

No. 6-38/2025 Ph.D Course Work (Education) HPU (Acad.)
Himachal Pradesh University, Summer Hill, Shimla-5
(NAAC Accredited "A" Grade University)
"Academic Branch",

Dated: 05 JUL 25

To


1. The Dean, Faculty of Education, HPU, Shimla-5
2. The Controller of Examinations, HPU, Shimla-5.
3. The D.R. Exam. (PG) HPU, Shimla-5.
5. The D.R. Eval./Re-Eval./Conduct, HPU, Shimla-5.
6. The D. R. Secrecy, HPU, Shimla-5. (with 2 spare copies.)
7. The S.O. Exam (M.A. Education.) HPU, Shimla-5.
8. The Librarian, HPU Main Library, Shimla-5
9. The Incharge, Computer Centre, Examination Wing (PG), HPU, Shimla-5.

Subject: Complimentary copy of Ph.D Course Work in the subject of Education.

Sir/Madam,

I am sending herewith a complimentary copy of Ph.D. Course Work in the subject of Education as per annexure duly approved by the Academic Council in its meeting held on 01.07.2025 vide item No. 5, on the recommendations of the concerned Board of Studies (PG) and Faculty effective from the session 2024-2025.

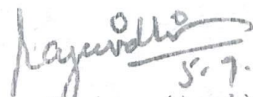
Yours faithfully,


Deputy Registrar (Acad.)
HP University Shimla-5.

Dated: 05 JUL 2025

Endst. No. Even
Copy to:

1. The Chairman, Department of Education, Shimla-5 for information and send the soft copy in PDF format to web Admin, HPU, Shimla-5 immediately.
2. The Web Admin, HPU, Shimla-5 with the request to upload this letter with syllabus on the website after receiving the soft copy from the concerned department.
3. The Dealing Assistant Meeting (Acad.), HPU, Shimla-5, for information.
4. Guard file.


Deputy Registrar (Acad.)

FACULTY OF EDUCATION

Himachal Pradesh University



Scheme of Studies & Syllabus for **Ph.D. Course Work in Education**

(Under Choice - Based Credit System w.e.f.

Academic Session 2024-25)

(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 to the Ph.D. program in Education must complete a coursework requirement of at least 12 credits. The Ph.D. coursework comprises three courses, as outlined below:

1. **Course - 1:** Research and Publication Ethics, RPE (common for all HPU's Ph.D. programmes) with a Credit weightage of 2.
2. **Course -2:** Research Methodology (Discipline-wise) with a Credit weightage of 5. The course will consist of five modules/units.
3. **Course - 3:** Discipline-specific research-oriented Elective course with a credit weightage of 5. The course will consist of five modules/units.

PROGRAMME OUTCOMES:

At the end of programme learner will be able to:

1. Understand the basic framework and nature of research in education.
2. Analysing information, documentation, articulation and exchange of ideas and put forward their views and defend them in open sessions with peers.
3. Select a research problem and formulate it.
4. Recognise and apply the procedure of data collection.
5. Understand the nature, need and issues of research and publication ethics.
6. Improve thesis visualisation, development and writing skills.
7. Conduct research in discipline specific areas.
8. Construct the research tools and analysis of data through advance statistical techniques.

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 Scheme*: At the end of the course, a final written examination of 100 Marks will be conducted.

- a. Students with at least 75% attendance will be eligible for the final written examination.
- b. The exam will be conducted for a three-hour duration.
- c. The passing marks for PhD coursework will be 55% aggregate, with minimum 50 % in each individual course (All three courses).

Note for Paper Setting (Course 1):

There will be 7 questions covering all the units. The first six questions (1, 2, 3, 4, 5 & 6) of 6 marks each will consist of one question from each unit, with internal choice provided, meaning there will be two questions from each unit. The 7th question will consist of 10 short answer type questions using Roman numerals (i, ii, iii,... x) each with 2 marks. There will be at least one question from each unit, and students will be required to attempt any seven questions out of ten.

Note for Paper Setting (Course 2-3):

There will be 11 questions covering all the units. The first 10 questions of explanatory answers (1, 2, 3, ...10) of 12 marks each will consist of one question from each unit, with internal choice provided, meaning there will be two questions from each unit ($5 \times 2=10$). The students will be required to attempt one question from each unit. The 11th question will consist of 10 short answer type questions using Roman numerals (i, ii, iii, ... x) each with 5 marks, covering all the units. The students will be required to attempt any eight questions out of ten.

****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 Ph.D. Course work is as given below:

Course Code	Course Title	Course Type	Credit Distribution				Distribution of Marks
			L	T	P	Total	Course work Exam
	Research and Publication Ethics	Core Course	2	0	0	2	50
PHDEC101	Advanced Methodology of Educational Research	Core Course	4	1	0	5	100
Discipline Based Elective Courses (DBEC)							
PHDEE201	Teacher Education	Elective Course	4	1	0	5	100
PHDEE202	Special Education	Elective Course	4	1	0	5	100
PHDEE203	Distance Education	Elective Course	4	1	0	5	100
PHDEE204	Developing Perspectives of Present System of Education in India	Elective Course	4	1	0	5	100
Total			10	2		12	250
	Total		10	2	0	12	
Thesis: Non-Credit							

Course Type/ Nature: Core

L	T	P	Cr
2	0	0	2

Course Code:

Course Title: RESEARCH AND PUBLICATION ETHICS

Credits: 2{Marks= 50}

Course Outcomes:

- On completion of the course, the learner will be able to:
- Understand the importance of research integrity.
- Apply the principles of publication ethics.
- Identify research misconduct and predatory publications.
- Gain in depth knowledge about indexing and citation databases.
- Use open-access publications and research metrics.
- Introduce various plagiarism detection tools.

UNIT 1 PHILOSOPHY AND ETHICS

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

UNIT 2 SCIENTIFIC CONDUCT

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

UNIT 3 PUBLICATION ETHICS

- Publication ethics: Definition, introduction, and importance.
- Best practices/standards setting initiatives and guidelines: COPE, WAME, etc, Conflicts of interest.
- Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types.
- Violation of publication ethics, authorship and contributor ship.

- Identification of publication misconduct, complaints and appeals.
- Predatory publishers and journals.

UNIT 4 OPEN ACCESS PUBLISHING

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

UNIT 5 PUBLICATION MISCONDUCT

A. Group Discussions

- Subject-specific ethical issues, FFP, authorship.
- Conflicts of interest.
- Complaints and appeals: examples and fraud from India and abroad.

B. Software tools

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

UNIT 6 DATABASES AND RESEARCH METRICS.

A. Databases

- Indexing databases.
- Citation databases: Web of Science, Scopus, etc.,

B. Research Metrics

- Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score.
- Metrics: h-index, g index, i10 index, altimetric.

Suggested Readings

Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, Vol. 489(7415), 179.

<https://doi.org/10.1038/489179a>.

Bird, A. (2006). *Philosophy of Science*. Routledge.

Bretag, Tracey (2016). *The Handbook of Academic Integrity*. Springer.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get scooped; do not get Plagiarized*. ISBN:978-9387480865.

Grudniewicz, Agnes, D. Moher, Kelly D. Cobey+32 authors (2019). Predatory journals: no definition, no defense. *Nature*, Vol. 576.

Indian National Science Academy (2019). *Ethics in Science Education, Research and Governance* (2019). ISBN:978-81-939482-1-7.

<http://www.insaindia.res.in/pdf/Ethics Book.pdf>

Israel, Mark, Iain Hay (2006). *Research Ethics for Social Scientists*. London.

Lang, James M. (2013). *Cheating Lessons: Learning from Academic Dishonesty*. Harvard University Press.

Macintyre, Alasdair (1967). *A Short History of Ethics*. London.

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*. Third Edition. National Academies Press.

Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10.

<https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cf>.

Whitley Jr., Bernard E. & Patricia Keith-Spiegel (2001). *Academic Dishonesty: An Educator's Guide*. Psychology Press.

Course Type/ Nature: Core

Course Code: PHDEC 101

L	T	P	Cr
4	1	0	5

Course Title: ADVANCED METHODOLOGY OF EDUCATIONAL RESEARCH

Credits: 5{Marks= 100}

Course Outcomes:

On completion of the course, the learner will be able to:

- Understand the basic concept of Educational Research.
- Use various sampling techniques.
- Describe the various types of tools in research along with their construction, validation, standardization and uses.
- Comprehend the basics of statistics & statistical techniques.
- Organization, analysis, interpretation and validation of qualitative and quantitative data.
- Prepare the research proposals and develop skills for thesis writing.

UNIT 1 BASICS OF EDUCATIONAL RESEARCH

- 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.
- Research problem: Steps, characteristics, delimitations, objectives and hypotheses Formulation (significance and types)
- Preparation of research proposal.

UNIT 2 SAMPLING AND RESEARCH TOOLS

- Concept of population, sample and its characteristics.
- Process of sampling, sampling error and precautions.
- Meaning, characteristics, uses and limitations of research tools.
- Research tools (Questionnaire, Rating Scale, Attitude Scale, Observation Scale. Interview Schedule and Psychological Tests and Standardization of Research Tools.

UNIT 3 METHODS OF EDUCATIONAL RESEARCH AND ACADEMIC WRITING

- Educational Research: Qualitative and Quantitative Research.
- Methods of Educational Research: Philosophical, Historical, Descriptive and Experimental Research.
- Recent Developments in Educational Research: Internet based Research in Education. Policy Research and Geographical Information Systems GIS
- Research report, Research writing and style of referencing in APA.

UNIT 4 QUALITATIVE ANALYSIS OF DATA

- Tabulating Data, Ways of Organizing and Presenting Data, Validation and Interpretation of Qualitative Data and Triangulation.
- Methods of qualitative data analysis: Content Analysis, Discourse Analysis, Documentary Analysis, Analysis of Observation Based and Interview based Data.
- Methods of collecting Qualitative data.
- Approaches of qualitative data collection.

UNIT 5 QUANTITATIVE ANALYSIS OF DATA

- Parametric and non-parametric statistics. Concept of degrees of freedom, levels of significance and their use in interpretation of results.
- Non-parametric statistics such as Chi Square (χ^2).
- Univariate and Bivariate Analysis; Analysis of variance (One way Concept, Assumption and uses One Way and Two-Way Analysis of variance)
- Parameter Estimation, Correlation, Regression. Multivariate Analysis: Multiple Regression - Multiple R; Canonical R, Factorial MANOVA, MANCOVA.

Suggested Readings

- Aggarwal, L.P. (2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributers.
- Best, J.W. & Kahan J.V. (2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.
- Bhandarkar, P.L, Wilkinson, T.S. & Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai, Himalayan Publishing House.
- Creswell, John W. (2014). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition. Delhi: PHI Learning Private Limited
- Keeves, John. P. (1998). Educational Research: Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.
- 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.
- Radha Mohan (2006). Research Methods in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Siddu.K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.
- Singh, R.(2014). Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: Sage Publication
- Best, John W. (1995). Research in Education. New Delhi: Prentice Hall.
- Garrette, Henry E. (1966). Statistics in Psychology and Education. Bombay: Vakils. Feffer and Simons Ltd.
- Guilford. J. P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book.
- Gupta, S. P. (1999). Statistical Methods. New Delhi: Sultan Chand and Sons.

Course Type/ Nature: Elective

Course Code: PHDEE 201

Course Title: TEACHER EDUCATION

L	T	P	Cr
4	1	0	5

Credits: 5{Marks= 100}

Course Outcomes:

On the completion of course learner be able to:

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

UNIT 1 FOUNDATIONS OF TEACHER EDUCATION

- Historical Perspective of Teacher Education in India.
- Aims and Objectives of Teacher Education with special reference to NEP 2020.
- Impact of Teacher Education on access, quality, gender equality, and national development.
- Status of Teacher Education in context of Himachal Pradesh.

UNIT 2 TEACHER AND TEACHING PROFESSION

- Changing Roles and Responsibilities of Teachers.
- Concept of Profession: Teaching as a Profession.
- Professional Ethics and Code of Conduct for Teachers.
- Teacher Appraisal and Accountability.

UNIT 3 PRE-SERVICE TEACHER EDUCATION

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

- Components of Pre-Service Teacher Education: Basic Components, Specialization, Practicum, Internship, Co-Curricular Activities.
- Role of DIETs and CTEs in Pre-Service Teacher Education.
- Issues, Concerns, and Challenges in Pre-Service Teacher Education.

UNIT 4 IN-SERVICE TEACHER EDUCATION AND PROFESSIONAL

DEVELOPMENT

- Concept, Scope, Objectives, and Importance of Continuing Professional Development.
- Organization of Training Programs and Appraisal of Training Materials.
- Role of DIETs, BRCs, and CRCs in In-Service Teacher Training.
- Role of UGC-HRDC in Professional Development of Teachers in Higher Education.

UNIT 5 POLICIES, REGULATIONS, AND FUTURE DIRECTIONS IN TEACHER EDUCATION

- Role and Contribution of Various Regulating Bodies and Institutions in Teacher Education (NCTE, NCERT, UGC, etc.)
- Policy Perspectives on Teacher Education in India (NPE 1986, NCFTE 2009, NEP 2020).
- Innovative Practices in Teacher Education: ICT Integration, Online and Blended Learning.
- Future Trends and Challenges in Teacher Education.

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,

- 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 uchchta Shiksha Abhiyan, MHRD, 2013.
- V.K. (1992).Teacher Education in India, Vivek Publishers, Ambala

Course Type/ Nature: Elective

Course Code: PHDEE 202

Course Title: SPECIAL EDUCATION

L	T	P	Cr
4	1	0	5

Credits: 5{Marks= 100}

COURSE OUTCOMES:

On the completion of course learner will be able to:

- Acquire knowledge and understanding of special education.
- Understand about different areas of disability (Visual, Hearing and Orthopedically Impaired, Mentally Retarded).
- Familiarize with the Government Policies and National Institutes for disabled.
- Acquaint them with educational programmes, for the education of the disabled.
- Critically examine the role of resource teachers, parents, peers and society in rehabilitation of the disabled.

UNIT 1 INTRODUCTION TO SPECIAL EDUCATION

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

UNIT 2 NATIONAL AND INTERNATIONAL POLICIES FOR SPECIAL EDUCATION

- Recommendations of NEP (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 the Education of CWSN.
- International Policies and Conventions on Special Education.

UNIT 3 UNDERSTANDING DIVERSE LEARNERS WITH SPECIAL NEEDS

- Gifted Learners: Identification, types ,characteristics and needs.
- Need and characteristics of following learners: Learning Disabled Children, Visually Impaired Children, Hearing Impaired Children.andOrthopedically Impaired Children.
- Mentally Retarded Children:Identification, types ,need and characteristics
- Priority Areas of Research in Special Education.

UNIT 4 EDUCATIONAL PROVISIONS AND TEACHING STRATEGIES

- Educational Provisions for CWSN
- Strategies for Teaching Visually, Hearing, Orthopedically Impaired, Mentally Retarded, and Learning-Disabled Children
- Enrichment Programs for Gifted Children
- Use of Assistive Technology and Adaptive Learning Methods

UNIT 5 ROLE OF STAKEHOLDERS IN SPECIAL EDUCATION

- Role of Parents in the Education and Rehabilitation of CWSN
- Role of Peers and Society in Inclusion and Support
- Role of Resource Teachers in Special Education
- Role of NGOs and Government Organizations in Special Education

Suggested Readings:

Bhargava, Mahesh (2003). VishisthaBalak – UnkiShikshaEvamPunarvas, Lucknow: Vedanta Publications

Dash, M. (2000). Education of Exceptional Children, New Delhi: Atlantic Publishers and Distributors.

Education for Special Needs in India (2020). Scenario from <https://downsyndrome.in/wp-content/uploads/2021/02/Education-of-CWSN-in-India.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 sh_0.pdf

Julka, A. (2005). A study of programme and practices for education of children with special education needs in different status. New Delhi: NCERT.

Kundu, C.L. (2000). Status of Disability in India, 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](http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group%20special_ed_final1.pdf)

Panda, K.C.(1997). Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd.

Soni, R.B.L. (2005). Interventions for education of children with disabilities. New Delhi: NCERT support-to-children-with-special-needs-cwsn-through-special-resource-centrefrom [https://repository.seshagun.nic.in/video/support-to-children-with-special-needs-cwsn-through special-resource-centre](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, Retrieved 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: PHDEE 203

Course Title : DISTANCE EDUCATION

L	T	P	Cr
4	1	0	5

Credits: 5 {Marks= 100}

COURSE OUTCOMES:

On the completion of course learners will be able to:

- Understand the Concept, Features, Objectives and Scope of Distance Education.
- Familiarize themselves 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.
- Design and Develop Self-Learning Print Material.
- Recognize Learner Support Services and evaluation process in Distance Education.
- Critically examine the role of Different forms of Communication Media in Distance Education.

UNIT 1 INTRODUCTION TO DISTANCE EDUCATION

- Growth and Development of Distance Education: Concept, Features, Objectives, and Scope of Distance Education.
- Issues in Planning and Management of Distance Education Institutions.
- Impact of Distance Education on Access, Quality, Gender Equality, and Development.
- Priority Areas of Research in Distance Education.

UNIT 2 THEORIES AND MODELS IN DISTANCE EDUCATION

- Theoretical Foundations of Distance Education.
- Self-Learning Principles in Distance Education.
- Open and Flexible Learning Models.
- International Perspectives on Distance Education.

UNIT 3 DESIGNING AND DEVELOPMENT OF SELF-LEARNING MATERIALS

- Structure and Characteristics of Self-Learning Print Material. Factors Affecting Design of Print and Digital Learning Materials.
- Writing Styles and Interactive Features of Self-Instructional Material.
- Role of Media and ICT in Developing Learning Resources.
- Use of AI and Emerging Technologies in Distance Education.

UNIT 4 LEARNER SUPPORT SERVICES AND EVALUATION IN DISTANCE EDUCATION

- Concept and Need for Learner Support Services.
- Institutional Arrangements for Learner Support (Counselling and Tutoring Services).
- Student Assessment in Distance Education (Assignments, Term-End Exams, Online Evaluation).
- Strategies for Improving Student Retention and engagement. Role of Open Universities and Online Learning Platforms.

UNIT 5 COMMUNICATION MEDIA AND TECHNOLOGY IN DISTANCE EDUCATION

- Role of Communication Technology, social Media and Online Learning Management Systems (LMS) in Distance Education.
- Media in Distance Education: Radio, Television, Computer-Based Learning.
- Uses of Satellite Technology and the Internet for Distance Education.
- Future Trends in Distance Education.

SUGGESTED READINGS:

Chib, S.S. (1986). Distance Education. Chandigarh: Chadha 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.
- 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.

Course Type/ Nature: Elective

Course Code: PHDEE 204

L	T	P	Cr
4	1	0	5

Course Title: DEVELOPING PERSPECTIVES OF PRESENT SYSTEM OF EDUCATION IN INDIA

Credits: 5{Marks= 100}

COURSE OUTCOMES:

On the completion of course learner will be able to:

- Understand education as a discipline and the aims of education.
- Comprehend basic tenants of varying thoughts of Western and Indian Philosophical Schools and their implications for improving the present system of Education in the country.
- Develop in depth understanding about the contemporary Indian Education system, structure, policies, practices and challenges with their milestones and major shifts in education.
- Link the contemporary education development with the historical development of education and evolution of the national educational system in the country and identify the role and functioning of the Government Organizations at various levels.

UNIT 1 EDUCATION AND PHILOSOPHY

- Philosophy and Education: Meaning of Philosophy and Education. Relationship of Philosophy and Education.
- Significance of philosophy in Understanding the Educational practices and problems.
- Education in the light of Four Pillars of Education (Learning the Treasure Within).
- Recent Philosophical Approaches to Education: Positivistic,
- Phenomenological and Analytical, post modernism and constructivism.

UNIT 2 EDUCATION AS A DISCIPLINE

- Basis of Education (Philosophical, Sociological, Political and Economic).
- Aims of Education. Basic postulates/assumptions and educational implications of Idealism, Realism, Naturalism, Pragmatism and Existentialism schools of Western Philosophy.
- Philosophical traditions of six systems of Indian Philosophical Schools with special reference to Sankhya and Vedanta and their implications to present system of education in India.
- Relevance of Indian Knowledge system in present educational context.

UNIT 3 HISTORICAL PERSPECTIVES AND THE EVOLUTION OF NATIONAL SYSTEM OF MODERN EDUCATION IN THE COUNTRY

- Importance of the articles of the constitutions and their bearing on the National System of education.
- Equal opportunities in education, access and reservation in education.
- Education as continuity: linking contemporary context with historical roots (growth and development).
- Legacy of education in India (insight into comprehensive account of history of education in India with reference to pre-independence, post- independence and post modernization period).

UNIT 4 CONTEMPORARY ISSUES IN EDUCATION

- Globalization and education, Quality concerns in education national and international perspectives in India.
- Education for health and wellbeing. Peace, human right and inclusive education.
- Indian education diasporas and basis of educational disparities: region, caste, tribe, and gender.
- Education and quality of life. Changing social structure and its bearing on education.

UNIT 5 EDUCATIONAL POLICIES AND SUPPORT SYSTEM

- The recommendations of the various Education Commissions, Act and Policies on the development of National System of Education; Kothari Education

Commission (1964-66), National Policy of Education (1986,1992), Rights of Persons with Disabilities Act (2016), National Education Policy (2020).

- Support system and Digital Initiatives in Higher Education; UGC, NCTE, NCERT, NAAC, SWAYAM, SWAYAM Prabha, National Digital Library (NDL), E-VIDWAN, National Academic Depository (NAD).

Suggested Readings:

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