



GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

University School of Education
Guru Gobind Singh Indraprastha University

Ph.D. Course Work

(Session 2015-16 onwards)

The Examination Scheme for Ph.D. course

The Examination will be held on the following guidelines:

- (1) The duration of the Ph.D. Course Work is divided into 2 semesters.
- (2) The first semester will comprise 14 classes of 3 hrs duration per paper.
- (3) The second semester will consist of supervisor directed course (need based) and research seminar.
- (4) The maximum marks for a paper code during first semester shall be 100.
- (5) Mid Semester Examination of Semester-I for each paper code, will be held after 7th week and it will be of 40 marks. The duration will be one & half hour.
- (6) The End Term Semester Examination (Semester-I), for each paper code, will be held after 14th week and it will be of 60 marks. The duration will be three hours.
- (7) The End Term 2nd Semester Examination will be as per NUES norms.

Format of Mid First Semester Examination for each paper code: The question paper will comprise five questions in all. Q.No. 1 will be compulsory. It will have six sub parts out of which a student will be required to attempt any four subparts. The marks for each sub-part will be 5 hence total weightage of Q.No. 1 will be 20 (4X5=20). From Q.No. 2-5, a student will be required to answer any two and each of the questions from Q.No. 2-5 will be of 10 marks. So, maximum marks are 40 (20 marks for Q.No.1 + 20 marks for any 2 questions out of Q. No. 2-5).

Format of End First Semester Examination for each paper code: The question paper will comprise five questions in all. A student will be required to attempt all questions. Q.No.1 will contain eight sub-parts/short questions. Each sub-part/short question will be of 4 marks. These sub-parts/short questions will be covering each of the four units of the syllabus of a paper code. Thus, two sub-parts/short questions will be from one unit and so on. Out of these sub-parts/short questions, a student will be required to attempt any five so, the weightage of Q No. 1 will be 20 marks. From Q.No. 2-5, each of the question will be from one unit with internal choice so, these questions will also cover all the four units and these questions will be of 10 marks each. So, the maximum marks are 60 (20 marks for Q. No. 1+ 40 marks for Q.No.2-5).

75% of attendance is compulsory for the course work.

Credit wise distribution of paper codes of Ph.D. course

Semester:1				
S.N.	Paper Code	Paper	Credits	(L+T)
1	PHD699101	Research Methodology	3	(2+1)
2	PHD699103	Philosophical and Sociological Basis of Educational Research	3	(2+1)
3	PHD699105	Recent Developments in Indian Education: Policy, Directives and Programmes	3	(2+1)
Semester: 2				
1.	PHD699102 (NUES)	Supervisor Directed Course (Need based) and Research Seminar	3	NUES

The entire Ph.D. course work is of 12 credits and a student will have to earn minimum 9 credits in all.

Marks wise distribution of paper codes of Ph.D. course

S.N.	Semester-I		
	Paper Code	Paper	Marks
1	PHD699101	Research Methodology-I	100
2	PHD699103	Philosophical and Sociological Basis of Educational Research	100
3	PHD699105	Recent Developments in Indian Education: Policy, Directives and Programmes	100
		Total Marks	300 (I)
	Semester-II		Marks
1.	PHD699102 (NUES)	Supervisor Directed Course (Need based) and Research Seminar	100
		Total Marks	100 (II)
		Grand Total (I) + (II)=300+100	400

SEMESTER – I



Research Methodology

Paper Code: PHD699101

Credits: 3 (2L+1T)

Unit-I: Fundamentals of Research

Research: meaning, scope, limitation, nature (fundamental, applied and action). Scientific Inquiry- concept, assumptions and their role. Paradigm-meaning, Positivist and Non-positivist paradigms. Major orientations in educational research- Philosophical, Historical, Sociological and Psychological. Types of Educational Research- Descriptive, Evaluative, Historical, Philosophical, Developmental, Co relational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc.

Unit-II: Research as a process

Skills required for conducting research. Sources of research data- primary and secondary sources. Population and sample, Sampling techniques- concept, types (random, purposive, stratified random, probability and non-probability).

Unit-III: Research Tools

Tools and techniques of data collection for qualitative and quantitative research - observation, interview, questionnaire, rating scale, inventory, check list, content analysis. Reliability and validity of tools.

Unit-IV: Formulation of Research Proposal

Formulating research proposal- identification of a research problem, Review of related literature, research questions, objectives hypotheses-concept, types, formulation. Formatting, Citations, Bibliography, References, Chapterisation, writing, evaluating and reviewing research reports and papers.

References:

- Best, John W. & James Kahn Research in Education (2008). New York, Prentice Hall,
 - Borg, Walter R. (1981) Applying Educational Research: A practical guide for teachers, New York Longman.
 - Borg, Walter R. & Meridith, D. Gall (1979) Educational Research An introduction, New York, Longman
 - Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally & Co.
 - Fox, David J. (1969) the Research Process in Education. New York, Holt, Rinehart & Winston. Inc.
 - Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
 - Garrett H.E. (1967) Statistics in Psychology of Education. Vakils Peffer and Simons Private Ltd. Bombay.
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Ph.D. Course Work

Paper Code: PHD699103

Credits: 3(2L+1T)

Paper: Philosophical and Sociological Basis of Educational Research

Objectives of the Course:

- To understand the indispensable role of Philosophy and Sociology in Education.
- To initiate scholars to the process of critical reflection of texts pertaining to the Philosophy of Education.
- To acquaint them about the ideas of thinkers in the realm of Education.
- To develop a critical understanding of the relationship between Philosophy and Education and Sociology and Education in the context of interdisciplinarity in research.

Unit –I Philosophy as a Discipline and its Role

- a) Philosophy a Liberal Discipline: Meaning and Relevance
- b) Functions of Philosophy: Speculative, Analytic, Prescriptive and Normative
- c) Philosophical Methods: Analysis, Synthesis, Induction, Deduction
- d) Philosophical Foundations of Research
- e) Sociological Foundations of Research

Unit-II Western and Indian Thinkers on Education

Thomas Kuhn, Emile Durkheim, Talcott Parsons, Martin Buber, Francis Bacon, Jean Paul Sartre, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, Jiddu krishnamurti, B.R. Ambedkar, Zakir Hussain, S. Radhakrishnan

Unit-III Social change and Education

- a) Social change and its implication on Education and Society
- b) Recent social development and their impact on Society and Education
- c) Media and its uses for uplifting the Education and Society with special reference to Social Media.
- d) Social Stratification and its impact on Society and Education

Unit –IV Critical Reflection on the writings of the following thinkers:

- a) Learning without Burden : Prof. Yashpal
 - b) What is Worth Teaching : Prof. Krishna Kumar
 - c) Pedagogy of the Oppressed : Paul Freire
 - d) Deschooling Society: Ivan Illich
 - e) Role of following social thinkers on Society and Education - Jyotiba Phule, Savitri Bai Phule, Raja Ram Mohan Roy, Dr. B.R. Ambedkar, Gopal Krishna Gokhale, Mohan Das Karmchand Gandhi, Mother Teresa.
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References:

- Brubacher (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York
 - Krishnamurthi, J Education and the Significance of life, KFI Publications.
 - Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
 - Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
 - Giroux Henry (2011) On Critical Pedagogy, Continuum Press.

 - Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
 - Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
 - Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
 - Paulo Freire (1996) Pedagogy of the Oppressed, Penguin Books.
 - Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
 - Noddings Nel (2012) Philosophy of Education, WestView Press.
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Paper : Recent Development in Indian Education: Policy Directive and Programme

Paper Code: PHD699105

Credits: 3 (2L+1T)

Objectives:

- To acquaint the researcher with new knowledge pedagogies and approaches for teaching.
- To sensitize towards the need of revamping teacher education to ensure quality
- To understand the need of assessment, standards, and management in Education System.
- To develop an understanding of total quality management system in education
- To analyse the policy, programme and recent trends pertaining to Indian Education System.

Unit-1: New Knowledge Pedagogies and approaches in Educational Research

- Ensuring Learning out-come in Elementary Education
- Extending out reach of secondary and senior secondary Education
- Strengthening Vocational Education, Accelerating Rural Literacy, Adult Education and National Open Schooling Systems.
- Promotion of Information and Communication Technology in Education.
- Comprehensive Education – Ethics, Physical Education, Theory and Practice of Yoga and Life Skills and Value based Learning

Unit-II: Revamping Teacher Education for Quality Improvement

- Recent trends in Teacher Education and Present Scenario
- Issues related to Teacher Education programmes in India with reference to pre service and in-service Teacher Education programme
- Inclusive pedagogy and its challenges for revamping Teacher Education.
- Centrally sponsored scheme for Teacher Education for promoting research aptitude in Teachers.
- Role of UGC based Teacher Education for promoting research in teacher Education, Fund and grant system, Assessment and Management Systems.

Unit-III: Standards, School Assessment and School Management.

- Total Quality Management: Concept-indicators of quality, setting standards for performance
 - Institutional Autonomy and Accountability
 - Pro-visional financial Education in 12th five year plan.
 - Assessment and accreditation in Education
 - Role of ISO, QCI and NAAC
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Unit-IV: Indian Education: Planning and policy

- Concept, scope approaches of Educational Planning, Policy Formulation, Process and Implementation,
- Issues and Policy change at National and State level affecting Indian Education with reference to RTE, SSA(UEE), RMSA, RVSA and other related national and state level Educational Schemes, implementation and monitoring

- Globalization and Internationalization and its impact on Educational Policy in Hindi.
- International trends in Educational Research with special reference to Teacher Education
- Competency based Teacher Education and Innovative programmes for Professional Development of Teachers and Teacher Education

References:

- Desai D.M.: New directions in the Education of Indian teachers Baroda, M.S. University 1971.
 - Gupta Arun K.: Teacher Education: Current & Prospects New Delhi, Sterling Publications 1984.
 - India, Ministry of Education; Report of the Education Commission (1964-66) Education & National development New Delhi publication division 1966.
 - Jangira N.K.: Teacher training & teacher effectiveness an experience in teacher, behaviour New Delhi, National Publishing House, 1979.
 - NCF 2000, NCF 2005-NCERT Publication, New Delhi.
 - NCFTE-2009-NCTE Publication, New Delhi.
 - UNESCO: Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok, UNESCO, 1976:
 - UNESCO: A System approach to teaching & learning procedures a guide for teacher Educators, Paris: UNESCO, 1981.
 - Government of India (1987) Programme of Action, New Delhi: MHRD.
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SEMESTER – II



Supervisor Directed Course (need based) and Research Seminar

Paper Code: PHD699102

Credits: 3 (NUES)

PART-A

Supervisor Directed Course (need based)

Credit: 1

Supervisor directed Course shall involve acquainting the research scholars with the use of the tools and techniques of research. The scholars shall work on the following with respect to nature of the research domain undertaken:

1. Techniques of Sampling
2. Development of a tool for research (using the procedure of standardization) e.g. Questionnaire, Interview schedule, Observation schedule, Rating Scale etc.
3. Development of a Research proposal
4. Preparation of Bibliography on a specific research topic (APA Style)
5. Fourteen periods of 1 hour duration shall be devoted by the respective supervisor with his/her scholar.

PART-B

Research Seminar

Credits: 2

The scholars are expected to present the research problem of their area of interest. The supervisor shall also assess the presentation skills of the scholar in the seminars.

- Fourteen Seminars of 2 hours duration shall be held in the school on weekly basis wherein all scholars and all supervisors shall be present.
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