.
- 3.4 Universal design for teaching-learning process
- 3.5 Leadership and preparation of teachers as change agents, instructional strategies for an inclusive classroom
- 3.6 Assistive and adaptive technology for diverse learners

## **UNIT-IV: Research priorities in the area of education of disadvantaged section**

- 4.1 Overview of centrally sponsored education schemes for SC, ST, girls, and Minorities.
- 4.2 Recent developments in inclusive education in India
- 4.3 Research on best practices related to inclusive education
- 4.4 Key issues in special and inclusive education
- 4.5 Sports and adapted physical education

  
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### Suggested Readings:

- Ainscow, M., Booth, T. (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCe, University of New Hampshire
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey
- Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
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- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* NCERT Publication.
- *Supervision and Curriculum Development*. ASCD, Alexandria.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris
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**Doctorate of Philosophy (Ph.D) in Education**  
**Course-III**  
**(DPE – 3103) (Opt. - iii)**  
**Guidance and Counseling**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

**Total Inst. Hours Per Week: 4**  
**Exam Hours: 3 Hrs.**  
**Credit Per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question.


**Course Outcomes:** After the completion of this course the learner will be able to concern about the problems facing students, a school community collaborated to transform the guidance and counseling program from its traditional add-on status to a vital element of the instructional program. The researcher will be able to explain the different theories of counseling.

**Learning Outcomes:** This course will enable the Ph.D. scholars to:

- Develop the understanding of Guidance.
- Develop the basic awareness about the different types of guidance.
- Develop the understanding of counseling and its types
- Develop the understanding of the different approaches to counseling.
- Acquaint them with the various theories of counseling

**UNIT: I Guidance**

- 1.1 Concept, Nature, Principles and Need of Guidance
- 1.2 Types of Guidance : Educational, Vocational, Personal, Health and Social Guidance
- 1.3 Guidance Services : Placement Service, Follow-up Service, Research Service, Orientation Service, Individual Data Collection Service

  
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## **UNIT: II Guidance in India**

- 2.1 Guidance Services in India
- 2.2 Guidance for Women
- 2.3 Guidance for Children with Special Needs
- 2.4 Evaluation of Guidance Programme

## **UNIT: III Counseling**

- 3.1 Counseling: Meaning, Nature, Objectives, Principles and Scope.
- 3.2 Types of Counseling: Directive, Non-directive and Eclectic Counseling.
- 3.3 Approaches to Counseling: Cognitive – Behavioral Counseling (Albert Ellis- REBT), Humanistic Counseling and Person – Centered Counseling (Carl Rogers)

## **UNIT: IV Theories of Counseling**

- 4.1 Behaviouristic Theory
- 4.2 Rational Theory
- 4.3 Emotive and
- 4.4 Reality Theory

### **Suggested Readings:**

- Aggarwal, J.C. (1995): Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
- Bengale, M.D. (1984): Guidance and Counseling, Sheth Publishers, Bombay.
- Kakkar, S.B. (1989): Educational Psychology and Guidance, The Indian Publications, Hill Road, Ambala Cantt.
- Pasricha, P. (1977): Guidance and Counseling in India, NCERT, New Delhi.
- Rao, S.N. (1981) : Counseling Psychology, Tata – McGraw Hills, New Delhi
- Sharma, R.A. (1999): Essentials of Measurement, Meerut: Surya Publication.
- Sharma, R.A. and Shikha (2000): Educational Vocational Guidance and Counseling, Meerut: R. Lall Publication.



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**Doctorate of Philosophy (Ph.D.) in Education**  
**Course-III (Opt-iv)**  
**(DPE-3103)**  
**ICT in Education**

**Max. Marks: 100**

**External Marks: 80**

**Internal Marks: 20**

**Total Inst. Hours per week: 04**

**Exam Hours: 3Hrs.**

**Credit per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question

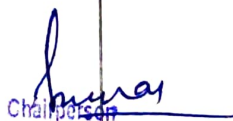
**Course Outcomes:-**The course will support the learners to comprehend and apply ICT resources, tools, as an integral component of teaching- learning processes. The learner will be equipped with usage of ICT resources in research.

**Learning Outcomes: This course will enable the Ph.D. Scholars to:**

- To make the students understand and apply ICT in education.
- To enable the learners in judiciously using ICT tools.
- To equip the learners with the concept of virtual classes.
- To acknowledge them about different E-resources.
- To understand the importance of ICT for professional growth of teachers.

**UNIT I: - ICT in Education**

- 1.1 Meaning, Origin and growth, need and importance of ICT in Education.
- 1.2 Criteria for selecting the ICT resources-objectivity, coverage, accuracy, credibility, cost, copyrights.
- 1.3 ICT Tools.
- 1.4 Impact of ICT in Education (impact of ICT in social, cultural, economical)
- 1.5 Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.

  
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## **UNIT II: - e- Learning and Virtual Classrooms**

- 2.1 Concept, Importance, Strengths and Limitations of e-Learning.
- 2.2 Models and styles of e-Learning.
- 2.3 Virtual Classrooms.
- 2.4 E-Educators, e-tutor, e-moderator, online tutoring.
- 2.5 International and Indian Initiatives in E-learning.

## **UNIT-III: - Educational Multimedia and E-Resources**

- 3.1 Multimedia - concept, Advantages and features of multimedia.
- 3.2 Multimedia Development – Principals, Models, Guidelines and significance.
- 3.3 Multimedia Evaluation – Principals, Models, Techniques and tools.
- 3.4 E-Resources – Concept, Types, Importance and e-Resources Indian Education.

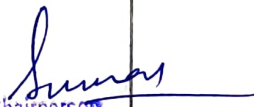
## **UNIT-IV: - ICT integration and Curriculum Transaction**

- 4.1 ICT base models of curriculum transaction.
- 4.2 Scope for integration ICT in curriculum.
- 4.3 Innovative curriculum transaction strategies: Digital Storytelling, use of appropriate different softwares, projectors and interactive boards.
- 4.4 ICT for the assessment of learning in the context of school education and teacher education.

### **Suggested Readings:**

- 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.
- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd
- 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. 19

- 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.
- Ramganesha E and Srinivasa Raghavan (2010): E-Resources in Higher Education, Publication Division, Bharathidasan University, Tiruchirappalli.
- 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

  
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**Doctorate of Philosophy (Ph.D.) in Education**

**Course-III**  
**(DPE-3103) (Opt.-v)**  
**Leadership in Education**

**Max. Marks: 100**  
**External Marks: 80**  
**Internal Marks: 20**

**Total Inst. Hours per week: 04**  
**Exam Hours: 3Hrs.**  
**Credit per week: 04**

**Instructions for paper Setter:** There will be nine questions in all. The first question is compulsory consisting of four short answer type questions of 4 marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e. two questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question

**Course Outcomes:** The student demonstrates knowledge in relevant significant domains in educational leadership including areas such as historical, political, social, legal, and economic contexts in which educational systems operate. Students will also explain current leadership theories. In addition, students will understand how leadership models are put into practice personally, locally, and globally.

**Learning Outcomes:** This course will enable the Ph.D. Scholars to:


- Understand the concept of leadership
- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Understand the nature of creative leadership
- Develop capacities for being efficient and effective educational leaders.

**UNIT-I: Conceptual Framework of Leadership**

- 1.1 Leadership –Meaning, nature, importance, Factors and Principles of leadership
- 1.2 Types of Leadership Styles, Measurement of Leadership.
- 1.3 Role of effective Educational leadership, Qualities of an effective leader.
- 1.4 Leadership with special reference to Management, Motivation, and Authority.
- 1.5 Leadership Traits & Skills

**UNIT-II: Theories & Models of Leadership**

- 2.1 Theories of Leadership – Managerial Grid theory, Trait Theory, Transformational leadership theory, Transactional leadership theory, Role theory.
- 2.2 Models of Leadership – Situational leadership Model, Social change Model, Fiedler's Contingency Model

  
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### **UNIT-III: Theories and Models of Educational Leadership**

- 3.1 Theories and models of educational leadership - including curriculum, professional, academic, instructional and student-centered leadership)
- 3.2 Creative leadership- concept and traits of a creative leader, Creativity and the role of a leader

### **UNIT-IV: Leadership and Organizational Behaviour**

- 4.1 Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture
- 4.2 Diversity and Individual Differences: perception and Attribution, motivation
- 4.3 The Nature of Groups: teamwork and Work Group Design
- 4.4 Conflict, Negotiation and Stress management
- 4.5 Issues of diversity in educational organizations, including issues related to gender and multiculturalism

#### **Suggested Readings:**

- Bass, Bernard (1990). From transactional to transformational leadership: learning to share the vision. *Organizational Dynamics*, 18, (3), Winter, 1990, 19-31
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Newstrom, J. & Davis, K. (1993). *Organization Behavior: Human Behavior at Work*. New York: McGraw-Hill.
- Northouse, G. (2007). *Leadership theory and practice*. (3rd ed.) Thousand Oak, London, New Delhi, Sage Publications, Inc.
- <http://managementstudyguide.com/trait-theory-of-leadership.htm>
- <http://www.leadership-central.com/behavioral-theories.html#axzz4FIHie5A>
- [http://www.rippublication.com/gjmbs\\_spl/gjmbsv3n3spl\\_14.pdf](http://www.rippublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf)
- <http://grecs.cofc.edu/documents/The%20Situational%20Leadership%20Model.pdf>
- <https://www.csusm.edu/sll/leadership/SocialChangeModel.pdf>
- <http://www.cmu.edu/student-affairs/slice/studentactivities/leadership/pdfs/social-change-model.pdf>
- <http://www.fastcompany.com/3049844/5-hallmarks-of-the-most-creative-leaders>
- <http://creativeleadership.com/>
- <https://hbr.org/2008/10/creativity-and-the-role-of-the-leader>

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**Course-IV**  
**(DPE-3104)**  
**Research and Publication Ethics**

**Max. Marks: 50**

**Total Inst. Hours per week: 02**

**Theory: (External: 20marks; Internal: 5marks)**

**Exam Hours: 1:30 Hrs.**

**Practical: 25 (External: 20 marks; Internal: 5marks)**

**Credit per week: 02**

**Instructions for Paper Setters:** There will be 7 questions in all. The first question is compulsory consisting of 4 short answer type questions (30-35 words) of 2 marks each, set from the theory part of the syllabus. The remaining 6 questions shall be from the set from the theory part (**Unit I to III**) of 04 marks each. The examinees have to attempt 3 questions selecting at least one from each of the three units (**I to III**) questions attempting besides the first compulsory question.

**Course Outcomes:**

Students will be able to identify the misconduct in research, plagiarism and predatory journals which will ultimately help them in improving the research quality. In addition, they will learn how to create research data base, impact factor and almetrics in research reports.

**Learning Outcomes:**

The aim of this course is to acquaint the students about the importance of ethics in research and publications besides aware them about plagiarism, predatory journals and impact factor metrics.

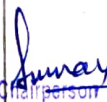
**Part-I**

**Unit-I: Philosophy and Ethics**

- 1.1 Introduction to Philosophy; Definition, nature and scope, concept, branches
- 1.2 Ethics; Definition, moral philosophy, nature of moral judgments and reactions.

**Unit-II: Scientific Conduct**

- 2.1 Ethics with respect to science and research
- 2.2 Intellectual honesty and research integrity
- 2.3 Scientific misconducts: Falsification, fabrication and plagiarism (FFP)
- 2.4 Redundant publications: duplicate and overlapping publications, salami slicing
- 2.5 Selective reporting and misrepresentation of data.

  
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### **Unit-III: Publication Ethics**

- 3.1 Definition, introduction and importance
- 3.2 Best practices/ standards setting initiatives and guidelines: COPE, WAME, etc.
- 3.3 Conflict of interest
- 3.4 Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa types
- 3.5 Violation of publication ethics, authorship and contributor ship
- 3.6 Identification of publication misconduct, complaints and appeals
- 3.7 Predatory publishers and journals.

### **Part-II (Practical)**

**Note for Practical Examination (Part-II):** The practical part (Unit IV to Unit VI) will be evaluated jointly by an external and internal examiner. The evaluation will be based on viva-voce/practical before the commencement of the final examination every academic year.

### **Unit-IV: Open Access Publishing**

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

### **Unit-V: Publication Misconduct**

- 5.1 Group Discussions; Subject specific ethical issues, FFP, authorship
- 5.2 Conflict of interest
- 5.3 Complaints and appeals: examples and fraud from India and Abroad
- 5.4 Software tools- use of plagiarism software like Turnitin, Urkund and other open sources of software tools.

### **Unit- VI: Database and Research Metrics**

- 6.1 Database-
  - 6.1.1 Indexing database
  - 6.1.2 Citation databases: Web of Science, Scopus etc.
- 6.2 Research Metrics
  - 6.2.1 Impact Factor of Journal Citation Report, SNIP, SJR, IPP, Cite Score
  - 6.2.2 Metrics: h-index, i10 index, almetrics.



### Suggested Readings:

- Brooks, R. Kittyte Riele & Maguire, M. 2014. Ethics and Education Research, Sage Publications.
- Carroll, J. 2015. A hand book for Deterring Plagiarism in Higher Education. Oxford Centre for Staff and Learning Development.
- Francisco M. Salzano, A. & Magdalena Hurtado. 2004. Lost Paradises and the Ethics of Research and Publication. Oxford University Press New York.
- Hammersley, M. & Traianou, A. 2012. Ethics in Qualitative Research Controversies and Contexts. SAGE Publications Ltd.
- Loue, S. 2000. Text book of Research Ethics: Theory and Practice, 2000 the Edition Springer.
- Miller, T. Birch, M. Mauthner, M. & Jessop, J. 2012. Ethics in Qualitative Research. Oxford Brookes University, UK.
- To do roovich, M., Paul K. & Hook, S. 1977. The Ethics of Teaching and Scientific Research. Prometheus Books. Buffalo, NY.
- Oliver, P. 2003. The student's guide to research ethics. Open University Press, Maidenhead, Philadelphia.
- Sales, Bruce, D. & Folkman, S. 2002. Ethics in Research with Human participants. American Psychological Association, Washington D.C.
- Shamoo, A dil E. & Resnik, David B. 2003. Responsible conduct of research. Oxford university press.
- Stewart, Neal C. 2011. Research Ethics for Scientists: A Companion for Students Wiley.

  
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