

ABHILASHI UNIVERSITY

CHAIL CHOWK, TEHSIL CHACHYOT, DISTT. MANDI (H.P.)

FACULTY OF EDUCATION



Structure and Syllabus for Ph.D. Course work under Faculty of Education

With effect from the Academic Session 2017-18

(Subject to Change from time to time)

Courses of Study in Ph.D. (Course Work)

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks	Credits
1	AUPHEDU-101	Philosophical and Social Foundations of Education	60	40	100	4
2	AUPHEDU-102	Methodology of Educational Research	60	40	100	4
3	AUPHEDU-103	Teacher Education	60	40	100	4
4	AURPE-04	Research and Publication Ethics	60	40	100	2
TOTAL			240	160	400	14

INSTRUCTIONS:

1. **For Paper Setters:** The questions are to be fairly distributed within the Syllabus for Maximum Marks of 60. The question paper shall comprise five sections A, B, C, D and E. Section A shall contain four short compulsory questions selected from the entire syllabus carrying 3 marks each. Section B, C, D and E shall contain two questions carrying 12 marks each. These questions shall be selected from the respective units of the syllabus.

2. **For Candidates:**

Section A includes four Short answer type questions and is compulsory. Attempt one question each from Section B, C, D and E.

COURSE-I (AUPHEDU-101)

PHILOSOPHICAL AND SOCIAL FOUNDATION OF EDUCATION

Course Objectives

- After the completion of this course the students will be able to describe the Philosophical Perspectives of Education.
- Understand Education as the discipline and the aims of Education, basic tenants of varying thoughts of Indian Philosophical Schools and their implication for improving the present system of Education in the country.
- To develop depth understanding about contemporary Indian Education system.
- To develop the knowledge about Indian thought and its contribution to educational practices
- To develop the knowledge about social change.
- To enable the students to understand the concept of Educational Sociology and Sociology in Education.

Unit 1. Education and Philosophy

Concept, Nature and Scope of Education and Philosophy, Relationship of Education and Philosophy, Indian and Western Concept of Education, Philosophical Analysis/Analytical meaning or salient features of Education, Education in the light of Pillars of Education, Aims of Education in Contemporary Indian Society, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub-branches and relevance for education. Education as the Dynamic side of Philosophy.

Unit 2. Contribution of Schools of Thought to Educational Practices

Ancient Indian, Buddhist, Medieval and Modern thoughts and its contribution to Education practices. Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism, Existentialism- meaning, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Unit 3. Indian Philosophy and Constitutional Provisions for Education

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaisheshika Philosophy, Mimamsa Philosophy and Vedanta Philosophy- their chief features, Metaphysics, Epistemology, Axiology and Observations. The Constitution of India, Preamble, Educational Provisions in Indian Constitution, 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, Meaning, Nature, Purposes and Analysis of Directive Principles of State Policy.

Unit 4. Sociological Basis of Education

Concept and Nature of Educational Sociology, Difference between Educational Sociology and Sociology of Education, Impact of Educational Sociology on Education and Relationship of Individuals to Society in terms of Norms given by Existing Social Order. Social Change, Factors Affecting Social Change, Role of Education in Social Change, Education as Instrument/Agent for Social Change and Role of Teacher in bringing Social Change.

Suggested Readings:

Awasthi, J.P. and Sharma, Mani. (1988). Classical Indian Philosophies and their Practice in Education (First Edition). Agra: National Psychological Corporation.

Brubacher, J. S. (1962). Eclectic Philosophy of Education. New Delhi: Prentice-Hall Publication.

Brubacher, J. S. (1962). Modern Philosophies of Education. N.J. : Prentice-Hall Inc.-Egalewood Cliffs.

Brumbaugh, Robert S. & Lawrence, Nathaniel M. (1963). Philosophers on Education (Six Essays on the Foundations of Western Thought). Boston: Houghton Mifflin Company.

Cahan, Steven, M. (1970). The Philosophical Foundations of Education. USA: Harper Collins College, Div.

Chaube, S.P. and Chaube, Akhilesh (2013). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.

Connor, D J O (1975). An Introduction to the Philosophy of Education. London: Routledge & Kegan Paul.

Delors, J acques (2010). Learning: The Treasure Within (Second Edition). France: Published by UNESCO 7, Place de Fontenoy.

Delors, Jacques, (2010): Learning: The Treasure within (Second Edition), France:Published by UNESCO 7, Place de Fontenoy.

Gandhi, M.K. (1962). The Problem of Education. Ahmedabad: Navajivan Publishing House.

Ghanta, R. and Dash, B.N. (2006). Foundations of Education (First Edition), New Delhi: Neelkamal Publications PVT. LTD.

Gupta, S. (2007). Education in Emerging India (Second Edition), New, Delhi: Shipra Publications, Vikas Marg.

Jha, Arbind Kumar (2009). Constructivist Epistemology and Pedagogy (Insight into Teaching Learning and Knowing), New Delhi: Atlantic Publishers.

Jha, Arvind Kumar (2005). Nyaya Philosophy (Epistemology and Education). New Delhi: Standard Publishers.

Lavine, T.Z, (1985). From Socrates to Sartre: The Philosophic Quest (The Dramatic Survey that makes Philosophy a Force in our lives, our world, our visions), USA: A Bantam Book.

Magee, John B. (1971). Philosophical Analysis in Education. USA: Harper & Row, Publishers.

Morris L. Bigge, (1982). Educational Philosophies for Teachers, Charles E. Merrill USA: Publishing Company – A Bell & Howell Company.

Ozmon, Howard, A. and Craver, Samuel, M. (1990). Philosophical Foundations of Education, USA: (Fourth Edition), Columbus, Toronto, London, Melbourne, Merrill Publishing Company.

Ozmon, Howard, A. (2012). Philosophical Foundations of Education (Ninth Edition), USA: Pearson Education, Inc., 501 Boyliston Street, Suite 900, Boston, M.A, 02116, USA.

Pachauri, Girish. (2006): Udayman Bharatiye Samaj main Shikshak. Meerut: International Publishing House.

Pandey, K.P. (1983). Perspectives in Social Foundations of Education, Ghaziabad: Amitash Prakashan.

Pandey, K.P. (2005): Shiksha ke Darshnik Evam Samajik Aadhar (First Edition), Vranasi: Vishwavidhayalaya Prakashan, Chowk.

Pandey, Ramshakal, (2005): Teacher in Developing Indian Society, Agra: Vinod Pustak Mandir Dr. Rangeya Raghava Marg, Agra-2.

Pandey, Ramshakal, (2005). Udayman Bharatiye Samaj main Shikshak, Agra: Vinod Pustak Mandir, Agra-2.

Phillips, R.C. and Stalcup, R. J. (1968). Philosophic Systems and Education, USA: Charles E. Merrill Publishing Company, Columbus, Ohio, A Bell and Howell Company, USA.

Saxena, N.R. Swarup and Dutt, N. K. (2008). Philosophical and Sociological Foundation of Education, Meerut: Lal Book Depot.

Sharma, Santosh, (2006). Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage). New Delhi: National Council of Educational Research and Training.

Sinha, J.N. (2002). Introduction to Philosophy, Calcutta: New Central Book Agency.

Sri Aurobindo (1924). A System of National Education. Calcutta: Arya Publishing House.

Taneja, Vidya Ratna, (1998). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J.S. (2012). Education in Emerging Indian Society (Edition 2012); Ahim Paul Publishers, N.N. 11, Gopal Nagar, Jalandhar City (Punjab).

Wingo, Max G. (1974). Philosophies of Education: An Introduction. New Delhi: Sterling Publishers Pvt. Ltd.

COURSE-II (AUPHEDU-102)
METHODOLOGY OF EDUCATIONAL RESEARCH.

Course Objectives

- After completion of this course the students will be able to understand the basics concept of Educational Research.
- Students will be able to understand various sampling techniques along with sampling errors.
- Students will be able to describe the various types of tools used in research along with their construction, validation, standardization and uses.
- Students will be able to describe the different methods of educational research.
- Students will be able to understand the characteristics of an experiment, concept of experimental designs and different types of experimental designs along with their merits and limitations.
- To make the students to understand the organization, analysis, interpretation and validation of qualitative data.
- Students will be able to understand the theory and computation involved in different types of quantitative data.
- To make the students to know different steps involved in writing a research proposal.

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 Related Literature, Procedure of Writing Review of Literature. Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem.

Objectives and Hypotheses: Formulation, Significance and Types, Preparation of Research proposal.

Unit 2. Sampling and Data Collection

Concept of Population and Sample along with its types, Sampling, Sampling Unit. Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them. Meaning and Characteristics of Good Research Tools, Standardization of Research Tools. Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

Unit 3. Methods of Research

Historical Research: Meaning, nature, importance and steps involved Primary and Secondary Sources of Data, External and Internal Criticism of the data sources. Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study). Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables. Experimental Designs: One group Pre test- Post test design; Factorial Design (2x2); Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research.

Unit 4. Data Analysis and Preparation of Research Report

Tabulating Data, Ways of Organizing and Presenting Data, Validation and Interpretation of Qualitative Data. Content Analysis, Discourse Analysis, Documentary Analysis, Analysis of Observation Based and Interview based 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 and Two Way Analysis of variance). Parameter Estimation, Correlation, Regression. Multivariate Analysis: Multiple Regression – Multiple R; Canonical R, Factorial MANOVA, MANCOVA. Steps in preparation of Research Report. Style of referencing in APA, Academic Paper Writing.

Suggested Readings:

Aggarwal, L.P. (2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.

Best, J.W. & Kahan J.V. (2005). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Best, John W. (1995). Research in Education. New Delhi: Prentice Hall.

Bhandarkar, P.L., Wilkinson, T.S. & Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.
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.

Guilford, J. P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.

Gupta, S. P. (1999). Statistical Methods. New Delhi: Sultan Chand and Sons.

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.

Radha, Mohan (2006). Research Methods in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.

Koul, Lokesh, (2013). Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House 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.

COURSE-III (AUPHEDU-103)

TEACHER EDUCATION

Course Objectives

- After completion of this course the students will be able to understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Concept, Development and Agencies of Teacher Education.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary Levels.
- Understand the Recommendations of Various Commissions for Teacher Education and Role of NCTE.
- Understand the Different Teacher Education Programmes and their Utility.
- Understand the Current scenario of Teacher Education in India.
- Understand the Problems of Teacher Education in India.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.

Unit 1. Teacher Education – Concept, Development, Agencies

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary Level. Changing Context of Teacher Education in Indian as well as Global Scenario. Historical development of Teacher Education in India during (Ancient, Medieval and British). Agencies of Teacher Education: BRC, CRC, DIET's, SCERT, UGC, NCTE, NCERT and University Department of Education, their Role and Functions.

Unit 2. Teacher Education - System and Structure

Structure of Teacher Education at Various Levels as per NCTE Norms. Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter Disciplinary. Recommendations of various Commissions and Committees on Teacher Education in Post-Independence Era. Critical Appraisal of the present system of Teacher Education in India.

Unit 3. Teacher Education Curriculum

National Curriculum Framework for Teacher Education Programme at various levels as Recommended by NCFTE, 2009. Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training. Various Techniques of Teacher Training– Seminars, Workshops, Brain Storming, ICT, Micro Teaching, Simulation and Duties of Teachers & their Impact in Quality of School Education.

Unit 4. Innovations in Teacher Education

Preparing Teachers for Inclusive Classrooms. Preparing Teachers for Special Schools. Integrating ICT in Teachers Education. Problems of Teacher Education in India. Innovations in Teacher Education. Priorities of Research in Teacher Education.

Suggested Readings:

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

National Curriculum Frameworks for Teacher education, 2009.

Report of the Delors Commission, UNESCO, 1996.

National Policy of Education 1986/1992.

National Curriculum Framework on School Education, 2005.

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. New York: State University of York.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Routledge.

Falmer, Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York. Routledge Falmer.

NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education.

Rao, Digumarti Bhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing House.

Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. New York: Routledge.

Ryan, David, G. (1969). Characteristics of Teachers. Delhi Sterling Publisher (P) Ltd., p. 46.

Sharma, R.A. (2010). Teacher Education and Pedagogical Training. Surya Publication, Near Govt. Inter College, Meerut.

Tibble, J.W. (1971). Future of Teacher Education. London, Roubledge and Kagon, Paul.

Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual Inputs for Secondary Teacher Education: The Instructional Role. India: NCTE.

COURSE-IV (AURPE-04)

RESEARCH AND PUBLICATION ETHICS

Theory & Practice

Unit-I Philosophy and Ethics

Introduction to philosophy: Definition, nature and scope, concept, branches

Ethics: definition, moral philosophy, nature of moral judgments and reactions.

Publication Misconduct: Group discussions: subject specific ethical issues, FFP, authorship, conflicts of interest, complaints and appeals: example and fraud from India and abroad

Unit-II Scientific misconduct

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. Software tools: Use of plagiarism software like Turnitin, Urkund, and other open access software tools.

Unit-III 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 behavior and vice versa, types; violation of publication ethics, authorship and contributorship; identification of publication misconduct, complaints and appeals; Predatory publishers and journals. Databases and Research Metrics: Databases: Indexing databases, Citation databases, web of science, Scopus, etc.

Unit-IV Open access publications

Open access publications and initiatives; SHERPA/RoMEO online resources to check to check publisher copyright & self-archiving Policies; Software tool to identify predatory publications developed by SPPU; Journal finder/ journal suggestion tools viz. UGC care listed journal, Elsevier Suggested journal finder, Springer journal suggester, Impact factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score; Metrics: h-Index, g- Index, i-10 index, Publons, Google Scholar etc.

References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- 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. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

Useful websites

1. <https://shodhganga.inflibnet.ac.in/handle/10603/203204?mode=full>
2. <https://shodhgangotri.inflibnet.ac.in/>
3. <https://link.springer.com/>
4. <https://link.springer.com/books/a/1>
5. <https://www.elsevier.com/books-and-journals/elsevier>
<https://www.emeraldgrouppublishing.com/our-services/authors/research-publishing-ethics>