



INTEGRAL UNIVERSITY, LUCKNOW

Faculty of Education

Syllabus

**Ph.D. Programme
W.e.f. 2023-24**

Philosophical and Sociological Foundations of Education
Paper Code (ED757)

Contact Hours: - 4 contact hours/week
Examination Duration: - 3 Hours

LTP
310
Maximum Marks:-100
Theory Marks:-80
Internal Assessment:-20

Unit -I- Meaning, Nature and Functions of Philosophy:

- Meaning, nature and Scope of Philosophy. Functions of Philosophy - speculative, normative and analytical.
- Relationship between philosophy and education. Teachers' need for a Philosophical framework, Methods of studying Philosophy.

Unit -II- Various Schools of Western Philosophy:

- Western Schools: Idealism, Realism, Naturalism and Pragmatism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.
- Modern concept of Philosophy: Analysis - Logical analysis, Logical empiricism and Positive relativism (Morris L. Prigge).
- Existentialism and Marxism: philosophic analysis with special reference to their concepts of reality, knowledge and values and their educational implications to aims, content and methods of education.

Unit -III- Various Schools of Indian Philosophy:

- Indian Schools: Vedic, Jainistic, Buddhist and Islamic Traditions with special reference to the concept of reality, knowledge and values and their educational implications to aims, content and methods of education.

Unit IV- Sociology of Education:

- Meaning and Functions of Sociology and Sociology of Education
- Society: Structure, social stratification, Social mobility, concept of culture; cultural and social change
- Factors affecting social change: Caste, ethnicity, class, language, religion and regional
- Equality of educational opportunities and social equity.

Unit V- A Critical study:

- A critical study of democracy, secularism, socialism, modernization, national integration and their educational implications.
- Constitutional rights of Minorities for Education.
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

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Recommended Books:

- Brubacher, John S, Modern Philosophies of Education (Tata McGraw Hill, Pvt; Ltd, New Delhi 1971)
- Henryh , Nelson, B.Ed., Modern Philosophical and Education, 54th year book of NSSE, part- I (Univ. of Chicago Press, Chicago, 1955)
- Kneller, G.F., Foundations of Education (John Wiley & Sons, Inc., New York, 1963)
- Kneller, G.F., Introduction to Philosophy of Education, (John Wiley New York, 1964)
- Bates, J Donal, Four Philosophies and their practice in Education and Religion (Harper and Row Publishers, New York) 3rd Ed. 1968
- Morris, Van Cleve, Philosophies & their practice in Education and Religion(Harper and Row Publishers, New York) 3rdEd1968
- Phnix, P.H.(Ed),Philosophies of Education. John Wiley &Sons, New York 1961
- Price, Kingsley, Education and Philosophical thought (Englewood Cliffs, N J :Allyn and Bacon, Inc 1962)
- Havighurst, R J & Semice L Meugarten, Society and Education (4th) (Allyn and Bacon, Inc Boston, 1975)
- Kneller, George F, Educational Anthropology: An Introduction (Joj Wiley & Sons, Inc, New York 1965)
- Kallenbach, WWarren & Harold MHodged jr, Education and Society (Charles E Merell Books, In Columbus,Ohio, 1963) Foundation of Education & Social
- Van Scotter, R D , Perspectives (Prentice Hall, Inc Englewood R J Kraft & J D Hass Cliffs N J
- Marrison, Ivor, The Society of Education-An Introduction, George Allen and Unwin , London, 2nd
- Reid, Ivan Sociological Perspectives on School and Education (Open Books, Publishing Ltd., London 197
- Anderson, W A & F S Parker (Ed), Society: Its Organisation and Operation (D Van Mostrand Comopar Inc. Princeton, New Jersey).

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Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

Educational Psychology
Paper Code (ED753)

L T P

3 1 0

Maximum Marks:-100

Theory Marks:-80

Internal Assessment:-20

Contact Hours: - 4 contact hours/week
Examination Duration: - 3 Hours

Unit-I- Psychological Foundations of Education:-

- Scope of Educational Psychology Methods of Educational Psychology: - • Experimental • Clinical
- Differential
- Relationship of Education and Psychology
- Process of Growth and Development
- Physical, social, emotional and intellectual.
- Development of concept formation, logical reasoning, problem solving and creative thinking; language development.
- Individual differences – determinants; role of heredity and environment; implications of individual differences for organising educational programs

Unit-II- Cognitive Psychology:-

- Cognition: Methods and paradigms. Approaches: Behavioral and physiological.
- Cognitive processes: Attention and consciousness, STM and working memory.
- Individual and situational factors in cognition: Perspectives on cognitive development, aging and gender differences in cognition. Culture and cognition.
- Sensation and perception: Role of sensory organs and laws of organization in form perception.

Unit-III- Theories of Personality & Social Psychology:-

- Trait and type approaches: Allport, Cattell, and Eysenck; Big-three and big-five models.
- Psychodynamic and psychosocial approaches: Freud and Erikson.
- Existential approach:- May and Frankl's Model
- Humanistic and phenomenological approaches: Maslow Rogers and Kelly.

Social Psychology:

- Nature and Scope of social psychology. Methods of social psychology Observation, Experimental & questionnaire. Attitude- Nature and development. Measurement and theories of attitude change. Self & relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; stress diathesis model, resilience, coping and social support.

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Unit-IV- Health Psychology

- Concept and principles of guidance and counselling, types of guidance and counselling.
- Educational, career, family and marital and gerontological; stress management oriented counselling group counselling.
- Mental health and illness: Mental health care - past and present, stigma and attitude towards mental illness; concept of mental health and illness; perspectives - psychodynamic, behavioral, cognitive humanistic, existential and biological models of mental health/illness;
- Mental retardation: Classification, etiology and management.
- Stress: Concept of stress, History and present status, types of stressors Physiological, Psychological, Environmental and Social, Responses to stress- Physiological and Psychological, Positive role of stress

Unit-V- Learning and Motivation

- Meaning, Concept of Motivation.
- Biological and Psychological Motives, Sociological Motives
- Theories of Motivation: Physiological Psycho-analytical Theory. Murray's Need Theory. Maslow Theory of Hierarchy of Needs. Theory of Achievement Motivation Factors affecting Motivation
- Learning • Meaning • Theories of Learning - Pavlov's Classical Conditioning - Skinner's Operant Conditioning - Learning by Insight
- Hull's Reinforcement Theory • Lewin's Field Theory • Gagne's Hierarchy of Learning Types • Factors Influencing Learning.

Suggested Readings:

- K. C. Galotti, 2008, Cognitive psychology: Perception, attention and memory. New Delhi: Cengage.
- E. B. Goldstein, 2008, Cognitive psychology, (2nd Ed.). Belmont: Wadsworth.
- M.W. Matlin, 2008, Cognition (7th Ed.). USA: John Wiley & Sons.
- R. J. Sternberg, 2009, Applied cognitive psychology: Perceiving, learning, and remembering. New Delhi: Cengage.
- H. R. Schiffman, 2000, Sensation and perception: An integrated approach. New York: John Wiley
- The personality puzzles (4thEd). New York: Norton College Books.
- Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of personality, (4thEd). New York: Wiley.
- Larsen, R. J., & Buss, D. M. (2010). Personality Psychology: Domains of knowledge about human nature. New York: McGraw Hill
- Gelso, C.J., & Fretz, B.R. 1995, Counselling psychology. Bangalore: Prism Books Pvt. Ltd.
- Patri, V.R. 2008, Counselling psychology. New Delhi: Authors Press.
- Welfel, E.R. 2010, Ethics in counselling & Psychotherapy Belmont: Brooks/Cole
- Woolfe, R., Dryden, W., & Strawbridge, S. 2003, Handbook of counselling psychology (2nd Ed. London: Sage Publication Ltd.

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Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

DEVELOPMENT OF EDUCATION IN INDIA
Paper Code (ED759)

Contact Hours: - 4 contact Hours/week
Examination Duration: - 3 Hours

L T P
3 1 0
Maximum Marks:-100
Theory Marks:-80
Internal Assessment:-2

Unit-I- Education in Ancient and Medieval Period

- (a) Education in Ancient India:
- Vedic Education -Vedic period, General features-Aim, Curriculum, Methods.
 - Buddhist Education-Buddhist period, General features-Aims, curriculum, Method.
- (b) Education in Muslim Period:
- General features -Aims, curriculum and methods. Types of institution.

Unit-II- Education during pre independent Period:

- Education during pre independence period: Early efforts of Europeans and missionaries, Education policy of East India Company, Orientals -Occident lists controversy, Macaulay's minutes and Hunter Commission-1882, Curzon's Educational policy- 1899-1905,
- National Movement and progress of education.
- Sadler commission Report 1917, Hartog Committee - 1927, Wardha scheme of education - 1937.

Unit-III- Education during post independent Period:

- Education during Post -Independence period
- Radha Krishnan Commission, Mudaliar Commission and Kothari Commission
- Universalization of elementary education -A critical evaluation.
- Rastriya Madhyamic Shiksha Abhiyaan RMSA- A critical evaluation

Unit-IV- National policy of Education:

- National policy of Education: 1968,79,86
- Prof. Ram Murti Committee: 1990-1992
- Yash Pal Committee: 1992-93
- Education during five year plans
- International Commission on education (1996)
- Delor's Report.

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Unit-V: Current Problems of Indian Education:

- Study of some specific problems of Indian Education: Vocationalisation and career choice.
- Curriculum frame work - NCTE, NCERT - Curriculum framework - 2005
- Distance Education: Meaning, concept, scope of education.
- Educated unemployment, problems and issues of higher education.
- Code of professional ethics for teachers- their role in curriculum development of classroom teaching.
- Status and professional preparation of competency and commitment oriented secondary school teachers.

REFERENCES:-

- * Ayyar RVV (1996) Educational Policy, Planning and globalization, Elsevier Sc.Ltd. Britain
- * Govt. of India National policy on education, 1986 (with modifications undertaken in 1992) MHRD Deptt of Education.
- * NCERT, (1992) Fifth All India Education survey.
- * NCTE, 'Competency Based and commitment Oriented Teacher Education for quality School Education'.
- * NCTE, 1998 'Policy Perspective in Teacher Education', New Delhi.

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Educational Technology
Paper Code (ED760)

Contact Hours: - 4 contact hours/week
Examination Duration: - 3 Hours

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3 1 0
Maximum Marks:-100
Theory Marks:-80
Internal Assessment:-20

Unit-I- Educational Technology: Concept and Scope

- Meaning, concept, objectives, scope and significance of Educational Technology.
- Types of Educational Technology: Hardware, Software and System Approach.
- Resource centres of Educational Technology: CIET, ET Cells, and DIETs.

Unit -II- Component of Educational Technology and instructional objectives

- Components of Educational Technology: Behavioural, Instructional and Teaching Technology.
- Role of Educational Technology in modern educational practices.
- Formulation and writing of instructional objectives in behavioural terms
- Designing of instructional strategies such as lecture, Team- Teaching, Discussion and Seminar.

Unit-III- Teaching: Concept, Types and models

- Teaching: Concept and characteristics
- Stages of teaching: Pre-active, Interactive and Post active phase.
- Models of Teaching: Meaning, Characteristics & Fundamental Elements. Joyce and Weil
- Classification of models of teaching.

Unit-IV- Programme learning and cone of experience

- Levels of teaching: Meaning, nature, functions and Types, Maxims of teaching.
- Programmed Learning: Meaning, origin and concept.
- Edger Dale's Cone of Experiences.
- Computer -Assisted and Computer-Managed Instruction, E-learning.

Unit -V- Communication and Micro Teaching

- Classroom communication: Concepts, Process Components and Types.
- Micro-Teaching and simulated teaching: Meaning, purpose, procedure and importance.
- ICT in educational system, virtual class.
- Flanders Interactional Analysis.

Suggested Readings.

- Dececco, John P, The Psychological Learning and Instruction, Prentice Hall of India
- Percival, F and Ellington H, A Handbook of Educational Technology, London, Kogun Page, 1984
- Freiberg, H.J. and Driscoli, Amy, Universal Teaching Strategies, Boston: Allyn and Bacon, 1992
- Joyce, Bruce and Weil Marsha, Models of Teaching, Englewood cliffs, New Jersey: Prentice Hall, 1980
- Mohanty Jagannath, Modern Trends in Educational Technology, Neelkarnal publication, New Del

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DATE: 11/16

- Mangal S. K. Mangal, Una; Essentials of Educational Technology, PHE Learning Pvt. Ltd. New Delhi, 2009
- Sampath et. al 1984. Introduction to Educational Technology, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulkarni, SS 1986 Introduction to Educational Technology, IBH Publishing Co., New Delhi.
- UNESCO 1988 Linking Technology with Science Education Technology in life, UNESCO Press.
- Rubcia S.P, (1973) Educational Technology, Raj Prakashan, New Delhi.
- Vanaja. M. Rajasekar, S. Educational Technology & Computer Education, Neelkamal publications Publications Pvt. Ltd., New Delhi, 2007.

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TEACHER EDUCATION IN INDIAN PERSPECTIVE

Course Code: ED761

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

L T P

4 0 0

Maximum Marks: 100

Theory Marks: 80

Internal Assessment: 20

Course Objectives:

After studying the course, students will be able:

- To develop the student understands of the concept, objectives, need and scope of Teacher Education.
- To develop insight regarding new policies and understand the role of various agencies of Teacher Education.
- To enable the students to understand the importance of professional development in Teacher Education.
- To enable the student to understand teaching and training techniques including IT-enabled training and New trends in Teacher Education.
- To acquaint the student with the Research and innovative practices in teacher education

Unit-I: Introduction to Teacher Education

(12Hrs.)

- Meaning of Teacher Education, Scope and Need of Teacher Education.
- Objectives of teacher education at different stages: Pre-Primary, Primary and Secondary.
- History of Teacher Education: during the British Period, in Post-independence
- India with special reference to Mudaliar Commission (1952-1953), Kothari Commission, NPE 1986, NCFTE-2009, Justice Verma Commission (JVC).

Unit-II: Governance and Control of Teacher Education in India:

(12Hrs.)

- Role of NCERT in Teacher Education, Research and Publication in Teacher Education.
- Regulation of Teacher Education in India-Role of NCTE.

Unit-III: Teacher Education at different levels:

(12 Hrs.)

- Pre-Primary Teacher Education: Dearth of Teacher Education institutions at the pre-primary level. Lack of proper curriculum and research, the role of NCERT in the light of Article 45 of the constitution of India.
- Elementary Teacher Education: Role of SCERTs and Teacher Education under the DIET's. The courses: B.El.Ed., D.El.Ed., BTC. Role of SIEMAT in providing research input. Problems in Elementary Teacher Education.
- Secondary Teacher Education: The institutions: University departments, B.Ed. Colleges, College of Teacher Education (CTE's). Problems of secondary teacher education: Lack of professionalism and rigour.

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Unit IV: Role of Professional organisations of teachers and their Publications: (12Hrs.)

- Madhyamik Shikshak Sangh, Publication: Madhyamik Shikshak.
- Uttar Pradesh Prathmik Shikshak Sangh, Publication: Prathmik Shikshak.
- Their constitutions, activities and role in the professional development of teachers.

Unit V: Models of Teacher Education: (12 Hrs.)

- Role of Johann Heinrich Pestalozzi
- Stanford Model
- LT College Model
- CASCADE Model
- US Model: ITEP (Integrated Teacher Education Program).

Recommended Books:

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crown Press.
3. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
4. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
5. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
6. Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn & Bacon.
7. Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
8. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
9. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
10. Loughran, John (2006): Developing a Pedagogy of Teacher Education: Understanding
11. Martin, D.J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
12. Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.

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EDUCATIONAL ADMINISTRATION AND MANAGEMENT CONCERNS

Course Code: ED762

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

LTP

400

Maximum Marks: 100

Theory Marks: 80

Internal Assessment: 20

Course Objectives:

The paper will provide theoretical knowledge of the Educational Administration and Management component to Ph.D. scholars in education. The students will be able to-

- Understand about the research in educational administration and management.
- Get acquainted with the leadership theories and styles in education.
- Understand the problems existing in educational administration and management at various institutional levels.
- Get familiarized with the role of communication in effective management and know the strategies to overcome.
- Enhance their knowledge regarding various aspects of issues arising in practical teaching profession.

Unit -I: Research in Educational Administration and Management:

(12 Hrs.)

- Research in educational policies, implementation and follow up
- Problems in governance of universities and higher education
- Gaps and priority areas in the field of educational administration and managements

Unit II: Leadership in Educational Administration:

(12 Hrs.)

- Teacher as a leader; Theories of leadership- Taylorism, Behavioral theory, Contingency theory,
- Contrasting characteristics of Styles of leadership- Autocratic, Democratic, Laissez-faire, Transformational.
- Human Relations Approach to Administration, Meeting the Psychological need of Employees.

Unit III: Problems in Educational Management:

(12 Hrs.)

- Problems in educational administration at Central, State and Local level
- Problems in educational administration and management at Pre- Primary, primary and Secondary levels
- Specific trends in Educational Administration: Decision making, Organizational Compliance, Organizational development, Modern Trends in Educational Administration

Unit IV: Role and Barriers to Communication:

(12 Hrs.)

- A teachers' classroom communication problems, Strategies to improve classroom communication and command
- Role of Communication for effective management and administration
- Barriers to communication, overcoming the barriers of communication in educational administration

Unit V: Issues in Practical Profession of Teaching:

(12 Hrs.)

- Problem of curriculum burden and stress on teachers, Conflict Resolution strategies
- Professional Burnout in Teaching, overcoming frustrations
- Change process - characteristic of change, resistance to change.

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Recommended Books:

1. Pandya, S.R: Administration and Management of Education, 2002, Mumbai: Himalaya Publishing House.
2. Stogdil, R.M: Handbook of Leadership, 1974, New York, Free Press.
3. Feldman Daniel and Arnold Hugh: Managing Individual and Group Behaviour in Organizations, 1984, New Delhi: Mc Graw Hill Publishers.
4. Luthans: Organizational Behavior, Tenth Edition, 2005, McGraw-Hill
5. Hersey, P., Blanchard, K. H. and Johnson, D.E: Management of Organizational Behavior- Leading Human Resources, 8th Edition, 2006, Pearson Education.
6. Buchanan & Huczynski: Organizational Behaviour-An Introductory Text, 5th Edition, 2004, Prentice Hall
7. Greenberg & Baron: Behavior in Organizations, 8th Edition, 2005, Pearson
8. McShane, Glinow & Sharma: Organizational Behavior, 3rd Edition, 2006, Tata McGraw Hill
9. Rollinson: Organizational Behaviour and Analysis - An Integrated Approach, 3rd Edition, 2005, Pearson
10. Newstrom: Organizational Behavior-Human Behavior at Work, 12th Edition, 2007, Tata McGraw Hill
11. Schermerhorn, Hunt & Osborn: Organizational Behavior, 9th Edition, 2005, Wiley

e-Learning Source:

1. <https://egyankosh.ac.in/bitstream/123456789/8007/1/Unit-5.pdf>
2. <https://mgcub.ac.in/pdf/material/202004300445589829d981da.pdf>

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RESEARCH IN INCLUSIVE EDUCATION
Course Code: ED763

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

LTP
400
Maximum Marks: 100
Theory Marks: 80
Internal Assessment: 20

Objectives:

The inclusive education component of this paper provides theoretical knowledge to the Ph.D. scholars in Education

- To familiarize the Ph.D. scholars with the concept of Inclusive Education and appreciate its philosophy in the context of Education for all.
- To make them able to identify and understand the problems of socially disadvantaged children.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education.
- To develop capacity of student- teachers for creating an Inclusive school.
- To appreciate various practices to promote inclusion of the exceptional children in the classroom.

Unit I - Meaning of Inclusive Education:

(10 Hrs.)

- Meaning ,nature and scope of Inclusive Education
- Need and importance of Inclusive Education
- Difference between Special Education and Inclusive Education.
- Historical perspective of Inclusive Education

Unit II - Exceptional children and their types:

(13 Hrs.)

- Exceptional children and their types
- Intellectually exceptional-gifted, creative,, mentally retarded, slow learner
- Educationally exceptional-learning disabled, underachievers, backward
- Emotionally exceptional-truants, autistic, delinquents
- Etiology and preventive measures
- Educational recommendations

Unit III-Physically and socially exceptional children:

(12 Hrs.)

- Physically exceptional-hearing impaired, speech impaired, visual impaired, orthopaedic impaired, multiple impaired
- Socially exceptional-deprived children
- Etiology and preventive measures
- Educational recommendations

(15 Hrs.)

Unit IV - Role of home and community for exceptional children:

- Role of home ,school and community for exceptional children
- Sensitization of the society for special children
- Learning across at various level: pre-school, elementary, secondary and beyond-the scope of adaptation and accommodation.
- IEP and therapeutic assistance to exceptional children

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Unit V- History of Research in Inclusive Education in India and overview:

(10 Hrs.)

- Research Gaps and needed research In Inclusive Education.
- Resource centres for research in Inclusive Education.

Recommended Books:

1. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
2. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
3. Blackurst & Berdine (1981), Introduction to Special Education
4. Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
5. Daniels, Harry (1999) .Inclusive Education, London: Kogan.
6. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
7. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, New Jersey.
8. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
9. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub

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WOMEN STUDIES

Course Code: ED764

L T P

4 0 0

Maximum Marks: 100

Theory Marks: 80

Internal Assessment: 20

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

Objectives:

The women studies component of this paper provides theoretical knowledge to the Ph.D. scholars in education

- Understanding the fundamental concepts of women studies.
- Understanding the concept of social empowerment with reference to gender issues and family welfare measures.
- Understanding the concept of economic empowerment with reference to women's role and also the impact of globalization.
- To enable the students to know about the social reformers and thinkers in India.
- To enable the students to know about the social issues regarding women with special reference to issues regarding girl child and domestic violence

UNIT I- Fundamentals of women studies and feminism: (12 Hrs.)

- Definition- Objectives of Women's Studies; Importance of Women's Studies; Women's Studies as an Academic Discipline; Role of UGC Centre for Women's Studies; Women's Studies in India and Abroad – Origin and Growth.
- Feminism: Concept, Definition, Objectives, Goals, Types, Phases of feminism.
- Position of women in the constitution of India.

UNIT II-Socio-Economic Empowerment: (12 Hrs.)

- Socio-Economic Empowerment through Education.
- Freedom from social evils discrimination, injustice and inequality.
- Economic Empowerment through work and employment-non exploitation at work place.
- Economic Independence and freedom of women.

UNIT III-Political Empowerment: (12 Hrs.)

- Proper political socialisation of women through Education.
- Women political literacy-knowledge of political and legal rights of women. Duties and responsibilities of women as citizens.
- Awareness of nation's political system and different constitutional institutions.

UNIT IV-Social reformers and thinkers in India: (12 Hrs.)

- Bhakti Cult and women, Jyotiba Phule and Savitri Bai Phule, Swami Dayanand, Ishwar Chandra Vidyasagar, Mahatma Gandhi, B.R. Ambedkar, Fatima Sheikh. Contemporary women writers and feminism in India: Shashi Deshpande, Kumkum Sangari, Veena Mazumdar, Neera Desai.

UNIT V- Issues and Problems: (12 Hrs.)

- Gender discrimination, women stereotypes and discrimination against women.
- Child marriage and dowry.
- Female infanticide, domestic violence against women.

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Recommended Books:

1. Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom". In .R.Nanda (Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library and Vikas/Radiant Pub, New Delhi.
2. Gandhi, Nandita&Nandita Shah. (1992). "The Issues at Stake:Theory and Practice in the Contemporary Women"s Movement in India". Kali, New Delhi.
3. Goonesekere, Savitri (ed). (2004). "Violence, Law and Women"s Rights in South Asia". Sage, New Delhi.
4. Khullar Mala, (ed.). (2005). "Writings in Women"s Studies: A Reader". Zubaan Publications, New Delhi.
5. Kuumba, M. Bahati. (2003). "Gender and Social Movements". Rawat Publications, New Delhi.
6. Mazumdar, Vina. (1989). "Peasant Women Organise for Empowerment: The Bankura Experiment". (Occasional Papers),CWDS, New Delhi.
7. Mishra, Anupam and Tripathi, Satyendra. (1978). "Chipko Movement: Uttarakhand Women"s Bid to Save Forest Wealth". Radhakrishna for People"s Action, New Delhi.
8. Neera Desai. (1988). "A Decade of Women's Movement in India".MeenaPandev, Bombay.
9. Radha Kumar. (1993). "The History of Doing". Kali for Women, New Delhi.
10. Rajawat, Mamta. (2005). "Dalit Women: Issues and Perspectives".Anmol Pub, New Delhi.
11. Rao, MSA. (1979). "Social Movements in India". Vol I, Manohar New Delhi.

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PEDAGOGY OF LANGUAGE AND LITERATURE

Course Code: ED765

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

L T P
4 0 0
Maximum Marks: 100
Theory Marks: 80
Internal Assessment: 20

Course Objectives:

The students will be able to:

- Understand current research trends in pedagogy of language and literature
- Research on Comparison of Different Methods in Language and literature pedagogy
- Research on Textbooks and Textbook Bias
- Understand various research techniques in Language and Literature
- Study Research gaps in pedagogy of language and literature in India

Unit- I: Research on pedagogy of Language and Literature: (12hours)

- Research on Pedagogy of Language: Composition, grammar, syntax, phonology and morphology
- Research on Pedagogy of Literature: Prose, Poetry, Creative and expository Writing, Culture and Folklore

Unit- II: Research on Methods of teaching language: (12hours)

- Methods of Teaching: Grammar cum translation, Direct Method, Structural Approach
- Research on Comparison of Different Methods: Grammar cum translation, Direct Method, Structural Approach

Unit- III: New Pedagogies in Language and Literature: (12hours)

- Translanguaging, Multilingualism, flipped classrooms, Cooperative learning, Task based Language learning, Digital tools based language learning.

UNIT-IV: Research gaps in the pedagogy of Language and Literature in India: (12hours)

- Inadequate focus on linguistic diversity, and marginal emphasis on vernacular languages. Integration of technology in language and literature pedagogy.
- Implementation of Three Language Formula
- Effect of socio-economic factors on students' language and literature learning experiences, Teacher training programs specifically designed for language and literature educators

UNIT-V: Research on Textbooks and Textbook Bias: (12hours)

- key influencers in the creation of textbooks, such as government bodies, private corporations, or State Boards
- Study of textbooks from different regions in India and Identify if there are any omissions or overemphasis on particular themes/subjects that could indicate bias.
- Application of Content Analysis in Research on Textbooks
- Identifying recurring themes and coding parts of texts and categorising them according to their meaning.

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Recommended Books:

1. Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
2. Graddol, David. (2010). English Next India. British Council India.
3. Harmer, J. (2007). The Practice of English Language Teaching, 4th ed. Essex: Pearson Education Limited 2007.
4. Kumar Krishna. (2004). The Childs Language and The Teacher. National Book Trust India.
5. Buch M.B., "A Survey of Research in Education, I-V Volume", Published by N.C.E.R.T., Shri Aurobindo Marg, New Delhi.
6. MHRD, Gov. of India (2020), National Education Policy (revised) New Delhi.
7. National Council of Educational Research and Training (2006a) Position Paper: National Focus Group on Curriculum, Syllabus and Textbooks. New Delhi.
8. National Council of Educational Research and Training (2006b) Position Paper: National Focus Group on Teaching of English.
9. National Council of Educational Research and Training .(2017). Learning Outcomes at the Elementary Stage.
10. NCERT (2005). National curriculum framework, New Delhi.
11. NishevitaJayendran, AnushaRamanathan, SurbhiNagpal.(2021).Language Education Teaching English in India. Routledge 605 Third Avenue, NY10158.
12. Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Walter de' Gruyter GmbH & Co. KG, Berlin.
13. Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
14. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
15. Wilkinson, Andrew. (1971). The Foundations of Language. Oxford University Press: London.

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CURRICULUM DEVELOPMENT

Course Code: ED766

Contact Hours: 04 Contacts Hours/Week
Examination Duration: 03 hours

LTP
400

Maximum Marks: 100
Theory Marks: 80
Internal Assessment: 20

Course Objectives:

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

- Define curriculum, identify the components of curriculum
- Describe the various principles of curriculum
- Explain various determinants of curriculum
- Describe and analyse various approaches to curriculum
- Explain and compare various types of curriculum.
- Understand the concept of Textbook Preparation

Unit I-Nature of Curriculum:

(12hours)

- Meaning and concept of curriculum.
- Theories of Curriculum development: Behaviourist, Constructivist, Humanist, Cognitive
- Foundations of the curriculum: philosophical, sociological, psychological, and historical.
- Types of Curriculum with special reference to Hidden Curriculum
- Foundations of the curriculum: Philosophical and sociological psychological, and historical.

Unit II-Principles of Curriculum Construction:

(12hours)

- Students centred-curriculum, Activity centred curriculum, Community centred curriculum
- Principle of Integration
- Principle of Relevance, flexibility, contextuality and plurality
- Principle of Gradation

Unit III-Determinants of Curriculum:

(12hours)

- Values enshrined in the Constitution of India
- Core elements of curriculum as reflected in the NPE-1986 and POA
- Curriculum concerns as reflected in NCFSE-2005

Unit IV-Types of Curriculum:

(12hours)

- Humanistic Curriculum: Characteristics, purpose, role of teacher and psychological basis
- Social reconstructionist curriculum: characteristics, purpose, Role of Teacher

Unit V- Textbook:

(12hours)

- Idea of Textbook and its history, Difference between book and Textbook
- History of Nationalisation of Textbooks in India (1978): Merits and Demerits
- Role of NCERT in preparation, publication and supply of school Textbooks
- Textbook analysis and Evaluation
- Textbook Bias and research in this area

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Recommended Books:

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series- Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
5. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
8. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
9. Apple, Michael W. (1990). Ideology and Curriculum. Abingdon, Oxon: Routledge.
10. Beach, J.M. (2014). What Is Education? On the Social Ecology of Teaching, Learning, and Schooling.
11. Freire, P. (2017). *Pedagogy of the oppressed*. Penguin Classics.
12. Jackson, P. W. (1968), Life in classrooms, New York, London: Holt, Rinehart & Winston.
13. Kumar, K. (2004). The Child's Language and the Teacher : A Handbook, National Book Trust
14. The Hindu. (2012, October 13). English language learning must go hand in hand with multilingualism. Retrieved August 9, 2018, from www.thehindu.com/todays-paper/tp-opinion/english-language-learning-must-go-hand-in-hand-with-multilingualism/article12556298.ece

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