

B.P.S. Institute of Teacher Training and Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonapat)  
Doctorate of Philosophy (Ph.D.) in Education

**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
(W.E.F. 2015-16)

The Pre- Ph.D. programme shall be of one semester and contains 03 papers in all. A brief description of each paper along with nomenclature, paper code, etc. is given below:

**SEMESTER-I**

Sr. No.	Paper with Code	Paper Title	Hours per week			Total Credits	Max. Marks	
			Lecture	*Tutorial	Practical		Internal/Sessional	External
<b>Theory Papers :</b>								
1. 2688	PAPER-I (DPE-3101)	Research Methods in Educational Research and Computer Application in Education Data Analysis	5	1	---	6	20	80
2. 2689	PAPER -II (DPE-3102)	Comparative Education with Special Reference to Curriculum and Pedagogy	5	1	---	6	20	80
3. <del>2690</del>	PAPER- III (DPE-3103)	Optional (Any one)						
4.	(Opt-i)	Philosophy and Sociology of Education	5	1	---	6	20	80
5. 2690	(Opt-ii)	Teacher Education	5	1	---	6	20	80
6.	(opt-iii)	Management of Education and Its Evaluation	5	1	---	6	20	80
7. 2691	(opt-iv)	Educational Psychology	5	1	---	6	20	80
8.	(opt-v)	Education of children with special needs	5	1	---	6	20	80
<b>Total</b>			<b>15</b>	<b>03</b>	<b>---</b>	<b>18</b>	<b>60</b>	<b>240</b>

Chairperson,  
B.P.S. Instt. of Teacher Training & Rese  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan, Sonapat

3158  
M-17

B.P.S. Institute of Teacher Training And Research  
Faculty of Education

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education

3158  
M-17

3399  
F-17

Paper-I  
(DPE-3101)

Research Methods in Educational Research and Computer Application in  
Education Data Analysis

Max. Marks: 100

Total Inst. Hours per week: 05+01

External Marks: 80

Exam Hours: 3Hrs.

Internal Marks: 20

Credit per week: 06

**Objectives:**

This paper will enable the Ph.D. Scholars to:


1. explore and analyze critically theoretical issues relating to educational research.
2. evaluate critically current research and advanced scholarships in the areas of her interest.
3. develop a knowledge of suitable approaches to the preparation of research proposals, research design, methods of data collection, analysis and presentation of finding relevant to their professional practice or academic interest.
4. be familiar with the applications of SPSS in data analysis.
5. develop an understanding of the appropriate use of statistical methods.

**Unit-1: Overview of Educational Research**

- 1.1 Meaning, aims, areas, prerequisites and limitations of educational research.
- 1.2 The selection of research problem:  
Basis of selection, purpose, scope, source, research statement, questions, hypothesis.
- 1.3 Methods of selecting the sample:  
Probability and non-probability sampling.
- 1.4 Preparation and presentations of research proposal or synopsis.

**Unit-2: Methods of Educational Research and Tools of Data Collection**

- 2.1 Quantitative Methods
  - 2.1.1 Experimental: True experimental, Quasi experimental, pre-experimental.
  - 2.1.2 Non-experimental: Descriptive, Comparative, Co-relational, historical, Ex-post facto.
- 2.2 Qualitative Methods
  - 2.2.1 Case Study

  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)



3455 - 2  
3158

### 2.2.1 Case Study

## 2.3 Educational Research and Tools of Data Collection

### 2.3.1 Data Collection: Nature and Types of Data, Measurement Scales.

### 2.3.2 Data Collection Tools- Interview, Observation, Sociometry, Questionnaire, Schedule, Check-list, Rating Scales, Psychological Test, (Achievement Test, Aptitude Test, Intelligence Test, Interest Inventory, Personality Measurement)

## Unit-3: Educational Statistics and Techniques of Testing Statistical Hypothesis

### 3.1 Measures of Central Tendency, Measures of Variability, Measures of Relative Position.

### 3.2 Correlation Techniques: Product Moment, Rank order, Regression and Prediction.

### 3.3 Normal Probability Distribution: Properties and Applications of NPC, Divergence from Normality: Skewness and Kurtosis

### 3.4 Parametric Test- Comparing Two Means: t-test and F-test, comparing more than two mean: Two way ANOVA, Three way ANOVA, Analysis of Covariance (ANCOVA).

### 3.5 Non Parametric Test : Chi-Square Test, Mann-Whitney U Test, Sign Test.

## Unit-4: Computer Fundamentals and Data Analysis by using Computer

### 4.1 Components of Computer System and Operating System- MS-Windows, Basic Components of Windows, Folders and Disc: Moving, Copying, delete, creating folder, open files and folders, searching files and folders.


### 4.2 MS Word: Components, Creating, Saving, Editing, opening an existing document, printing document.

### 4.3 Use of Microsoft Excel in Data Analysis and carry out the analysis.

### 4.4 Use of Statistical Package for Social Sciences (SPSS) for basic statistical analysis of parametric & non-parametric test given in Unit 3 above.

## Recommended Readings:

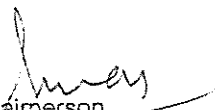
- Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. SAGE Publication.
- Best J.W. (1986) *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publication.

  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

3158  
~~3155~~ - ③

- Elliott, Jane (2005). *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983) *How to Design and Evaluate Research in Education*, Singapore: McGraw Hill, Inc.
- Gravetter, F.J. & Wallanau, C.B. (2002). *Essentials of Statistics for the Behavioural Sciences* (4<sup>th</sup> edition) Australia, Wodsworth.
- Grbich, Carol (2006). *Qualitative Data Analysis: An Introduction*. SAGE Publication.
- Gupta, Santosh (1983) *Research Methodology and Statistical Techniques*, New Delhi : Deep and Deep Publisher.
- Kerlinger, F.N. (1973) *Foundations of Behavioural Research*, New York : Holt, Rinehart and Winston.
- Kaul, Lokesh (1984) *Methodology of Educational Research*, New Delhi : Vikas Publications.
- Leary, M.R. (2004). *Introduction to Behavioural research Methods* (4<sup>th</sup> edition) Boston: Pearson Prentice hall .
- Lichtman, Marilyn (2006). *Qualitative Research in Education-A User Guide*. SAGE Publication.
- Srivastava, G.N.P. (1994) *Advanced Research Methodology*, New Delhi : Radha Publications.
- Sidhu, K.S. (1987) *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.
- Van, Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*, New York: McGraw Hill Co.
- Salkind, N.J. (2006). *Exploring Research* (Sixth Edition) NJ: Pearson Prentice Hall.
- Wiersma, W.(2000). *Research Methods in Education*. (7<sup>th</sup> edition) Allyn & Bacon.
- Willis, Jerry W. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. SAGE Publication.

P.

  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

3159  
M-18

B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education  
Paper-II  
(DPE-3102)

31576  
M-17

2390  
2-17

Comparative Education with Special Reference to Curriculum and Pedagogy

Max. Marks: 100

Total Inst. Hours per week: 05+01

External Marks: 80

Exam Hours: 3Hrs.

Internal Marks: 20

Credit per week: 6

**Objectives**

This course will enable the Ph.D. scholars to:

1. acquaint with concept, scope, need, history, development and methods of Comparative Education.
2. acquaint with research and development in curriculum in different countries.
3. study the trends and problems of education in world perspective.
4. understand the factors and forces influencing practice of education.
5. create awareness and develop understanding of system of education in different countries.

**Unit-1: Overview of Comparative and International Education**

- 1.1 Concept, scope, history, development and types of Comparative and International Education.
- 1.2 Distinction between Comparative Education and International Education.
- 1.3 Comparative and International Education for Peace and Global Consciousness – role of UNO, SAARC and UNESCO.
- 1.4 Methods, assessment and indicators of Comparative and International Education.
- 1.5 Comparative and International Education: the dialectic of global and local.
- 1.6 Comparative and International Education for Multi-Culturalism, modernism, immigration and transformation.


**Unit-2: Problems to be studies in World Perspective Education in developed, developing and underdeveloped countries with special reference to following problems:**

- 2.1 Universal Compulsory Education.
- 2.2 Relationship of Educational Development and Economic Development.
- 2.3 Women Education.
- 2.4 Education of Children with Special Needs.
- 2.5 Technical, Medical and Vocational Education.
- 2.6 Quality Standards and accountability.
- 2.7 Factors and forces influencing theory and practice of education.

**Unit-3: Education System in different Countries**

Study of Education System in India, U.K., U.S.A., Australia, China, Japan, Russia and Canada with reference to the following:



  
Chairperson,  
B.P.S. Inst. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

- 3.1 Historical, geographical, political and cultural background.
- 3.2 Aims, Objectives and management of education.
- 3.3 Present system of primary, secondary, post-secondary and higher education institutions-entrance procedure and evaluation system.
- 3.4 Adult education, Continuing education and distance education.
- 3.5 Separated schools, Common schools, Private schools and Religious schools.
- 3.6 Recruitment, training, orientation and status of Teacher.

**Unit-4: Curriculum and Pedagogy in Different Countries**


Studies of Curriculum and Pedagogy in India, U.K., U.S.A., Australia, China, Japan, Russian and Canada with special reference to the following:

- 4.1 Curriculum and Pedagogy for Academic-occupational Integration.
- 4.2 Research and Development in Curriculum and Pedagogy.
- 4.3 Selection, Organization and Diagnosis of Curriculum Experiences.
- 4.4 Curriculum development through System Technology.
- 4.5 Policies for streamlining curriculum planning and administration.

**Suggested Readings:**

- Britain's Information Service: Education in Britain, London.
- Chaube, S.P. & Chaube, A. (2002). Comparative Education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Dali, Ronald, C. (1964) Curriculum Improvement: Decision-Making and Process, Allign and Bacon, Barton.
- De Young ( ). Introduction to American Public Education, McCraw Hill, New York.
- Dewey, John (1916), Democracy and Education, The Macmillan Company, New York.
- Grawin LA ( ). The Transformation of the School Progression in American Education, A.A. Kirk, New York.
- Hall, Robert King ( ). Education for a New Japan, Haven Yale University.
- Hans, N.A. (1987). Comparative Education Methodology, Regan Paul, London.
- Kerlinger, Fred N (1965). Foundations of Behavioural Research. Hott Rincont and Winston, New York.
- Krug Edward A. ( ) Curriculum Planning- Harper & Raw Publishers, New York.
- Robert S. Zair (1976). Curriculum: Principals and Foundations, Thomas Y. Crowell Company Inc., New York.
- Sodhi, T.S.: Textbook of Comparative Education (2004), Vikas Publishing House Pvt. Ltd.
- Taba, Hilda, (1962) Curriculum Development: Theory and Practice, Harcourt Brace Jovanovids, New York.
- UNESCO: Handbook of World Surveys of Educational Organizations and Statistics.



  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonepat)

B.P.S. Institute of Teacher Training And Research  
Faculty of Education

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan

Doctorate of Philosophy (Ph.D.) in Education

Paper-III

(DPE-3103) (opt.i)

Philosophy and Sociology of Education

Max. Marks: 100

Total Inst. Hours per week: 05+01

External Marks: 80

Exam Hours: 3Hrs.

Internal Marks: 20

Credit per week: 06

### Objectives:

This paper will enable the Ph.D. Scholars to:

- develop the understanding of relationship between philosophy and Education.
- develop basic awareness about the major Indian schools of philosophy and of Indian philosophers and educational thoughts.
- develop the understanding of relationship between sociology and education.
- acquaint them with the various sociological concepts and social ideals.

### UNIT:I Philosophy and Sociology

- 1.1 Modern concept of Philosophy: analysis,
- 1.2 Logical analysis, Logical empiricism and positive relativisms-Morris L. Prigge,
- 1.3 Social and Global stratification
- 1.4 Reforms of Education & Global perspectives on education
- 1.5 Education as a sustainable development

### UNIT: II Review of related literature

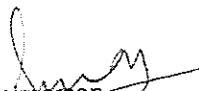
- 2.1. Meaning and purpose of review
- 2.2 sources of review,
- 2.3 organization of related literature.
- 2.4 Research Proposal Writing - concept Purpose & Steps.,

### UNIT: III Report writing

- 3.1 Purpose, steps and format of research report
- 3.2 final presentation of research report
- 3.3 references, bibliography, footnotes and end notes.



-7-

  
Chairperson,  
B.P.S. Inst. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonepat)

## UNIT: IV Writing and Publishing research paper

4.1 Fundamentals of writing and publishing research paper or norms and standards of writing

4.2 Funding agencies for Educational research :

4.2.1 Funding agencies for research work: Roles and functions.

4.2.2 Indian Research funding agencies: ICSSR, UCG, NCERT, NCTE etc.

4.2.3 International Research funding agencies: UNICEF, UNESCO

4.2.4 Patent Drafting and submission

4.2.5. Preparing document for MOUs, confidentiality agreements

### Suggested readings:

- Aggarwal, J.C. (2008). Education in Emerging Indian Society, Shipra Publications, Delhi.
- Altekar, A.S. (1934). Education in Ancient India, Book Shop, Varanasi.
- Best, John W. and Khan, James V (1995). Research in Education, Prentice Hall of India Pvt.Ltd. New Delhi.
- Bhattacharya, S. (2002). Foundations of Education, Atlantic Publishers, New Delhi.
- Bhaum, Archia (1961). Philosophy: An Introduction, Asia Publishing House, Bombay.
- Burns, R.B (1991), Introduction Research in Education, New Delhi Prentice Hall
- Chandra, S.S. & Sharma, R.K. (2002). Principles of Education, Atlantic Publishers, New Delhi.
- Dagar B.S. and Dhull Indira (1994). Perspectives in Moral Education, Uppal Publishing House, Delhi.
- Dewey John, Democracy and Education, New York.
- Garrett, H.E (1973) Statistics in Psychology and Education Bombay: Vakils Feiffer and Simon.
- Good, W & Hatt, P.K. (1962). Methods in Social Research, McGraw Hill Book Co., London.
- Gupta, V.K. (1998). Education in the Emerging Indian Society, New Academic Publishing House, Jalandhar
- Koul, Lokesh (1984). Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi
- Ravi S. Samuel (2011) A Comprehensive Study of Education, PHI Learning Pvt. Ltd. New Delhi.
- Thakur, A.S. (2004) Philosophical and Sociological Basis of Education, National Publishing House, Daryaganj, New Delhi.





315  
19-12-18

3160  
14-18

2/301  
0-12

B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education  
Paper-III  
(DPE-3103) (opt.ii)  
Teacher Education

Max. Marks: 100  
External Marks: 80  
Internal Marks: 20

Total Inst. Hours per week: 05+01  
Exam Hours: 3Hrs.  
Credit per week: 06

**Objectives:**

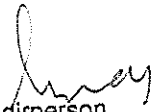
This paper will enable the Ph.D. Scholars to:

- concept, aims and scope of teacher education in India with its historical perspectives.
- teaching profession and types of teacher education programmes
- teaching profession and professional ethics of teachers.,
- familiarize themselves with programmes of faculty improvement, performance appraisal.
- describe the organization of teacher education through distance education.
- explain new innovations and trends in teacher education programme.
- research in various areas of teacher education.
- understand the problems faced in the areas of teacher education

**UNIT:I Teacher Education**

- 1.1 Teacher in India – Concept, changing roles and responsibilities of teacher
- 1.2 Concept of teaching as a profession, professional ethics for teacher
- 1.3 Concept and nature of teaching Model:
  - 1.3.1 Concept Attainment Model
  - 1.3.2 Inquiry Training Model
  - 1.3.3 Problem-Solving Teaching Model
  - 1.3.4 Inductive Teaching Model
- 1.4 Nature & Purpose of Research in Teacher Education
- 1.5 Scope of Research in Teacher Education
- 1.6 Areas of Research in Teacher Education
- 1.6 Trends in Research in Teacher Education

**UNIT: II Review of related literature**

  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)



- 2.1. Meaning and purpose of review
- 2.2 sources of review,
- 2.3 organization of related literature.
- 2.4 Research Proposal Writing - concept Purpose & Steps.,

### **UNIT: III Report writing**

- 3.1 Purpose, steps and format of research report
- 3.2 final presentation of research report
- 3.3 references, bibliography, footnotes and end notes.

### **UNIT: IV Writing and Publishing research paper**

- 4.1 Fundamentals of writing and publishing research paper or norms and standards of writing
- 4.2 Funding agencies for Educational research :
  - 4.2.1 Funding agencies for research work: Roles and functions.
  - 4.2.2 Indian Research funding agencies: ICSSR, UCG, NCERT, NCTE etc.
  - 4.2.3 International Research funding agencies: UNICEF, UNESCO
  - 4.2.4 Patent Drafting and submission
  - 4.2.5. Preparing document for MOUs, confidentiality agreements

#### ***Suggested Readings:***


- Best, John W. and Khan, James V (1995). Research in Education, Prentice Hall of India Pvt.Ltd. New Delhi.
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
- MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi
- Nayar, D.P. (1989) Towards a National System of Education, Mittal Publishing, New Delhi.
- NCERT (1987) In service Training Package for secondary Teacher MHR, New Delhi
- NCTE (1988) Curriculum Framework for quality Teacher Education, NCTE, Publication, New Delhi.
- Oberoi, M.K (1995) Professional competencies in Higher Education, UGC Publication, New Delhi.



3160-3

- Sikula, J.(Ed.) (1985) Handbook of Research on Teacher Education, New York Mac Millan Publishing
- MHRD (1990) Towards an Enlightened and Humane Society;, (Rama Murti committee report )
- Committee Report, Department of Education, Govt. of India, New Delhi,.
- Singh, L.C. et. Al. (1990) Teacher Education in India, New Delhi, NCERT
- Singh, T (1978), Diffusion of Innovation among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.
- Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
- Koul, Lokesh (1984). Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi
- Ravi S. Samuel (2011) A Comprehensive Study of Education, PHI Learning Pvt. Ltd. New Delhi.
- Sharma, R. A (2005) Teacher Education, Meerut Loyal Book Depot.
- Sharma, S.P. (2005) Teacher Education, New Delhi: Kanishka Publisher
- Thakur, A.S. (2004) Philosophical and Sociological Basis of Education, National Publishing House, Daryaganj, New Delhi
- Udayveer (2006) Modern Teacher Training, New Delhi: Anmol Publications



  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

318/8  
-11-12

B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education

2303  
D-17

Paper-III

(DPE-3103) (opt.iii)

Management of Education and Its Evaluation

Max. Marks: 100

External Marks: 80

Internal Marks: 20

Total Inst. Hours per week: 05+01

Exam Hours: 3Hrs.

Credit per week: 06

**Objectives:**

This paper will enable the Ph.D. Scholars to:

- Understand the basic concepts of educational management and school administration
- To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- To orient the students with tools and techniques of measurement and evaluation.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

**UNIT: 1 Management of Education and its Evaluation**

- 1.1 Curriculum development – concept model of curriculum development
- 1.2 principal and guideline in organizing the support system
- 1.3 Monitoring and evaluation of school – role of ministry and other government agencies
- 1.4 technique of evaluation and its need
- 1.5 Reconceptualism of learning resources- text book supplementary books, work book multimedia school library etc.


**UNIT: II Review of related literature**

- 2.1. Meaning and purpose of review
- 2.2 sources of review,
- 2.3 organization of related literature.
- 2.4 Research Proposal Writing - concept Purpose & Steps.,

**UNIT: III Report writing**



-12-

  
Chairperson  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonepat)

- ~~3/5/8~~ 3
- 3.1 Purpose, steps and format of research report
  - 3.2 final presentation of research report
  - 3.3 references, bibliography, footnotes and end notes.

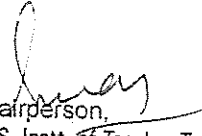
**UNIT: IV Writing and Publishing research paper**

- 4.1 Fundamentals of writing and publishing research paper or norms and standards of writing
- 4.2 Funding agencies for Educational research :
  - 4.2.1 Funding agencies for research work: Roles and functions.
  - 4.2.2 Indian Research funding agencies: ICSSR, UCG, NCERT, NCTE etc.
  - 4.2.3 International Research funding agencies: UNICEF, UNESCO
  - 4.2.4 Patent Drafting and submission
  - 4.2.5. Preparing document for MOUs, confidentiality agreements

***Suggested Readings:***

- Agarwal, J.C. and Gupta, S. (2008). Secondary Education and Management, Shipra Publications, New Delhi.
- Agarwal, J.C. (1998). Nai Shiksha Niti, Prabhat Prakash New Delhi.
- Best, John W. and Khan, James V (1995). Research in Education, Prentice Hall of India Pvt.Ltd. New Delhi.
- Koul, Lokesh (1984). Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., New Delhi
- Lakshmi, S. (1989). Challenge in Indian Education, Sterling Publishers Pvt. Ltd. New Delhi
- Naik, T.P. (1976). Elementary Education in India: A Promise to Keep, Allied Publishers, New Delhi.
- Safaya, R.N. (1989), Current Problems in Indian Education, Dhanpat Rai & Sons, Jullandhar.
- Safaya, R.N. and Bhatia, B.D. (1990). School Organisation and Administration, Dhanpat Rai & Sons, Jullandhar.



  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

3161

3161  
M-18

270A  
D/17

B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education  
Paper-III  
(DPE-3103) (opt.iv)  
Educational Psychology

Max. Marks: 100  
External Marks: 80  
Internal Marks: 20

Total Inst. Hours per week: 05+01  
Exam Hours: 3Hrs.  
Credit per week: 06

### Objectives:

This paper will enable the Ph.D. Scholars to:

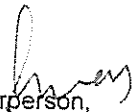
- Develop an understanding of theories of learning.
- Develop an understanding of stress management.
- Understand the need of counseling and guidance.
- Explore areas of research in the area of psychology.

### UNIT:1 Educational Psychology Basics and fundamentals

- 1.1 Learning – Principles and Methods – Classical conditioning – Operant Conditioning – The principle of reinforcement – Multiple response learning – Cognitive learning – Optimizing learning: Programmed learning and automated instruction – Transfer of learning – Role of Reward and punishment in learning
- 1.2 Personality and Social Development – Emotions – emergence of Self – Role of parents and siblings – peer group influence – Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems, Stress and Conflict Management – Stress: Individual and Organisational Stressors, Effects and Management
- 1.3 Types of Counselling – Conflict: Types, interpersonal and Intra-individual Conflicts- Conflict Resolution and Management Basic concepts – Meaning of Guidance and Counseling and their differences – Approaches to counselling, person centred, Gestalt, Psychoanalytic, Cognitive, Trait factor, Behavioral and eclectic approach - Assessment Techniques - Important Factors – Tools of Assessment. Goals of counselling – counselling process – characteristics of counselor – Group counselling – special areas of counselling - applied areas multicultural counselling – Ethical issues.

### UNIT: II Review of related literature



  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

- 2.1. Meaning and purpose of review
- 2.2 sources of review,
- 2.3 organization of related literature.
- 2.4 Research Proposal Writing - concept Purpose & Steps.,

### UNIT: III Report writing

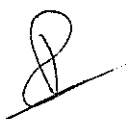
- 3.1 Purpose, steps and format of research report
- 3.2 final presentation of research report
- 3.3 references, bibliography, footnotes and end notes.


### UNIT: IV Writing and Publishing research paper

- 4.1 Fundamentals of writing and publishing research paper or norms and standards of writing
- 4.2 Funding agencies for Educational research:
  - 4.2.1 Funding agencies for research work: Roles and functions.
  - 4.2.2 Indian Research funding agencies: ICSSR, UCG, NCERT, NCTE etc.
  - 4.2.3 International Research funding agencies: UNICEF, UNESCO
  - 4.2.4 Patent Drafting and submission
  - 4.2.5. Preparing document for MOUs, confidentiality agreements

### Suggested Readings:

- Aggarwal J.C. (1995). Essential Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.
- Bhatia H.R. (1977). Text book of Educational Psychology, The Mc. Millan Company of India Ltd. New Delhi.
- Chauhan, S.S. (1988) .Advanced Educational Psychology, Vikas Publication, New Delhi
- Dececco, J.P. (1977). The Psychology of learning & Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
- Garrett, H.E. (2007). Statistics in Psychology and Education, Prentice Hall of India Pvt. Ltd., New Delhi.



  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Karnal (Sonapat)

*[Handwritten signature]*

B.P.S. Institute of Teacher Training And Research  
Faculty of Education  
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan  
Doctorate of Philosophy (Ph.D.) in Education  
Paper-III  
(DPE-3103) (opt.v)  
Education of children with special needs

*304*  
*C-17*

Max. Marks: 100

Total Inst. Hours per week: 05+01

External Marks: 80

Exam Hours: 3Hrs.

Internal Marks: 20

Credit per week: 06

**Objectives:**

This paper will enable the Ph.D. Scholars to:

- Acquire knowledge and understanding of special education.
- Acquaint them with government policies, legislatures & national institutes related to the disabled.
- Acquaint them with educational programmes, equipment and aids for education of the disabled.
- Promote in them an extensive purview of the knowledge about all exceptionalities and comprehend their relatedness.
- Enable them to understand the policies and legislation on special education in India.
- Develop awareness of research in special education in India.

**UNIT1 Education of children with special needs**

- 1.1 Aims , objectives and functions of special education and inclusive education
- 1.2 Direction and priorities of special education and inclusive education
- 1.3 Role of educational psychology in special education.
- 1.4 Role of special schools and special educators in facilitating inclusive education
- 1.5 Role of government and non government agencies in special education such as NCERT, SCERT, RCI, NCTE, UNESCO and UNO
- 1.6 Resource mobilization through funding agencies and concession facilities for the disabled education.
- 1.7 Recommendations of various education commissions of India fro education of children with special needs.

**UNIT: II Review of related literature**

- 2.1. Meaning and purpose of review
- 2.2 sources of review,
- 2.3 organization of related literature.

*[Handwritten signature]*  
Chairperson,  
B.P.S. Instt. of Teacher Training & Research  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonepat)

*[Handwritten signature]*



2.4 Research Proposal Writing - concept Purpose & Steps.,

**UNIT: III Report writing**

- 3.1 Purpose, steps and format of research report
- 3.2 final presentation of research report
- 3.3 references, bibliography, footnotes and end notes.

**UNIT: IV Writing and Publishing research paper**

- 4.1 Fundamentals of writing and publishing research paper or norms and standards of writing
- 4.2 Funding agencies for Educational research:
  - 4.2.1 Funding agencies for research work: Roles and functions.
  - 4.2.2 Indian Research funding agencies: ICSSR, UCG, NCERT, NCTE etc.
  - 4.2.3 International Research funding agencies: UNICEF, UNESCO
  - 4.2.4 Patent Drafting and submission
  - 4.2.5. Preparing document for MOUs, confidentiality agreements

***Suggested Readings:***

- Bowers (ed.), (1987). Special Education Needs and Human Resource Management, Grom Helm, London.
- 2Cohen & Cohen C., (1986). Exceptional Children, Harper and Row, London.
- Gearheart J. Carol and Weishahn W.Mel and Gearheart R. Bill (1988). The Exceptional Student in the Regular Classroom, Marwell Macmillan International.
- Kar Chintamani (2001). Exceptional Children, Their Psychology and Education, Sterling Publishers Private Limited, New Delhi.
- K.C. Panda (2002). Education of Exceptional Children, Vikas Publishing House Pvt. Ltd., New Delhi.
- M. Dash & Neena, Dash (2005). Essentials of Exceptionality and Special Education, Atlantic Publishers, New Delhi.
- Prakash, Ravi and Prasad, Janardan (2006). Education of Handicapped Children: Problems and Solutions, Kanishka Publishers, New Delhi.
- Rao V.K. (2002). Special Education, A.P.H. Publishing Corporation, New Delhi.
- Singh Pratap Vijay (2004). Concept and Methods of Special Education, Sarup & Sons, New Delhi.
- Singh Jit Agya (2007). Special Education for Exceptional Children, Twenty First Century Publications, Patiala. t



