

FACULTY OF EDUCATION

Himachal Pradesh University



Scheme of Studies & Syllabus for

Ph.D. COURSE WORK IN EDUCATION

**(Under Choice-Based Credit System with effect from
Academic Session 2022-23)**

(Subject to change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme and Courses of Study, Scheme of Examinations, Pass Criteria etc. as and when it deems necessary.

ABOUT THE PROGRAMME:

Every research scholar admitted for Ph D programme in Education is required to pass a course work of minimum 12 credits. Total 12 credits assigned for course work have been distributed in following A, B, C and D categories;

A. Core Courses: This category includes the two core courses of 4 and 2 credits respectively compulsory for all scholars admitted for Ph D in Education.

B. Skill Based Course: This category includes a skill based practical course on Computer Applications in Educational Research of 2 credit compulsory for all scholars admitted for Ph D in Education.

C. Value Added Course: This course is for giving exposure to our research scholars at national level through online sessions with Eminent Professors and research scholars from different universities of India and it is non-credit course.

D. Discipline Elective Course: This category includes discipline based courses. Each research scholar has to opt one (of 4 credits) out of given three elective courses.

PROGRAMME SPECIFIC OUTCOMES:

1. Research Scholars shall understand the basic framework and nature of research in education.
2. Research Scholars shall know analyzing information, documentation, articulation and exchange of ideas and put forward their views and defend them in open sessions with peers.
3. Research Scholars shall know how to select a good problem for research and formulate it.
4. Research Scholars shall understand the procedure of data collection and analysis in quantitative as well as in qualitative studies.
5. Research Scholars shall understand the procedure of construction of research tools and analysis of data through advanced statistical techniques.
6. Research Scholars shall understand the nature, need and issues of research and publication ethics.
7. Research Scholars shall understand conducting research in discipline specific areas such as Teacher Education, Special education and Distance education.

Eligibility criteria for admission to the Ph.D. programme: As per Latest Regulations of UGC adopted by H.P. University in the form of Minimum Standards and Procedures for Award of Ph.D. Degree.

Duration of the Programme: As per Latest Regulations of UGC adopted by H.P. University in the form of Minimum Standards and Procedures for Award of Ph.D. Degree.

Procedure for admission: As per Latest Regulations of UGC adopted by H.P. University in the form of Minimum Standards and Procedures for Award of Ph.D. Degree.

Allocation of Research Supervisor: As per Latest Regulations of UGC adopted by H.P. University in the form of Minimum Standards and Procedures for Award of Ph.D. Degree.

Evaluation*: Grades in the course work, including research methodology courses shall be finalized after a combined assessment by the Research Advisory Committee and the Department and the final grades shall be communicated to the CoE of the university. A Ph.D. scholar has to obtain a minimum of 55% of marks or its equivalent grade in the UGC 10-point scale (or an equivalent grade/CGPA in a point scale) in the course work in order to be eligible to continue in the programme and submit the thesis.

**As per Latest Regulations of UGC adopted by H.P. University in the form of Minimum Standards and Procedures for Award of Ph.D. Degree.*

STRUCTURE OF Ph.D. COURSE WORK

Structure of PhD Course work is as given below:

Course Code	Course Title	Course Type	Credit Distribution			
			L	T	P	Total
EDU101	Methodology of Research in Education	Core Course	3	1	0	4
EDU102	Research and Publication Ethics	Core Course	1	0	2	2
EDU103	Computer Applications in Educational Research (Practical)	Skill Based	0	0	4	2
EDU104	National Mentoring	Value added course	0	0	0	0
Discipline Based Elective Courses(DBEC)						
EDU105	Teacher Education	Elective Course	3	1	0	4
EDU106	Special Education	Elective Course	3	1	0	4
EDU107	Distance Education	Elective Course	3	1	0	4
	Total		7	2	6	12
Thesis: Non Credit						

** Presentation of Synopsis is mandatory for all Ph.D. scholars before RDC.*

CATEGORY-A: CORE COURSES

Course Type / Nature: Core

Course Code: EDU101

Course Title : **Methodology of Research in Education**

Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives

After completion of this course the students will be able to:

- understand the basic concept of Educational Research.
- explore the different approaches to research.

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- review the related literature
 - understand various sampling techniques along with sampling errors.
 - describe the various types of tools used in research along with their construction, validation, standardization and uses.
 - describe the different methods of educational research.
 - understand the concept of experimental designs and different types of experimental designs along with their merits and limitations.
 - understand the organization, analysis, interpretation and validation of qualitative data.
 - understand the computation involved in different types of quantitative data.
 - know different steps involved in writing a research report.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

COURSE CONTENT

CREDIT HOURS 60

UNIT 1 BASICS OF EDUCATIONAL RESEARCH 14 hours

Concept, scope, types and importance of educational research. Ethical issues in conducting educational research.

Purpose and sources of review of literature, procedure of writing review of literature and integration of findings.

Steps involved in the selection of research problem. Characteristics of good research problem.

Objectives and hypothesis: Formulation, significance and types.

Steps involved in the preparation of research proposal.

UNIT2 SAMPLING AND RESEARCH TOOLS 16 hours

Concept of population and sample. Characteristics of good sample. Steps involved in the process of sampling. Sampling errors and precautions.

Meaning, characteristics, uses and limitations of research tools. Characteristics of good research tool. Type of research tools (Questionnaire, Rating Scale, Attitude Scale, Observation Scale, Interview Schedule and Psychological Tests).

Standardization of Research Tools.

UNIT 3 METHODS OF EDUCATIONAL RESEARCH 12 hours

Qualitative and Quantitative Research; Philosophical, historical, Descriptive and Experimental Research. Experimental designs (Pretest-Posttest pre- Experimental Design; Pretest-Posttest Control group True Experimental Design , Posttest only Control group True Experimental Design). Recent Developments in Educational Research – Internet based Research in Education. Policy Research and Geographical Information Systems (GIS).

UNIT 4 DATA ANALYSIS 18 hours

A. QUALITATIVE ANALYSIS OF DATA

Tabulating Data, Ways of Organizing and Presenting Data, Validation and Interpretation of Qualitative Data and Triangulation. Content Analysis, Discourse Analysis, Documentary Analysis, Analysis of Observation Based and Interview based Data.

Steps in preparation of Research Report & Style of referencing in APA.

B. QUANTITATIVE ANALYSIS OF DATA

Parametric and non-parametric statistics such as t-test, F-test and Chi Square (χ^2). Concept of degree of freedom, levels of significance and their use in interpretation of results.

Analysis of variance (Assumption and uses of One Way and Two Way Analysis of variance;) Correlations (Product Moment, Rank Difference, Partial & Multiple)) & Regression Analysis .

Suggested Readings

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, Y. P. (2004). *Statistical Methods: Concepts, Application and Computation*. New Delhi: Sterling Publishers.
- Aggarwal, L.P. (2007). *Modern Educational Research*. New Delhi: Dominant Publishers and Distributors
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.
- Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Best, J.W., & Kahn, J. W. (2006). *Research in Education*. New Delhi: PHI Learning Private Ltd.
- Bhandarkar, P.L., Wilkinson, T.S. & Laldas, D.K. (2004). *Methodology and Techniques of Social Research*. Mumbai: Himalayan Publishing House.
- Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning
- Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Creswell, John W. (2014). *Educational Research: Planning, Conducting and Evaluating*

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- Quantitative and Qualitative Research. Fourth Edition. Delhi: PHI Learning Private Limited.
- Curtis, W., Murphy, M., & Shields, S. (2013). *Research and Education*. New York & London: Routledge
 - Efrat Efron, S., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*, New York: Routledge
 - Egbert, J., & Sanden, S. (2013). *Foundations of Education Research: Understanding Theoretical Components*. New York: Routledge.
 - Fraenkel, J.R., & Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
 - Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
 - Garrette, Henry E. (1966). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.
 - George, Darren and Mallery, Paul. *SPSS for Windows: Step by Step*. New Delhi: Pearson.
 - Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge
 - Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
 - Guilford, J. P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
 - Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
 - Gupta, S. P. (1999). *Statistical Methods*. New Delhi: Sultan Chand and Sons. India Pvt. Ltd., 9th Edition.
 - Kerlinger, C.R. (1986). *Foundations of Behavioural Research* 3rd Edition. New York: Holt, Rinehart and Winston.
 - Kothari, C.R. (1998). *Quantitative Techniques*. New Delhi: Vikas Publishing House.
 - Koul, Lokesh (2013). *Methodology of Educational Research* (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.
 - Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.
 - Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.
 - Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella, N. E. (2013). *Understanding and Interpreting Educational Research*, New York: Routledge Guilford Press
 - Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. London: The Falmer Press.
 - Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. Publishers.
 - Miller, S. A. (2007). *Developmental Research Methods*. New Delhi: Sage Publications.
 - Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.
 - Radha Mohan (2006). *Research Methods in Education*. Hyderabad: Neelkamal
 - Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
 - Sabo, R., & Boone, E. (2013). *Statistical research methods- a guide for non-statistician*. Springer Publications.
 - Siddu, K.S. (2002). *Methodology of Research in Education*. New Delhi: Sterling

Publications.

- Weirisma. W., & Stephen G. (2009). *Research methods in Education*. New York: Pearson Education.

Sessional Work / Activities

Marks = 30 (under CCA Component)

A research scholar is required to undertake any three of the following activities and submit a detailed report to the course teacher. Each activity will carry 10 marks:

1. Select any area/problem of your choice and collect the reviews related to it. Write the research gaps and justify the need of research in this area.
2. Select any five research problems and write different types of hypotheses to each problem.
3. Development and presentation of a research proposal on an identified research problem.
4. Select any problem of your choice and write the sampling technique by following the steps including sampling frame to draw the sample from population with justification.
5. Construct a questionnaire and write the detailed procedure of developing it.
6. Construct an attitude scale and write the detailed procedure of developing it.
7. Select one research paper of your choice from any journal and write down the strengths and weaknesses of it.
8. Select any one paper or book of your choice and write a review on it.

Course Type / Nature: Core

Course Code: EDU102

Course Title: **RESERCH AND PUBLICATION ETHICS**

Credits = 2 {Marks = 50 (35 + 15)}

Learning objectives

1. To reflect on research ethics in educational research and scientific content in educational research.
2. To understand research ethics in relation to publications.
3. To analyse open access publication sources, copy rights and self achieving policies.
4. To reflect on various issues related to falsification, fabrication and plagiarism

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 35 marks and consist of three sections: A, B & C. Section A will consist of 5 objective type questions (MCQ, True/False, Completion type)

carrying one mark each and 2 short answer type questions carrying 5 marks each which will cover the entire syllabus uniformly. Sections B & C will have two long answer type questions from the respective Units 1 & 2 of the syllabus & carry 10 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B & C of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

COURSE CONTENT

CREDIT HOURS 30

Unit-I: Introduction to Ethics and Scientific conduct in Educational Research: Credit 1

- Ethics: Concept, moral philosophy, nature of moral judgments and reactions in educational research
- Intellectual Honesty and Research Integrity: Concept and Importance
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publication: Duplicate and Overlapping publications, Salami Slicing
- Selective Reporting and Misinterpretations of Data.

Unit-II: Ethics in Research Publications: Credit 1

- Publication Ethics: Meaning and importance.
- Best practices and Quality mandates in Research: Committee on Publications Ethics (COPE) and its role.
- Publication Misconducts: Meaning, problems and types, identifications of publication misconducts, complaints and appeals.
- Predatory Publishers and Journals.

Sessional Work / Activities

Marks = 15 (under CCA Component)

A research scholar is required to undertake three of the following activities related to Publication Misconduct, Data Bases & Research Metrics in the form of Group-Discussion/Seminar presentation/ Hands on Experiences and submit a detailed report to the course teacher. Each activity will carry 5 marks:

- FFP issues in Educational Research
- Creation and practice on account relating to Plagiarism, Detection Software (PDS) – like URKUND and TURNITIN.
- Indexing Databases citation Databases: Scopus & Web of Science and UGC- CARE

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- Impact Factor: SNIP, SJR, IPP, Cite score.
 - Research Metrics: h-Index, g-index, i10 index, altmetrics.

References:

- American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.
- American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
- British Educational Research Association (2018). Ethical guidelines for educational research, London BERA.
- Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
- Comstock, Gary (2013). Research Ethics: A Philosophical Guide to the Responsible Conduct of Research: Cambridge University Press.
- Elliott, Deni (1997) .Research Ethics – A Reader: University Press of New England.
- Jones, Julie Scott (2011). Research Ethics in Practice (Fundamentals of Applied Research): SAGE Publications Ltd.
- Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
- Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches : SAGE Publications Ltd.
- Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in education research. <http://www.rouledgehandsodes.com/doi/10.4324/978020387469> . ch.3.
- Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
- Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book
- Welfel, Elizabeth Reynolds (2019). Ethics in Counseling and Psychotherapy: Standards, Research and Emerging Issues :Cengage India.
- Wiles, Rose (2012). What Are Qualitative Research Ethics?: Bloomsbury Publishing India.
- Loue Sana (2019), Text book of Research Ethics: Theory & Practice, Springer.
- Tina Miller, Maxine Birch, Melanie Mauthner & Julie Jessop (2012). Ethics in Qualitative Research; Sage Publication.
- Julie Scott-Jones (2015). Research Ethics, Context and Practice; Sage Publication.
- David B. Resnik (2018). The Ethics of Research with Human Subjects: Protecting People, Advancing Science, Promoting Trust; Springer Publication.

Course Type / Nature: Skill Based Compulsory

Course Code: EDU103

Course Title: **COMPUTER APPLICATIONS IN EDUCATIONAL RESEARCH**

Credits = 2 {Marks = 50 (30 Record + 20 Practical & Viva-voce)}

COURSE OBJECTIVES: Following are the objectives of the course:

1. To get the knowhow of the recent technological assistance for research.
2. To implicate the idea of innovation in research.
3. To expedite the process of research and increase accuracy.

COURSE CONTENT**CREDIT HOURS 30****UNIT 1 15 hrs (Credit 1)**

Introduction to Statistical Packages for research and its implication in Educational research
Manual Readings of Statistical Packages such as SPSS & STATA.

UNIT 2 15 hrs (Credit 1)

Data Collection through Google Forms & SurveyMonkey; Practices of software in various research problems and data analysis.

EVALUATION PROCEDURE

Since this course is practical in nature, so 30 marks will be assigned to practical records as suggested by the concerned teacher and 20 marks will be for practical and viva-voce. Records will be evaluated by the concerned teacher and practical and viva-voce will be conducted by external evaluator.

REFERENCES:

- Janssens, W.K., Wijnen, P., De Pelsmacker & P. Vankenhove (2008). Research with SPSS. Harlow: Pearson Education.
- Pallant (2011). SPSS Survival Manual: A step by step guide to data analysis using SPSS, 4th edition. Allen & Unwin, Crows Nest.
- Stata: Statistical software for data science retrieved from <https://www.stata.com>
- Video tutorials on STATA retrieved from <https://www.stata.com/links/video-tutorials/>
- Google Forms: Online Form Creator | Google Workspace retrieved from <https://www.google.com/forms/about>
- How to use Google Forms - Tutorial for Beginners - YouTube retrieved from <https://youtu.be/BtoOHhA3aPQ>
- Creating a survey with SurveyMonkey retrieved from <https://youtu.be/7xdCDJxxoRk>
- Google Forms - Creating a Research Survey retrieved from <https://youtu.be/fEp3KPG7k8g>

Course Type / Nature: Value Added

Course Code: EDU104

Course Title: **NATIONAL MENTORING**

Non-Credit {Marks = 20 (Report Writing)}

Learning Objectives:

After completion of the course the students will be able to

- Establish a link with neighboring learning community for developing collaboration
- Identify thrust areas of research in neighboring universities.
- Analyse and suggest solutions to problems at national level.

COURSE CONTENT**CREDIT HOURS 15**

The course aims at providing national exposure on various areas, methods and recent trends in educational research.

- 1) Virtual session/face to face with national experts on various research areas
- 2) Virtual interaction/face to face with research scholars of other universities.

Evaluation criteria

Assessment (Report writing) - 20 marks

CATEGORY-B: DISCIPLINE BASED ELECTIVE COURSES

Course Type / Nature: Elective

Course Code: EDU105

Course Title : **TEACHER EDUCATION**

Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

1. Gain insight and reflect on the concept of teaching and the status of teaching as a Profession.
2. Understand the roles and responsibilities of teacher and teacher educators.
3. Critically examine the role and contribution of various regulating bodies and Institutions for improving quality of teacher's education.
4. Develop understanding of various strategies of teacher's professional development.
5. Gain insight into the status of teacher in-service education in the country.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

COURSE CONTENT**CREDIT HOURS 60**

Unit – 1 Meaning and Concept of Teacher Education**1 Credit**

- a. Historical Perspective of Teacher Education in India.
- b. Aims and Objectives of Teacher Education with special reference to NPE2020 at different levels of education.
- c. Impact of Teacher Education on access, quality, gender equality and long term impact on national development
- d. Status of Teacher education in different states.

Unit – 2 Teacher and Teaching Profession**1 Credit**

- 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.

Unit – 3 Pre-Service Teacher Education**1 Credit**

- 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.
- c. Role of DIET's and CTE's in Pre-Service Teacher Education.
- d. Issues, Concerns and Problems of Pre-Service Teacher Education.

Unit – 4 Continuing Professional Development of In-Service Teachers**1 Credit**

- a. Concept, Scope, Objectives and Importance of Continuing Professional Development of In-Service Teachers.
- b. Organization of Training, Appraisal of Training Material and Modules.
- c. Role of DIETs, BRCs and CRCs in In-Service Teacher Training.
- d. Role of UGC – HRD Centres in Professional Development of Teachers at Higher Education Level.

Sessional Work / Activities**Marks = 30 (under CCA Component)**

A research scholar is required to undertake two of the following activities and submit a detailed report to the course teacher. The activity will carry 30 marks:

1. Prepare a Report on the Training provided to elementary teachers under SSA in Your state.
2. Prepare a report on the FDPs for pre-service and in-service teachers.
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during the course to the candidates.
4. Critically analysis the NEP-2020 in the light of teacher education and prepare a report of it.

Suggested Readings:

- Chaurasia, 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.
- Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
- Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 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 uchchar Shiksha Abhiyan, MHRD, 2013.

Course Type / Nature: Elective

Course Code: EDU106

Course Title: SPECIAL EDUCATION

Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

1. acquire knowledge and understanding of special education.
2. acquire knowledge and understanding about different areas of disability (Visual, Hearing and Orthopedically Impaired, Mentally Retarded).
3. understand the Government Policies and National Institutes for disabled.
4. acquaint them with educational programmes, for the education of the disabled.
5. understand the role of resource teacher, parents, peers and society in rehabilitation of the disabled.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each

sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

COURSE CONTENT

CREDIT HOURS 60

UNIT 1 Special Education

1 Credit

Concept, Objectives and Basic Principles of Special Education; Status of Special Education in India. Concept of Impairment, Disability, Handicap. Concept of Integration and Inclusive Education. Attitudinal, Social and Educational Barriers in Inclusive Education.

UNIT 2 National Perspective of Special Education

1 Credit

Recommendation of NPE (2020), and Rights of Persons with Disabilities Act, (2016) for Education of CWSN. Rehabilitation Council of India (RCI) Act, 1992.

Role of Rehabilitation Council of India in Education of CWSN.

UNIT 3 Special Education for Children

1 Credit

Needs and Characteristics of Gifted, Learning Disabled, Visually Impaired, Hearing Impaired, Orthopedically Impaired and Mentally Retarded Children. Priority areas of research in special education.

UNIT 4 Educational Provisions for CWSN

1 Credit

Educational Provisions and Strategies for Visually, Hearing, Orthopedically Impaired and Mentally Retarded children and Learning Disabled Children.

Enrichment Programme for Gifted Children.

Role of Resource Teachers, Parents, Peers and Society in Education of Visually, Hearing, Orthopedically Impaired, Mentally Retarded and Learning Disabled Children.

Sessional Work / Activities

Marks = 30 (under CCA Component)

A research scholar is required to undertake two of the following activities and submit a detailed report to the course teacher. The activity will carry 30 marks:

1. Preparation of report on working and importance of some assistive devices to special need children.
2. Visit/Survey of any Special School and research report on it.
3. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during the course to the candidates.

Suggested Readings:

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- Bhargava, Mahesh: Vishistha Balak – Unki Shiksha Evam Punarvas, Lucknow: Vedanta Publications, 2003.
 - Bist, Abha Rani: Vishistha Balak, Agra: Vinod Pustak Mandir.
 - Dash, M.: Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors, 2000.
 - Education for Special Needs in India - 2020 Scenario from <https://downsyndrome.in/wp-content/uploads/2021/02/Education-of-CWSN-in-India-2020.pdf>
 - Education of the Children with Special Needs (CWSN) <https://youtu.be/BDyZEaDUWh4>
 - Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 - Julka, A. (2005a). A study of programme and practices for education of children with special education needs in different status. New Delhi: NCERT.
 - Kundu, C.L. (Editor in Chief): Status of Disability in India 2000, New Delhi: Rehabilitation Council of India.
 - NCERT (2006) Position Paper National Focus Group on Education of children with special needs. from http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf
 - Panda, K.C.: Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd., 1997.
 - Soni, R.B.L. (2005a). Interventions for education of children with disabilities. New Delhi: NCERT
 - support-to-children-with-special-needs-cwsn-through-special-resource-centre from <https://repository.seshagun.nic.in/video/support-to-children-with-special-needs-cwsn-through-special-resource-centre>
 - *The Rights of Persons with Disabilities Act, 2016, Gazette of India (Extra-Ordinary); 28 December. 2016.* Available from: <http://www.disabilityaffairs.gov.in/uploaad/uploadfiles/files/RPWD/ACT/2016.pdf> .
 - Venkatesh, M.N. (2006). An evaluation of the schemes and programmes of Inclusive education of the disabled children in Karnataka. Kuppam: Dravidian University.

Course Type / Nature: Elective

Course Code: EDU106

Course Title: **DISTANCE EDUCATION**

Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives:

To enable the learners to;

- Understand the Concept, Features, Objectives and Scope of Distance Education.
- Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.

- Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
- Understand the process of Designing and Development of Self-Learning Print Material.
- Apply New Technologies in the Preparation of Print Material for Distance Learners.
- Understand the mechanism for Learner Support Services in Distance Education.
- Understand the Role of Different forms of Communication Media in Distance Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

COURSE CONTENT

CREDIT HOURS 60

UNIT 1: Growth & Development of Distance Education

1 Credit

Distance Education: Concept, Features, Objectives and Scope.

Issues in Planning and Management of Distance Education Institutions.

Impact of Distance Education on access, quality, gender equality and long term impact on development. Status of distance education in different states. Priority areas of research in distance education.

UNIT 2: Designing and Development of Self-Learning Print Materials 1 Credit

Factors affecting Design of Print Materials, Implications of Theories of Learning and Communication for Course Designing in Distance Education.

The Process of Designing and Development of Self-Learning Print Material.

Applications of New Technologies in the Preparation of Print Material.

UNIT 3: Mechanism for Learner Support Services**1 Credit**

Learner Support Services: What, Why and How?

Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments, Tutoring through Correspondence.

UNIT 4: Communication Media for Distance Education**1 Credit**

Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.

Media in Distance Education: Radio, Television and Computer as an Educational Media. Uses of Satellite Technology and Internet for Distance Education.

Sessional Work / Activities**Marks = 5 (under CCA Component)**

A candidate is required to undertake two of the following activities and submit a detailed report to the concerned teacher. The activity will carry 30 marks:

1. Critically analyze any self instructional material of ICDEOL for distance learners and suggest some points for its further improvement.
2. Review some researches related to best practices in distance education and suggest some means by which we can make our distance education programmes more interactive.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted during the course to the candidates.

Suggested Readings:

- Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
- Criscito Pat; (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
- Daniel, J. S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
- Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
- Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
- Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
- Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
- IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.

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- Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
 - Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan Page.
 - Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.