Syllabus
PhD (Education)
(w.e.f 2014-15)

DEPARTMENT OF EDUCATION

Central University of Haryana
Mahendergarh

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PhD (Education)
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DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF HARYANA

University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by Bhartihari.

The arc at the bottom epicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knolwedge, learning, enlightenment and promoting art and culture.

The arc at the right that epicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that epicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted **"Multidisciplinary Approach to Inclusive Education"** as motto.

DEPARTMENT OF EDUCATION

Department of Education is one of the oldest departments of studies of the University opened in the academic year 2010-11 by offering MA (Education) programme. The *Department of Education* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of Education offers PG programme (MA- *Education*) of two years duration which are divided into four semesters & based on choice based credit system (CBCS). During the Academic Year 2014-15, department is offering research programme of M.Phil. (Education) and PhD (Education).

COURSE WORK
Ph.D PROGRAMME IN EDUCATION

Sr No	Course Work	Code	Credits
1	**Paper I:** **Educational Research and Its Process**	SHS EDN 03101C15	15
2	**Fields of Educational Research** **(Opt any one of the following)**		
(i)	Science Education	SHS EDN 03101E5	
(ii)	Social Science Education	SHS EDN 03102E5	5
(iii)	Teacher Education	SHS EDN 03103E5	
(iv)	Environment Education	SHS EDN 03104E5	
(v)	Education Technology	SHS EDN 03105E5	
(vi)	Guidance and Counseling	SHS EDN 03106E5	
(vii)	Distance Education	SHS EDN 03107E5	
(viii)	Educational Management, Planning & Leadership	SHS EDN 03108E5	
	Total		**20**

- Course Work- 20 credits
- Ph.D Thesis
- Participation in Research Colloquium
- Three Paper Publications in Referred journals
  (Two National & One International)
  Total: 40 Credits

ORDINANCE RELATING TO THE AWARD OF DEGREE OF
DOCTOR OF PHILOSOPHY
THROUGH DIRECT ADMISSION

1. **Definition**

   1.1 "Course" means a Semester Course.

   1.2 "Credit"(c) is the weightage assigned to a course in terms of contact hours.

   1.3 "Grade" means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.

   1.4 "Grade point" (g) means the numerical equivalent of a letter grade assigned to a student in the ten point scale.

   1.5 Semester Grade Point Average (SGPA) means the grade point average of a student calculated in the following manner:

   $$SGPA = \frac{(g_1 \times c_1) + (g_2 \times c_2) + \ldots\ldots}{\text{Total number of credits of courses for which the students has registered in a semester}}$$

   1.6 "Cumulative Grade Point Average" (CGPA) means a cumulative index grade point average of a student calculated in the following manner:

   $$CGPA = \frac{(g_1 \times c_1) + (g_2 \times c_2) + \ldots\ldots}{\text{Total number of credits of the courses for which the student has registered upto and including the semester for which cumulative index is required.}}$$

   1.7 "Final Grade Point Average" (FGPA) is the final index of a student in the courses.

   1.8 The final grade point average of students in the courses is worked out on the basis of the formula indicated below:

   $$\frac{\sum\limits_{i=1}^{n} c_i \times g_i}{}$$

$$FGPA = \frac{------------------------}{\sum_{i=1}^{n} c_i}$$

c_i = Credit of the ith course

g_i = Grade point secured by the student in the ith course

n = total number of courses for which the student has registered

2. A candidate shall be eligible for admission to the Ph.D. programme, if he/she:

    (i)   has M.Phil degree from recognized university; or

    (ii)   has qualified UGC/CISR/JRF/NET/SLET Examination and is a holder of Teacher Fellowship; or

    (iii)   has been a teacher in a constituent/affiliated college of the university for atleast two years, and have previous research experience of at least two years and research publication(s) comparable to M.Phil standard; or

    (iv)   is an in-service candidate with three years of experience and has Master's degree with at least 55% of marks (50% for SC/ST or differently abled categories).

3. The procedure for admission shall be laid down from time to time by the Academic Council. The procedure shall include written test and interview, which shall carry weightage of 60% and 40% respectively. Candidates belonging 2(i),(ii) and (iii) above are exempted from the written test, and in their case the interview shall carry 100% weightage.

The interview in all cases shall also consider the following matters and make its recommendations: whether

  (i)   the research work can be suitably undertaken at the University; and

  (ii)   the candidate possesses the competence for the proposed research.

4.   The result of the written test and interview shall be considered by the School Board on the recommendation of BRS. If the School Board is satisfied, it may recommend admission of the candidate to the Ph.D. programme to the Admission Committee of the University for finalizing his/her admission.

Provided that the admission of a candidate belonging to category 2(iv) shall be provisional and can be confirmed subject to provision under this Ordinance.

Provided further that the School Board, if so considers, may recommend admission of any candidate belonging to 2(i),(ii) and (iii) also to be provisional and in such case the confirmation of admission shall be subject to the provisions under this Ordinance.

5.   The School Board may, at the appropriate time, and on the recommendation of the Department/Centre/BRS:

(a) Appoint a Teacher of the University as Supervisor to guide and supervise the work of the student;

Provided further that the School Board may on the recommendation of the Department/Centre/BRS concerned, appoint Joint Supervisors in any particular case.

Provided further that in case a Supervisor, under whose guidance a thesis has been prepared in part or in full, ceases to be a teacher of the University, he/she may, subject to his/her availability and recommendation of the Department/Centre/BRS, be continued by the School Board as Joint Supervisor of the student concerned.

(b) Prescribe course(s) or advice the student to audit a course or courses where necessary as a pre-requisite for confirmation of registration of students admitted provisionally. If the admission was not provisional, confirmation is automatic from the date of registration.   Every such pre-requisite course shall carry such credit as may be approved by the School Board on the recommendation of the Department/Centre/BRS.

Provided, however, that a student may with the permission of Department/Centre concerned, be allowed to add or substitute course(s) within the period of three weeks from the commencement of the semester.

Provided further that a student may, with the permission of Department/Centre concerned, be allowed to drop course(s) latest by the dates prescribed by the Academic Council for Monsoon and Winter Semesters.

No student shall be allowed to add, substitute and/or drop a course after these deadlines.

Provided also that if a student has taken more course than the prescribed number of courses and has secured the grade higher than 'F' in each course, then the best grades of the required number of courses shall be taken into account for calculation of CGPA for the purpose of deciding his/her case for confirmation to the Ph.D. programme.

6. The evaluation of course work shall be on a 10 point scale, that is:

Grade	Grade Point
A+	9
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

Note :   1) There shall be no rounding off of SGPA/CGPA/FGPA.

2) The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points.

7. A student for whom pre-requisite courses are prescribed shall be required to clear the course work within the first semester. The registration of such students shall be confirmed only if he/she has secured 20 credits and a minimum CGPA of 6.5 (6.00 in case of SC/ST/Differently abled students).

8. Consequent upon admission of the student or confirmation of his/her admission in case of provisional admission, as the case may be, the School Board shall, on the recommendation of the Department/Centre/BRS concerned, approve the topic of the proposed thesis leading to the award of the Ph.D. degree.

9. The Ph.D. programme including the course work, if any prescribed, shall be spread over eight consecutive semesters.

10. No candidate shall be permitted to submit his/her thesis for the Ph.D. degree, unless he/she has pursued research at the University for not less than two years after his/her registration to Ph.D. programme has been confirmed.

    Provided that a semester or a year may be declared zero semester or zero year in the case of a student if he/she could not continue with the academic programme during that period due to illness and hospitalization or due to accepting a foreign scholarship/fellowship, subject to the fulfillment of requirements as prescribed. Such zero semester/year shall not be counted for calculation of duration of the programme in case of such a student.

11. (a) The name of a student shall automatically be removed from the rolls of the University if   he/she
    (i)   fails in any pre-requisite course
    (ii)   fails to secure a CGPA of 6.5 (6.00 in case of SC/ST students) in the course work
    (iii)   fails to submit his/her thesis within four years from the date of registration to the Ph.D. programme.

(b) The School Board on the recommendation of the Department/Centre/BRS may, however, subsequently accept the request of a person whose name has been removed from the rolls of the University under sub-clause (a)(iii) above to get re-registered and become eligible for submission of his/her thesis, provided he/she submits his/her thesis within one year from the date of such re-registration.

12. Before completing the minimum period of two years prescribed in clause 11 above, no Ph.D. student shall, without the prior permission of the School Board:

(a) Undertake any employment;

Provided that those engaged in teaching and research in recognized universities/research institutions located within 150 Kms. of the University Campus may be exempted from the limitation of this sub-clause;

(b) Join any other programme of study; or

(c) Appear in any other examination other than those prescribed by the Department/Centre concerned.

13. No candidate shall be eligible to register for the programme/course if he/she is already registered for any full time programme of study of this University or in any other University/Institution.

14. The School Board may cancel the registration of a student for breach of the provisions of clauses 13 and 14.

15. A candidate shall submit his/her thesis for the Ph.D. degree in the manner prescribed. Any original paper(s) pertaining to the area of specialization published by the candidate during the course of work leading to the Ph.D. degree and/or the dissertation submitted by him/her for the Master of Philosophy degree, may be submitted as subsidiary or supporting material in favour of his/her candidature for the award of the Ph.D. degree.

16. A member of the teaching staff of the University may submit his/her thesis for the award of the Ph.D. Degree of the University in the following manner:

(i)   He/she shall intimate to the Department/Centre the topic of his/her research work leading to the award of the Ph.D. degree;

(ii)   If the Department/Centre concerned is satisfied that: (A) research work can be suitably undertaken at the University, and (B) the teacher possesses the competence for the proposed research, it shall (1) recommend to the School Board that he/she may be permitted to undertake the proposed research work and submit his/her thesis for the award of the Ph.D. degree of the University (2) prescribe for him/her course or courses, if necessary as a partial requirement for the award of the Ph.D. degree, and (3) appoint an Advisor generally to guide him/her in completion of his/her thesis.

(iii)   The School Board, on the recommendation of the BRS and if so satisfied, shall permit him/her to submit his/her thesis in not less than two years from the date of his/her obtaining the permission to undertake research work leading to the award of the Ph.D. degree.

(iv)   The Viva-Voce Board, as provided in clause 21 below shall in the case of a teacher submitting his/her thesis for the award of the Ph.D. degree under this clause include his/her Adviser.

17.   The thesis submitted by the candidate for the award of the Ph.D. degree shall be examined by two examiners appointed by the Vice Chancellor on the recommendation of the BRS, the School Board and the Academic Council from amongst those who are not on the staff of the University and/or on the Board of Studies of Department/Centre and/or the School Board.

18.   Each Examiner, after examining the thesis shall submit a report to the Dean of the School concerned containing a clear recommendation whether, in his/her opinion; (a) the viva-voce examination of the candidate should be held; or (b) the thesis should be referred back to the candidate for revision; or (c) it should be rejected.

The examiner shall not recommend that the viva-voce examination be held unless he/she is satisfied that the thesis constitutes a contribution to knowledge characterized either by

reinterpretation of known facts or development of new techniques and that the methodology pursued by the candidate is sound and its literary presentation satisfactory.

19. (a)   If the Dean of the School is satisfied that the examiners have unanimously recommended that the viva-voce examination of the candidate be held, he/she shall accordingly arrange to hold it.

(b) In case the Dean of the School notes that the examiners of the thesis have not recommended unanimously that the viva-voce examination of the candidate be held, or if/she is satisfied that in the course of either report an adverse opinion of a substantive nature has been expressed materially affecting the validity of the same examiner's otherwise positive recommendation, then the Dean shall place the report of the examiners before the BRS for further action.

(c) The BRS may, at its discretion, and shall, if the recommendation of one examiner is positive and that of the other negative, recommend to the Vice Chancellor for the appointment of a third examiner, one not in the service of the University and/or on the Board of Studies of the Department/Centre and/or the School Board to examine the thesis and act according to the recommendation of the third examiner;

Provided that a recommendation is not to be considered negative if a revision is recommended and this revised thesis is accepted by the examiner;

Provided, further, that if the thesis after revision is not accepted by the examiner, the original and the revised version of the thesis shall be sent to the third examiner as per (c) above and the version approved by the third examiner shall be considered final.

Note :
   (1) No thesis shall earn a degree unless there are two positive recommendations;
   (2) Where one recommendation is positive and the other asks for revision, the BRS shall ordinarily get the revision carried out and revised thesis sent to the same examiner.

20. The Viva-Voce examination of candidate shall be conducted by a Viva-Voce Board consisting of one of the external examiners of the thesis and the Supervisor/Advisor. Provided, where neither of the examiners, who evaluated the thesis, is in a position to conduct the viva-voce examination, another examiner shall be appointed in his/her place.

Provided that where the Supervisor/Advisor is unable to be present within a reasonable time to participate in the viva-voce examination, the BRS may recommend another member of the faculty in his/her place.

21. (a) At the viva-voce examination, the Viva-Voce Board shall satisfy itself;

(i) That the thesis submitted by the candidate is his/her own work, and
(ii) That the grasp of the candidate of the field of his/her study is satisfactory.

(b) The Viva-Voce Board may, on the basis of the unanimous opinion of its members, recommend :
(i) That the candidate be awarded the Ph.D. degree; or
(ii) That the thesis be referred back to the candidate for revision; or
(iii) That the thesis be rejected and the candidate be not awarded the Ph.D. degree.

22. The manner in which the viva-voce examinations to be conducted shall be as prescribed.

23. (a) In case the School Board is satisfied that the Viva-Voce Board recommends that the candidate be awarded the Ph.D. degree, it shall recommend to the Academic Council that the Ph.D. degree may be awarded to the candidate.

(b) In case the viva-voce Board recommends that the thesis of the candidate be rejected, the School Board shall direct accordingly.

(c) In case the recommendation of one member of the Viva-Voce Board is positive and of the other negative, the School Board shall refer the case to the BRS for its consideration and recommendation, and take a decision after considering such recommendation.

24.   A candidate whose thesis has been referred back by the Viva-Voce Board for revision shall be permitted to re-submit it for the award of the degree not later than one year of the intimation of the decision of the University to him/her.

Provided that, in exceptional cases, the Academic Council may, on the recommendations of the School Board, extend the period by one semester.

25.   A thesis which has been re-submitted shall normally be examined by the original examiner(s) unless any one of them is, or both of them are, unable or unwilling to act as such, in which case another examiner(s) may be appointed.

26.   No candidate shall be permitted to re-submit his/her thesis for the award of the Ph.D. degree more than once.

27.   Notwithstanding what is contained in the Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the School Board as well as on the merits of each individual case consider, at its discretion and for the reasons to be recorded in writing, relaxation of any of the provisions except those prescribing CGPA requirements.

Core Course-I
Educational Research and Its Process
Course Code- SHS EDN 03101C15

UNIT-I Concept of Research
- Meaning and Importance of Research
- Types of Research: Qualitative and Quantitative Research
- Review of Related Literature
- Selection and Formulation of Research Problem
- Research Design

UNIT-II Research Methods
- Survey, Case Study, Trend analysis, Content Analysis etc.
- Experimental

UNIT-III Tool Construction, Data Collection and Analysis
a. Construction and Adaptation of Tool
   Observation, Questionnaire, Interview, Rating Scale etc.
b. Types of Data: Primary, Secondary, Tertiary
c. Data Collection and Tabulation
d. (i) Statistical Analysis
   - Parametric, Non-parametric statistics
   - Simple Statistical Application such as t, F, ANOVA
   - Non Parametric Statistics such as $x2$, Mann Whitney u test, Ks test
   - Data organization in SPSS and EXCEL

(ii) Use and approach of advanced Statistical Problem
   - ANCOVA with two, three or more covariate
   - Factorial Analysis
   - Canonical Analysis
   - Multilevel Analysis
   - Significance Level v/s Magnitude of effect size

UNIT-IV Report Writing
- Organization of Research Report
- Preliminaries, Content of Report, Bibliography, Appendices
- Criteria for the evaluation of the Research Report

Recommended books

- Corey, Stephen M. : Action Research to improve School Practice, New York, Bureau of Publication, Columbia University.
- Guiford , J.P.: Fundamental Statistics in Psychology and Education, London Mc Graw Hill Book Co.
- Sellting, Clainandtures, Research Methods in Social Relation; London Nethuses & Co.
- Travers, R.M.W., An introduction to Educational Research, London Mc Millian Co.
- Verma, An Introduction to Educational & Psychological Research, Bombay, Asia publishing house.
- Sukhia, S.P., Melhotra, P.V. , Elements of Educational Research, New Delhi, Allied Publisher
- Best, J.W. : Research in Education, Engliwood Chiffs, J.N. Prentice Hall, 1969.
- Good, W & Hatt. P.K. : Method of Social Research, London McGrew HillBook Co. 1962.
- Good : Methods of Educational Research, Appleton Centurry Crofts New York.

Optional 1: Science Education

Objectives of the Course

1. To enable students understand the nature and structure of Science.
2. To introduce students the Philosophy and History of Science.
3. To acquaint students with development of Science Education in India.
4. To help students understand the development of thinking in children and its implications for Curriculum.
5. To enable students understand Science as a tool for development as well as for protection of Natural environment.

Unit I
Nature and Structure of Science.

a) Nature of Scientific knowledge
b) Processes of Science.

Unit II

History of Science

a) Development of science as a discipline
b) Mile stones in the development of Science
c) Science, Society and Technology
d) Methods of Science.

Unit III

Scientific Thinking

a) Process of Cognitive Development in Children.
b) Development of Concepts and Principles in Science.
c). Creativity and its development.
d) Development of Scientific Attitude

Optional 2: Social Science Education

OBJECTIVES:

To enable the students to:

1. Understand the Etymology of Social Science
2. Become aware of integrated approach in social science
3. Know the latest environmental trends and issued in Social Science
4. Know methods of research in field of Social Science.

UNIT-I-ETYMOLOGY of Social Science

-Social Science Curriculum and developmental Issues

-Utility of Social Science as a discipline.

UNIT-II-Social Sciences as a carrier of Human Values

-Pedagogy of Integrated approaches in Social Sciences

-Pedagogical use of ICT for Social Sciences.

UNIT-III-Latest Trends and Issues in Social Science

-Building sensitivity in the Individuals regarding Environmental Issues-

(both Physical & Social)

-Peace Education-Issues related to Social Sciences

-Education for disadvantaged group

UNIT-IV-Evaluation

-Continuous and Comprehensive Evaluation in Social Science.

-Suggested Procedures and Practices of Evaluation in Social Science.

UNIT-V- Researches in Social Science.

-Comparison between Qualitative & Quantitative Research

-Importance of SPSS

-Popular Methods used in Resea4ches in Social Science.

BIBLIOGRAPHY (SOCIAL SCIENCE EDUCATION)

1. Westey E.B — Teaching of Social Studies in High Schools D.C. Health and Co.Boster-1950.

2. High.J. — Teaching Secondary School Social Studies, New York, John Wiley and Sons, 1962

3. Jarokinick.J. — Social Studies in Elementary Education, New York, The Mocmillan Company-1959.

4. Matorella, Peter.H — Social Studies Strategies-Theory and Practice-New York, Harper and Row Publisher, 1976.

5. Hass,K.B. & Harry, OP — Preparation and Use of Audio Visual Aids-Englewood Cliffs,N.J.Prentice-Hall-1955

6. Kochhar,S.K. — Innovations in Instructional Technology, Chandigarh, University Textbook Board, Punjab-1975.

7. Mittal H.C.and Chandna R.N.Teaching of Social Stueies, Dhanpat Rai and Sons, Jallundhar.

8. Sharma, R.L. and Verma R.S.-Teaching of Social Studies-Vinod Pustak Mandir, Agra-2001

9. Verma G.S. — Samajik Vigyan-International Publishing House, Meerut-2008.

10. Sharma R.A. — Environmental Education Vinod Pustak Mandir

11. Sharma R.A. — Paryawgvan Shiksha, Vindo Pustak Mandir Agra

12. Dubey — Samajik Vigyan Shiksha, Vinod Pustak Mandir, Agra

13. Mathus.S.S. — A Sociological Approach to Indian Education

14. Ruhela S.P. and Khan R.S.-Samajik Vigyan Shikshan-Oota Open University.

15. Kochhar S.K.-1963= The Teaching of Social Studies, Delhi University-Publishers.

16. Shaida B.D & Shanda A.K.(1956)-Samajik Adhyan Shikshan, N.Delhi Agra Book Depot.

17. Tyagi G.(1973)-   Samajik Adhyan Ka Shikshan-Agra-Vinod Pustak Bhandar.

18. Khan.S.U.(1998)-   History Teaching Problem Perspective and Prospect-Heera Publications. N.Delhi.

19. Vashist S.R.   Social Studies in Elementary Schools.

20. Dhanija Neelam.(1993)Multimedia Approaches in Teaching Social Studies, N.Delhi Harmer Publishing House.

21. Mouley D.S.,   Rajput Sarla And Verma P.S.(1990) Nagrik Shastra Shikshan-Kota Open University.

22. Michaelis.J.V.   Social Studies for Children in a Democracy New York (1966).

23. Ferrlon Edwin   Teaching the New Social Studies, New York (1966)

24. Ruhela.S.P.   Shiksha Ka Samajshashtra, UP Hindi Granth Academy.

25. Srinivas, M.N.   Social Change in Modern India, Bombay, Allied Publisher 1966.

Optional 3: Teacher Education

Course Objectives

1. To map teacher education in pre- and post independent India
2. To acquaint students with international TE programmes
3. To acquaint students on TE policies in India
4. To acquaint students of frameworks for TE for the future
5. To acquaint students on innovative TE programme

UNIT- I **Origins and history of Teacher Education in India**
Normal Schools
Nai Taleem

Unit- II **Teacher Education in post-independent India**
Chattopadhyay Committee-1980
Acharya Ramamoorthy Committee -1990
NCF-2005 on Teacher Education
NCTE- National Curriculum Framework for TE-2010

Unit- III **Teacher Education Programs**
Comparative Study of
Pre-service: Basic Education, B.Ed. ETE, and B.El.Ed. Montessori, NTT
In-service: INSET (SSA), Eklavya, ABL, MGML, TE in private schools

Unit- IV **Teacher Education: Case Studies of International Perspectives and Programs**

Study of any one TE programme of UK, USA, China

Unit- V **Towards a Framework for Teacher Education**
- Personal development and agency of teacher
- Continued professional development of teachers
- Standards in teacher education
- Networks for teacher education

Detailed References related to the following will be included:
- Teacher Education sections of:
- Normal Schools
- Woods Despatch
- The Teacher and Society, *Chattopadhyaya Committee Report* (1983-95), MHRD, GOI. pp.48
- Ramamoorthy Committee
- Teacher Education for Curriculum renewal vol 2.4, NCF, 2005
- NCFTE, 2010

Optional 4: Environmental Education

The idea is to help the students engage with different concepts and issues and develop a holistic perspective related to environment education.

Unit I: Concept and scope for sudents at various levels,Tracing the history and Debates around Environmental issues and Environmental Education.

UnitII:Issues and debates related to following :
a)Food,Food security,Farmers in India -issues related to subsistence farming Corporate hand in farming and its implications;G.M crops and implications for a country like India,Fuel Fodder debate

b)Water and the issue of sustainability and equity

c)Issue of shelter,displacement due to megaprojects Narmada Bachao Andolan ,Looking at Bombay Prevention of Begging act and its implications for the downtrodden,Urban slums and the shrinking spaces.

d)Biodiversity,why is it needed ,conservation,Exotic Species and survival of all.

e)Whose Forests?Looking at Forest act and the rights of indigenous people

f)Issues of Livelihood-Snakecharmers,Bunkars and others.
Nuclear hazard and nuclear waste disposal

g)Peoples movements-Beej Bachao Andolan,Chipko movement and others

Unit III:Curriculum organisation-How to organise syllabus for different levels of school education,Text book analysis to see how different environment issues get represented in the curriculum.Projects with children for mobilizing a participatory approach

Unit IV

- Students take up an area of interest related to environmental issues search for exhaustive related literature and do a related project. Or
- A small intervention project in an area of concern and a brief report

Unit V

Students do voluntary work or apprenticeship with any NGO working in the field of Environment-For example Hazard centre or Centre for Science and Environment and write a report

References

1. Centre for Science and Environment, Citizen's reports, New Delhi.especially the 2nd
Report.
2. Sainath,P(1996) Everybody Loves a Good Drought-stories from India's poorest districts, Penguin Books
3. Shiva,V(2000) Stolen Harvest:The Hijacking of Global Food Supply ,South End Press ,Cambridge.
4. Mishra ,A,() *Aaj bhi Kharein hai Talaab*,Gandhi Peace Foundation

Optional 5: Educational Technology

Objectives:

After going through the course the student will be able

1. To have an in depth understanding of modern communication Technology

2. To differentiate between different systems of learning

3. To have knowledge of theoretical considerations of Programmed planning

Content Outline

Unit I: MODERN COMMUNICATION TECHNOLOGY IN EDUCATIONMEANING, SCOPE AND CHOICE
- Systems approach to instruction and instructional designs
- Audio visual technology: projected and non-projected aids
- Individualized instruction: Kellar Plan, PSI, CAI, CMI & PLM
- Advanced Techniques In Education: Multimedia, interactive video, teleconferencing, tele-bridge, teletext and videotext

Unit II: EDUCATIONAL TECHNOLOGY FOR FORMAL, INFORMAL AND NONFORMAL SYSTEMS IN LEARNING: CONCEPT AND SCOPE
- Role, experience and applications of Educational Technology in school education and higher education
- Role, experience and applications of Educational Technology in Special groups: Special education and distance education
- Interpersonal approach: IEC, Social Marketing Approach, Participatory Communication approach
- Media approach: development communication approach, development support communication approach and media forum

Unit III: PROGRAMMED LEARNING; THEORETICAL CONSIDERATIONS
- Programmed learning: Theoretical considerations
- Types and Mechanics/steps of programming
- Programmed Learning/Instruction: some applications
- Difference between PLM and other individualized instructional techniques: CAI, CMI; Keller plan. Personalized system of instruction

Unit IV: COMPUTER IN EDUCATION
- Methods of computer based instruction: Tutorials, Drill & Practice and instructional packages
- Development of computer based instructional packages
- Evaluation of computer based instructional packages
- Computerized test – construction and administration

Unit V: E-LEARNING
- Evolution of Education
- Generations of Distance Educational Technology
- Role of E-Learning

- E-Learning: Definition, Advantages, Characteristics
- Components of e-learning: CBT, WBT and Virtual Classroom
- E-Learning Tools
- Learning Management Systems: Definition – Components – LMS Vs LCMS.

- TE in Basic Education, D.Ed. ETE, B.El.Ed.,
- INSET (SSA), Eklavya, ABL, MGML, TE in private schools
- US/UK/China TE Framework
- Standards Scottish Qualifications Authority (SQA)
- American Education Research Association (AERA)
- Trends in International Mathematics and Science Study (TIMSS) TIMMS

Optional 6: Guidance and Counseling

Objectives:

1. To trace the historical development of Guidance and Counselling
2. To map the theoretical frameworks, tools and techniques of Guidance and Counselling
3. To acquaint students of G&C programmes in India
4. To orient students on ethics and standards in G&C

1. **Guidance and Counseling**
   Origins
   Concept
   History
   Development

2. **Theoretical Frameworks for Guidance and Counseling**
   Psychoanalytical
   Affective
   Cognitive
   Behavioral

3. **Tools and Techniques for Guidance and Counseling**

   Individual, Group and special groups
   School Counseling
   Career and Vocational Counseling
   Creative Arts in Counseling
   Play therapy

4. **Guidance and Counseling Programs in India**
   NCERT
   NIMHANS
   SNEHI
   SCERT
   DIET's

5. **Issues, Challenges and research of Guidance and Counseling in India**

References:
- Ethical Standards of American Psychological Association Guidelines
- Gladding, S. Counselling: A Comprehensive Profession, New York: MacMillian
- Hermansson, G.L. Inernational Journal for the Advancement of Counselling.

_____, N.C. _School guidance and counseling in the 21st century: remember the past into the future_ in Professional School Counselling, 2001.

Gerda J. Umuthan 1986 _Counselling Services in Indian Educational Institutions: Needs and Challenges_ in International Journal for the Advancement of Counselling, Springer Netherlands, Volume 9, Number 2, June, 1986

Career Guidance Handbook for Policy makers. 2004. Organisation for Economic Co-operation and Development (OECD), The European Commission.

Optional 7: Distance Education

Objectives:

After going through this course Ph.D students will be able to:

1. Describe the concept, need and scope of Distance Education.
2. Differentiate between correspondence education and open learning system.
3. Discuss various forms of communication media and technology.
4. Prepare self learning material and assignments for distant learners.
5. Describe the need and management of counseling and tutorial services.
6. Evaluate the learner's achievement as well as the programme of Distance Education.
7. Determine the success of support services provided and learners expectations from these services.

Content:

1. Distance Education: Concept, need, scope and management.
2. Development of Distance Education in India, correspondence and open learning system.
3. Communication media and technology in Distance Education.
4. Self Learning Print material and assignment.
5. Counselling and Tutorial services.
6. Evaluation of Learners achievement as well as programme of Distance Education
7. Learner Support Services-- Institutional arrangement as well as the learners expectations from the same.

Reference Material:

1. Association of Indian Universities (1997): Hand book of Distance Education, AIU, New Delhi.
2. Bates, A.W. (1992): Theory and Practice in the use of Technology in Distance Education.
3. Feasley, C.E. (1988): Evaluation of Distance Education Programme, ICDE, Oslo.
4. Greville Rumble (1986): Planning and Management of Distance Education, Croom Helm Ltd. London.
5. Holmberg, B. (1989): Theory and Practice of Distance Education, Routlege, London.
IGNOU (1994): ES-313, Student Support Services, PGDDE, STRIDE, New Delhi

6. IGNOU (1994): ES-313, Student Support Services, PGDDE, STRIDE, New Delhi.
7. Kegan, D. (1986): The Foundations of Distance Education Croom Helm, London.
8. Koul, B.N. et. al (1988): Studies in Distnce Education, AIU, IGNOU, New Delhi.
9. Panda, Santosh (1990): Programme Evaluation in Distance Education, AIAET, New Delhi.
10. Ramanujam, PR (1995): Reflections on Distance Education for India, Manak Publications.
11. Rowntree, D (1991): Teaching through Self Instructional materials, Kogam Poge, London.
12. Sahoo, P.K. (1993): Higher Education at a distance, Sanchar, New Delhi.
13. Sahoo, P.K. (1994): Open Learning System, Uppal, New Delhi

Optional 8: Educational Management, Planning Leadership

Objectives:

1. To acquaint the students about the administrative structure of educational institutions.
2. To enable the students to be acquainted with the role of administrative and regulative bodies.
3. To enable the students to understand the constitutional provisions.
4. To enable the students to analyse the issues and challenges in educational administration.

UNIT-I

Constitutional Provisions, State List, Union List and Concurrent List, Centre & State Relationship, 86th Amendment. Right to Education as a fundamental right & its implications.

UNIT-II

Management of Elementary Education, Role of centre and state, local Bodies, SCERT. Secondary Education, Structure of Secondary Education, Directorate of Education, NCERT.

UNIT-III

Management of Higher Education, Central, State and Deemed Universities. Distance Education, Open Universities. Organizational Structure & Decision Making. Directorate of Higher Education. UGC, NCTE.

UNIT-IV

Budgeting and Financial Management. Grant & Aid System. Financing of Education. Elementary, Secondary & Higher Education. UGC, Planning Commission and Finance Commission.

UNIT-V

Key Issues in Educational Administration. Total Quality Management, Autonomy, Accountability, Privatization of Education, Issues related to Access, Equity and Excellence in Education.

References:

Bakar, M.A. The Union and the States in Education, New Delhi: Shabd Sanchar, 1976.
Bhat, K.S. and Ravi, S.S., Administration of Education, Delhi: Seema Publications, 1985.
Bhat, B.D. and Sharma, S.R., Education Administration: Emerging Trends, Delhi; Kanishka Publishing House, 1992.

Department of Education
Central University of Haryana
Jant-Pali, Mahendergarh
Website: www.cuharyana.org