NOTIFICATION

As recommended by the meeting of the Board of Studies (BoS) in Education held on 05.03.2024 & 06.03.2024 and 154th Meeting of the Post Graduate Board, Dibrugarh University held on 03.04.2024, the 130th Meeting of the Academic Council, Dibrugarh University held on 09.04.2024 vide **Resolution No. 10** has approved the syllabus of the Ph.D. Course Work in Education Programme with immediate effect.

The syllabus is attached herewith.

Issued with due approval.

Deputy Registrar (Academic)
Dibrugarh University

Copy for kind information and necessary action to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University.
2. The Deans, Dibrugarh University.
3. The Registrar, Dibrugarh University.
4. The Head, Department of Education, Dibrugarh University.
5. The Controller of Examinations i/c, Dibrugarh University.
6. The Joint / Deputy Controller of Examinations – 'B', 'C' & 'A', Dibrugarh University.
7. The Programmer, Dibrugarh University with a request to upload the notification in the Dibrugarh University Website.
8. File.

Deputy Registrar (Academic)
Dibrugarh University

Ph.D. Curriculum

(Recommended by BoS in Education, in its meeting held on 5th and 6th March, 2024)

DIBRUGARH UNIVERSITY

DIBRUGARH-786004

ASSAM

Structure of Ph.D Course Work in Education,

Department of Education, Dibrugarh University

<table>
<tr><th colspan="4">Total Marks: 400 Credit: 16</th></tr>
<tr><th>Course Code</th><th>Course Title</th><th>Total Marks</th><th>Credit</th></tr>
<tr><td>PHDEDN 10100</td><td>METHODOLOGY OF EDUCATIONAL RESEARCH-I</td><td>100</td><td>4</td></tr>
<tr><td>PHDEDN 10200</td><td>METHODOLOGY OF EDUCATIONAL RESEARCH-II</td><td>100</td><td>4</td></tr>
<tr><td rowspan="11">PHDEDN 10300</td><td>PHDEDN 10301: PSYCHOLOGY OF ADJUSTMENT AND HUMAN DEVELOPMENT</td><td rowspan="11">100</td><td rowspan="11">4</td></tr>
<tr><td>PHDEDN 10302: COGNITIVE PSYCHOLOGY</td></tr>
<tr><td>PHDEDN 10303: ADVANCED SOCIOLOGY OF EDUCATION</td></tr>
<tr><td>PHDEDN 10304: RESEARCH IN PEDAGOGY</td></tr>
<tr><td>PHDEDN 10305: ADVANCED EDUCATIONAL STATISTICS</td></tr>
<tr><td>PHDEDN 10306: GENDER PERSPECTIVES IN EDUCATIONAL RESEARCH</td></tr>
<tr><td>PHDEDN 10307: RESEARCH ON SUSTAINABLE DEVELOPMENT</td></tr>
<tr><td>PHDEDN 10308: INCLUSIVE EDUCATION</td></tr>
<tr><td>PHDEDN 10309 : EDUCATIONAL MANAGEMENT AND FINANCE</td></tr>
<tr><td>PHDEDN 10310: CONTEMPORARY ISSUES OF PHYSICAL EDUCATION, FITNESS AND WELLNESS</td></tr>
<tr><td>PHDEDN 10311: DISTANCE AND ONLINE EDUCATION</td></tr>
<tr><td>PHDEDN 10400</td><td></td><td>100</td><td>4</td></tr>
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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10100
COURSE TITLE: METHODOLOGY OF EDUCATIONAL RESEARCH-I

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-
1. choose the appropriate method and research design for their study,
2. develop a detailed research proposal
3. select a representative sample using appropriate sampling technique for their study.
4. use different qualitative and quantitative measures for analysis and interpretation of data.
5. write research reports in the forms of research paper and thesis.

UNITS	TOPICS	MARKS

Unit-I	**Foundation of Research:**
	• **Paradigms of Research**: Questions of ontology, epistemology, nature of enquiry in historical and contemporary perspectives; positivist and post-positivist, interpretive, scientific enquiry, critical theory and feminist research paradigms.
	• **The Research Process**:
	  ▪ Formulation of Research Problem
	  ▪ Review of Related Literature
	  ▪ Writing Research Questions and Objectives
	  ▪ Formulation of Hypotheses
	  ▪ Research Design
	  ▪ Collection of Data: Planning and Time Management
	• **Application of Probability and Non-Probability Sampling Techniques:**
	  o **Probability sampling:**
	    ▪ Simple random sampling
	    ▪ Stratified
	    ▪ Cluster
	    ▪ Multi- stage sampling
	    ▪ Multi-phase sampling
	    ▪ Systematic sampling
	  o **Non- probability sampling:**
	    ▪ Purposive or Judgmental sampling
	    ▪ Quota sampling
	    ▪ Incidental sampling
	    ▪ Convenience or Accidental sampling
	    ▪ Snowball sampling
		10

Unit-II	**Research Designs: Quantitative, Qualitative and Mixed Methods**	**10**
	▪ Positivism and Post-positivistic approaches to research.	
	Quantitative Research Designs:	
	▪ **Descriptive Research :** Research Problems for Survey studies, Interrelationship Studies and Developmental studies	
	▪ Steps in Descriptive Research	
	▪ **Experimental Research**	
	o Variables : Independent and dependent variables, Confounding variables and extraneous variables	
	o Characteristics of Experimental Research: Control, Manipulation, Observation and Replication	
	o Steps in Experimental Research	
	o Pre-Experimental Research Designs,	
	o Quasi-Experimental Research Designs	
	o True Experimental Research Designs	
	Historical Research :	
	▪ Sources of Historical Research	
	▪ Steps in Historical Research	
Unit-III	**Qualitative Research Designs:**	**10**
	▪ **Grounded Theory Designs**: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT	
	▪ **Narrative Research Designs**: Meaning and key Characteristics, Steps in conducting NR design,	
	▪ **Case Study**: Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses	
	▪ **Ethnography**: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses	
	Mixed Method Designs:	
	▪ Characteristics,	
	▪ Types of MM designs-Triangulation, Explanatory and Exploratory designs,	
	▪ Steps in conducting a MM designs,	
	▪ Strengths and weakness of MM research.	
Unit-IV	**Development of Research Proposal and Writing Research Report**	**10**
	• **Developing Research Proposal:**	
	▪ Developing research proposal for Ph.D.	
	▪ Preparing research proposal for submitting to funding authorities	
	• **Writing the Research Report:**	
	▪ Format	

	▪ Chapterization, ▪ Characteristics of a good research report. ▪ Use of abbreviations ▪ Referencing: References, footnotes and bibliography, APA Style of Referencing ▪ Guidelines for writing research abstracts ▪ Writing research paper • Ethics in reporting research; Intellectual Property Right (IPR) and Plagiarism, Anti-plagiarism software and their application	

Unit-V	**Analysis of Qualitative and Quantitative Data**
	     A) Qualitative Data:
	        • Comparing Methods of Data Analysis
	        • Coding and Concept Formation
	        • Analytical Strategies for Qualitative Data
	
	     B) Quantitative Data:
	        • **Correlation and regression:**
	           ▪ Partial correlation and Multiple Correlation
	           ▪ Computation and Interpretation of partial and multiple correlation
	           ▪ Regression Equations
	           ▪ Assumption of regression analysis
	           ▪ Simple linear regression analysis
	           ▪ Interpretation of findings
	        • **Parametric Tests**:
	           ▪ Conditions for using Parametric tests
	           ▪ Tests of Normality: P-P Plot, Q-Q Plot, Kolmogorov-Smirnov test and Shapiro-Wilk test
	           ▪ Tests of homogeneity of variance: Levene test
		10

Unit-VI	**Analysis of Quantitative Data (Contd.)**
	     • **Parametric Tests**
	        ▪ Testing the Significance of Difference between Means
	        ▪ Analysis of Variance (ANOVA) - One way and Two way
	        ▪ Analysis of Co-variance (One-way)
	     • **Non-Parametric Tests:**
	        ▪ Chi-Square test
	        ▪ Sign test
	        ▪ Median test
	        ▪ Sum of Rank test
	        ▪ Mann-Whitney U-test
		10

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least two of the following activities:**   **:20 Marks**

- o Selection of a problem for educational research and formulating Research Questions, Objectives and Hypotheses.
- o Review of given research papers /books /any other related literature.
- o Illustration of the sampling technique for a given research problem.
- o Development of a research proposal.
- o Collection and analysis of qualitative data using qualitative data analysis techniques.
- o Collection and analysis of quantitative data using statistical measures.
- o Writing a research paper.
- o Any other activities deemed to be fit by the course teachers.

Learning Outcomes: After completion of the course, the research scholars will be able to-
1. choose the appropriate method and research design for their study
2. develop a detailed research proposal
3. select a representative sample using appropriate sampling technique for their study.
4. use different qualitative and quantitative measures for analysis and interpretation of data.
5. write research reports in the form of a thesis, dissertation or a research paper.
6. write research reports in the forms of research paper and thesis.

Suggested Readings:

- o Best, J. W. & Kahn, J. V. (2006). Research in Education.(10th ed.). New Delhi: PHI
- o Clark, D. H. & Clark, H. H. (1979). Research process in Physical Education, recreation & health Englewood Cliffs: prentice Hall.
- o Creswell, J.W. (2011). Educational research. New Delhi: PHI Learning Pvt. Ltd.
- o Good, C.V., Barr, A.S. & Scates, D.E.(1936).   The methodology of educational research. New York: Appleton –Century Crofts, Inc,
- o Garrett, H.E (2000) Statistics in Psychology and Education, Hyderabad: International Book Bureau
- o Good, C.V., Barr, A.S. & Scates, D.E.(1936).   The methodology of educational research. New York: Appleton –Century Crofts, Inc,
- o Guilford, J.P. (1956). Fundamental statistics in psychology and education. New York: McGdraw Hill Book Company Inc.
- o Johnson, B. & Christensen, L. (2008). Education Research, Quantitative, Qualitative and Mixed Approaches (3rd ed.). Sage Publication: England.
- o Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi
- o Kerlinger, Fred. N. (1983). Foundations of behavioral research. Delhi: Surjeet Publications,

o King, B.M. and Minium, E.W. (2014). Statistical reasoning in the behavioural sciences (Fifth Edn). New Delhi: Wiley India Pvt. Ltd.

o Kohl, L. (2016). Methodology of educational research (4th Edn.). New Delhi: Vikas Publishing House Pvt. Ltd.,

o Kothari, C.R. and Garg, G. (2014). Research methodology-Methods and techniques (3rd Edn.). New Delhi: New Age International (P) Ltd.

o Kothari, C.R.(2008). Research Methodology: Methods and Techniques. Second Edition, New Age International Publishers, New Delhi.

o Lindquist, E.F. (1956).Design and analysis of experiments in psychology and education. Washington D.C.: American Council on Education.

o Newman, W. L. (2007). Social research methods : Qualitative and quantitative approaches (Sixth Edn.). New Delhi: Dorling Kindersley (India) Pvt. Ltd. (Pearson Education, Inc.)

o Sidhu, K.S. (2009).Methodology of educational research. New Delhi : Sterling Publishers Pvt. Ltd.,

o Singh, A.K. (1997). Tests, measurements and research methods in behavioural science. Kadamkuan, Patna- 800003:Bharati Bhavan,

o Sprint hall, R. C. (1997). Basic statistical Analysis. (5th ed.). USA: Allyn & Bacon

o Travers, Robert M.W. (1969). An introduction to educational research. New York : The Macmillan Company ,.

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DETAILED SYLLABUS OF THE PHD COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO: PHDEDN 10200
COURSE TITLE: METHODOLOGY OF EDUCATIONAL RESEARCH-II
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. explain the different theories of measurement

2. construct psychological tests, attitude scale, observation schedule, interview schedule and questionnaire

3. determine test-retest and split-half reliability

4. compute KR20, KR21 and Cronbach alpha

5. determine content validity, concurrent validity, predictive validity and construct validity

6. determine z-score, T-score, percentile and stanine norms

7. establish reliability and validity of observation based data

8. understand and use the online research database in their research work.

9. understand the issues related to online publication and open access.

10. prepare a word document, power-point and excel sheet in their research area/topic.

11. collect research data through online.

12. analyse their research data by using computer software.

UNITS	TOPICS	MARKS

Unit-I	**Construction Tests and Scales:**
	• Theories of Measurement:
	   o Classical Test Theory
	   o Generalizability Theory
	   o Item Response Theory
	• Sources of Measurement Error
	• Construction of Psychological Tests, steps, Determination of
	• Item Discrimination Index, Item Difficulty Index and selection of items
	• Construction of Attitude Scale: Likert, Thurstone and Guttman
	• Construction of Observation Schedule
	• Construction of Interview Schedule
	• Construction of Questionnaire
		15

Unit-II	**Standardization of Research Tools:** **Determination of Reliability:** • Determination of Test-Retest Reliability	15

	• Determination of Split-Half Reliability and use of Spearman Brown Prophecy formula • Determination of reliability by Kuder-Richardson formula 20 and 21 and conditions for their use • Determination of Cronbach alpha and conditions for its use **Determination of Validity:** • Determination of Content Validity • Determination of Concurrent validity • Determination of Predictive validity • Determination of Construct Validity **Determination of Norms:** • Determination of Z-score norm • Determination of T-score norm • Determination of Percentile norm • Determination of Stanine norm **Determination of Reliability and Validity of Observation based data**	
Unit-III	**Use of ICT in Educational Research** • Introduction of Computer: concepts of hardware, software, input & output device, search engine and internet browser, data creation and storage, sharing and manipulating data. • Online data collection: importance and challenges of data safety and data security in research. • Open access publications and initiatives: Policy of open access publication, publisher copyright & self-archiving policies, Committee on Publication Ethics (COPE). • Research Metrics: concepts and implications of Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, i10 index. • Misconduct and ethical issues of online publication: authorship, conflicts of interest, complaints and appeals, publication fraud etc.	10
Unit-IV	**ICT Practicum:** • Use of Microsoft office Word, Power Point and Excel: preparation of documents, creating and printing a presentation, producing a slide slow, Editing and formatting worksheets/excel sheets, performing basic calculations, working with charts& graphs, editing of photograph, video etc. • Use of Data analysis software: SPSS, R software etc. • Use of plagiarism software: Turnitin, Urkund and other open-source software tools. • Online data collection: Preparation of Online data collection tools. • Use of internet and computer devices in identifying the online research database: Understanding the online research repositories like Shodhganga, Scopus database, Google scholar, Web of Science etc, strategies of online data safety.	20

Modes of In-Semester Assessment (40 Marks):
1. **At least Two Sessional Tests**   **:20 marks**
2. **At least Two of the following activities**   **:20 marks**
    - Writing statements/items for construction of a scale or a test
    - Determining reliability of a scale or a test
    - Determining validity of a scale or a test
    - Determining norm of a scale or a test
    - Group discussion, seminar and assignment will be given on the theory part of the course.

Assessment of Practicum Activities (from Unit IV): The assessment of practicum activities of Unit IV will be done with the practical activities conducted by the course teacher.

Learning Outcomes: On completion of the course, the research scholars will be able to-

1. explain the different theories of measurement
2. construct psychological tests, attitude scale, observation schedule, interview schedule and questionnaire
3. determine test-retest and split-half reliability
4. compute KR20, KR21 and Cronbach alpha
5. determine content validity, concurrent validity, predictive validity and construct validity
6. determine z-score, T-score, percentile and stanine norms
7. establish reliability and validity of observation based data
8. describe use the online research database in their research work.
9. describe issues related to online publication and open access.
10. prepare a word document, power-point and excel sheet in their research area/topic.
11. collect research data through online.
12. analyse their research data by using computer software.
13. identify the online research data base and repositories.

Suggested Readings:
- Ahmann, J. S. (2002). *Testing student achievement and aptitudes*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Aron, A., Aron, E.N. and Coups, E. (2012). *Statistics for psychology (4thEdn)*.Noida: Dorling Kindersley (India) Pvt. Ltd.(Pearson Education, Inc.)
- Ebel, Robert L. (1966). *Measuring educational achievement*. New Delhi: Prentice hall of India Pvt. Ltd.
- Elhance, D.N. (1964). *Fundamental of statistics*. Allahabad: Kitab Mahal
- Freeman, Frank S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd,
- Fruchter, B.A. (1954). *Introduction to factor analysis*. New York: Van Nost. Reinhold (Wiley)
- Garrett, H.E. (1981). *Statistics in psychology and education*. Bombay: Feffer and Simons Ltd.
- Gregory, Robert J. (2004). *Psychological Testing: History, Principals and Applications*. New Delhi: Pearson Education, Inc.

- Gronlund, N.E. (1981). *Measurement and evaluation in teaching(4th Edn)*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Gronlund, N.E. (1968). *Construction of achievement tests*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Guilford, J.P. and Fruchter, B.   (1987). *Fundamental statistics in psychology and education.* Singapore: McGraw Hill Book Company Inc.
- Karagiannidis. C, (2016). Research on e-Learning and ICT in Education: Technological, Pedagogical and Instructional Perspectives.Springer publication.
- Kenneth Einar Himma& Herman T. Tavani (2008).The Handbook of Information and Computer Ethics. https://onlinelibrary.wiley.com/doi/book.
- Koul, L. (1994). *Methodology of educational research*. New Delhi: Vikas Publishing House Pvt. Ltd
- Lindquist , E.F. (1942). *A first course in statistics*. Boston: Honghton Mifflin Company
- Lindquist, E.F. (1956). *Design and analysis of experiments in psychology and education*. Washington D.C.: American Council on Education
- Mangal S. K, (2007). Essentials of Education Psychology. New Delhi: Prentice Hall India Learning Private Limited
- Mangal, S.K. (2004). *Statistics in Psychology and Education.* New Delhi: Prentice- Hall of India Pvt. Ltd.
- Mrunalini. T and Prof. A. Ramakrishna(2016). Information & Communication Technology (ICT) In Education.Neelkamal publication.
- Sidhu, K.S. (2009). *Methodology of educational research*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, A.K. (1997). *Tests, measurements and research methods in behavioural science*. Patna: Bharati Bhavan
- Snedecor, G. W. and Cochran, W. G. (1989). *Statistical methods (8th Edn.)*. Iowa City: Iowa State University Press
- Stanley, J. C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation.* New Delhi: Prentice Hall of India Pvt. Ltd.
- Thorndike, Robert L. and Hagen, Elizabeth. (1955). *Measurement and evaluation in psychology and education.* New York: John Wiley and Sons, Inc.
- UNESCO (2002). Information and Communication Technology.
- Vernon, P.E. (1960). *Intelligence and attainment tests.* London: University of London Press Ltd

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10301
COURSE TITLE: PSYCHOLOGY OF ADJUSTMENT AND HUMAN DEVELOPMENT
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. describe the nature and characteristics of adjustment and the need for a psychological approach to deal with the impediments to good adjustment.

2. explain the different types of adjustment one has to undergo during the different stages of human development in the entire life span of an individual,

3. critically appraise the area of research that would enable them to gain the requisite insight for finalization of the research proposal.

4. analyze and evaluate the theoretical background of the topic of research.

5. review the already conducted empirical studies in the research area.

UNITS	TOPICS	MARKS
Unit – I	**Methods & Issues of Psychology of Adjustment:** • Speciality of Psychological approach of Adjustment: Improvement of adjustment, Characteristics of satisfactory adjustment, Impediments to good adjustment, Frustration & mental conflict, Consequences of frustration, Adjustment towards frustration, Factors affecting frustration tolerance. • Motivation: The process of motivated behaviour, Personal needs - *physiological needs, psychological needs*, Need interrelationships, Need satisfaction in child development; Maslow's hierarchies of Pre-potency of needs. • Family Adjustment: Definition & structure of the family; Function of the family; Dynamics of family interaction:*the husband-wife relationship, parent- child relationship*; Common issues of family adjustment: *adjusting to family crises, divorce*etc. • School Adjustment: School as a new experience;Home-school relationship; Teacher-child relationship; Peer group relationship;Dynamics of learning: *areas of learning, aids to*	15

	more effective learning; School as a life situation.	
	• Occupational Adjustment: The transition from school to work; Factors affecting job selection;Concerns of working women; Factors affecting job satisfaction; Personal adjustment and self-efficacy etc.	
Unit -II	**Theories of Human Development:** • Theories of early social development: Bowlby's theory of attachment; Harlow's ethological researches. • Psychoanalytic development theories: Freud and Erikson-Implications for child rearing practices.. • Cognitive developmental theories: Piaget's theory of cognitive development, Neo- Piagetian studies; Vygotsky's constructivist theory. • Theories of learning: Pavlov's theory of classical conditioning; Skinner's theory of operant conditioning; Bandura's social learning theory. • Socio-cultural theories: Kohlberg, Urie Bronfenbrenner & Paul Boltes	**15**
Unit -III	**Trends in Adjustment Psychology and Human Development::** • Psychosexual Adjustment: Personal needs and characteristics; Attitudes toward sex: *psychological factors, physiological factors*; Attitudes towards love: *psychological factors, physiological factors;* Factors in mate selection: *impersonal factors, interpersonal relationships.* • Old age Adjustment: Changes that occur during the aging process: *changes in physiological functions, changes in intellectual functions, changes in personality and self-concept*; Sources of adjustment difficulties: *emphasis on youth, retirement and financial hardship, difficult living arrangements, feeling of social isolation and uselessness*; Emerging trend of viewing old-age constructively as active ageing or successful ageing.	**15**

Unit -IV	**Research Areas in Human Development:** • <u>Trends and Issues related to process of Development</u> – Psycho-motor, Perceptual, Cognitive, Socio-emotional, Language and Moral Development • <u>Trends and Issues related to Early Childhood Development, Care and education</u> – Demographic Status, Attrition in early Pre-school and Primary Years, Gender, Equality and Equity, Issues related to curriculum of ECCE, Training of ECE Personnel • <u>Trends and Issues related to Life Span Development</u> – Infancy, Childhood, Adolescence, Adulthood and Old age • <u>Trends and Issues related to Family Studies</u> – Changing Pattern of Family Life, Alternative Families and Family Problems • <u>Trends and Issues related to Children with Developmental Challenges</u>	**15**

Modes of In-Semester Assessment (40 marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least any one of the following activities**   **:20 Marks**
   - Seminar Presentation on *any one* of the relevant topics from the syllabus.
     - Debates and Discussions
     - Assignment
     - Concept note
     - Reflective Journal

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. evaluate the theories, models, concepts, methods of enquiry and processes in the research area.

2. apply the knowledge gained to formulate a research proposal in a relevant concern of research in this area.

3. critically appraise the recent advances in the research area and trends in the areas of Adjustment Psychology and Human Development.

Suggested Readings:

- Berk, L. E. (1996). *Child development*. New Delhi: Prentice Hall.
- Hall, C. S., Lindzey, G. and Campbell, J.B. (1998). *Theories of personality*. 3rd Ed. New York: Wiley.
- Heidbreder, E. (1990). *Seven psychologies*. New Delhi: Kalyani Publishers.
- Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
- Marx, M. H. and Cronan- Hillix, W. A. (1987). *Systems and theories in psychology*. 4th Ed. New York: McGraw- Hill.
- Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). *Child development and personality*. New York: Harper and Row.
- Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
- Smith, E.E., Nolen – Hoeksema,S., Fredrickson, B., Loftus, G.R., Bem, D.J. and Maren, S. (2003). *Atkinson and Hilgard's introduction to psychology*. 14th Ed. Bangalore: Thomson Wadsworth

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO: PHDEDN 10302

COURSE TITLE: COGNITIVE PSYCHOLOGY
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. understand about major developments and contributions in cognitive psychological science to human development and the research.

2. demonstrate the appropriate use of psychological concepts, terminology; theories related to cognitive processes in everyday context and in their research

3. identify the suitable research problem and execute their research by providing psychological, conceptual and theoretical justification.

4. appreciate the individual inter- and intra- variability in cognition process and identifying connections and interconnections between the parameters would help the researcher to enhance efficiency, effectiveness and excellence in the research contribution.

5. familiarize with various dimensions, practical implications of various theories with the relevant literature in cognitive psychological process provide a critical and analytical manner changes in the researcher to carry out work in the national and international platforms.

UNITS	TOPICS	MARKS
Unit-I	**Cognitive Psychology and Cognitive Science** • Introduction to Cognitive Psychology and Cognitive Science- Cognition as the study of information processing, Approaches of studying learning and Cognition • Mental representations and transformations; Characterizing mental operations; ▪ Constraints on information processing, Stages of Cognitive information Development • Intelligence : Theories of Intelligence, Cognitive theories of Intelligence, • Cognitive Intelligence, Implications • Language: Cognitive process involved in reading and language comprehension, BasicIssues in Language and Speech proccesion /development	15

Unit-II	**Perception, Consciousness, Recognition and Attention**	15
	• Perception: Concept, Factors, Theoretical Models of Attention, Cognitive Control Gestalt laws of Perception, Visual Perception and Auditory /Speech Perception • Attention : Function and Theory of consciousness • Object Recognition: Categories, Complexity/ difference in process of the Recognition, Theories of object recognition, Visual Imaginary: Concepts and theories • Attention: Major Perspectives, Selective Attention: Auditory and Visual, Mechanisms of Attention, Phenomenal of Changes of inattention and the involved cognitive operations • Emotion and Cognition: relationship, components of Emotional regulations, Theories of Emotions, Emotional intelligence	
Unit-III	**Thinking, Reasoning, Problem Solving and Learning** • Thinking: Theories on thinking process, educational Implications • Reasoning: Concepts, Types, Bias in reasoning Process, Theories of Reasoningincluding mental models and heuristic- analytical theory • Problem Solving, Judgment and decision Making: Concept, Differences, Blocks in Problem solving, Strategies and Theories • Learning Process: Laws of learning, Theories of Learning, Learning and Forgetting,educational Implications • Memory: Visual Memory, STM and working Memory, Long Term Memory, Theories of Memory and Models of Memory	15
Unit-IV	**Research Trends in Cognitive Psychology** • Information processing in decision making • Categorization and conceptual representation • Language acquisition and sentence processing • Speech perception	15

	- Reading - Analysis of choice behaviour - Visual perception - Stages of sensory information processing - The focus of attention - Forgetting in short and long-term memory - The nature of retrieval from memory - The mechanisms of visual and auditory imagery - The control of the memorial system - Shared cognitive processing	

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests** :20 Marks
2. **At least two of the following activities:** :20 Marks

- Visit library (or you can search internet also) and examine the major journals in the field of Psychology/ Cognitive Psychology. Select at least 3 journal & examine current issues; then compare those issues with the ones discussed 10 years back/or ago. What changes do you see in the contents?

- To know the basic thinking processes that pupils need in our rapidly changing and information-rich world? Hence the need for constant practice questions that demand higher forms of thinking, if an individual is to reach his or her intellectual potential. As a Researcher frame some questions or exercises in your own area of specialization to test thinking processes or different forms of thinking for the 21st century explicitly.

- Visit some schools in your locality. Ask at least five to ten teachers whether they have heard about 'thinking', 'memory' and 'learning". If they say 'yes' then ask them as to what they understand by the term 'thinking', 'memory' and 'learning'. After you have collected the responses, try to compare these answers with the formal meaning of thinking, memory and learning. Also analyse the content and try to identify some misconceptions and distortions, if any. After doing this small research, review some latest literature on strategies & techniques to improve thinking, memory and learning of students. Prepare a brief report on aforementioned aspects related to thinking, memory and learning.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. understand major developments and contributions in Cognitive Psychology and Cognitive Science.

2. demonstrate the appropriate use of Psychological concepts, theories related to cognitive processes.
3. identify connections and interconnections between the parameters how to help Researchers to enhance efficiency, effectiveness and excellence in the research contribution.
4. familiarize with various dimensions, practical implications of various theories with the relevant literature in Cognitive Psychological process.

Suggested Readings:

- Baron, R.A. & Misra, G.(2016). Psychology (5th Edition). Pearson India Education Services Pvt. Ltd.

- Ciccarelli, S.K. & White, J.N. (2017). Psychology. Pearson India Education Services Pvt. Ltd.

- Dandapani, S. (2016).*General Psychology*. Hyderabad: Neelkamal Publications

- Dharma Raja, B. William (Ed.). (2014). *Cognitive science initiative in education.*
- Edward E. Smith and Stephen M. Kosslyn (2009). Cognitive Psychology: Mind and Brain. PHI Press.

- Eysenck,M.W and Brysbaert, M.(2018). Fundamentals of Cognition, Routledge; 3rd edition.

- Galoti, K. M. (2015). Cognitive Psychology: In And Out Of The Laboratory, SAGE Texts; Fifth edition

- Goldstein, B. E. (2010). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. 3rd Ed. *Cengage Learning Inc*.

- Groome, D. (2014). An Introduction to Cognitive Psychology: Processes and Disorders. 3rd Ed. *Psychology Press*.

- Hockenbury, D.H. and Hockenbury, S.E. (2003). Psychology (3rd Edition). Worth Publisher, New York.

- Quinlan, P. and Dyson B. (2008). Cognitive Psychology. 1st Ed. Pearson EducationLtd.

- Stemberg, Robert, J. (2006). *Cognitive psychology* (4thed.). USA: Vicki KuightPublisers.

- Tirunelveli: Manonmaniam Sundarnar University.
- Woolfolk, A. & Shivani, V. (2017). *Educational Psychology, (13thed)*. Pearson Education Publisers.

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO: PHDEDN 10303

COURSE TITLE: ADVANCED SOCIOLOGY OF EDUCATION

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. understand the pluralistic issues of contemporary Indian society.
2. understand the emerging issues in North East India.
3. understand the relation between politics and Education.
4. examine the issues and concern related to Equity in Education.

UNITS	TOPICS	MARKS

Unit-I	**Education and Society**
	
	• Education and Society: Contextual Perspective
	• Theories and perspectives in the Sociology of Education
	  ▪ Feminist Theory
	  ▪ Post Modern Theory
	  ▪ Post structural theory
	  ▪ World systems theory
	• Social Organization and Disorganization
	• Educational Futurology
		15

Unit-II	Research in Emerging Social Issues in North East India • Immigration • Corruption • Child Labour • Drug Abuse • Juvenile in conflict with law • Student Unrest • Population Explosion • Unemployment • Poverty • Illiteracy	15
Unit-III	**Politics and Education** • Interdependence between politics and Education • Democratic Political Ideology and Education • Role of Government in Educational Development • Education as a key area in Public policy • Research on Politics and Education	15
Unit-IV	**Equitable Opportunity to the Socio Economically Disadvantaged Groups (SEDGs)** ▪ Socio Economically Disadvantaged Groups (SEDGs) o Gender Identities o Socio-Cultural Identities o Geographical Identities o Disabilities o Socio-Economic Conditions ▪ SEDGs and NEP, 2020 ▪ Interventions to make Higher Education Institutions more inclusive, equitable and sensitive to SEDGs ▪ Earn while you Learn scheme	15

Modes of In-Semester Assessment (40 marks):

1. **At least Two Sessional Tests** :20 Marks
2. **At least two of the following activities** :20 Marks
   - Seminar Presentation on *any one* of the relevant topics from the syllabus.
   - Debates and Discussions.
   - Assignment.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. evaluate the concepts and theories of sociology of education.

2. apply the knowledge gained to formulate a research proposal in a relevant concern of research in the area of sociology of education.

3. critically appraise the issues of emerging Indian Society.

Suggested Readings:

- Anand, C. L.et.al.(1983). *Teacher and Education in Emerging Indian Society,*
- Bennett, C. (1990), *Comprehensive Multicultural Education: Theory and Practice*, London: Ellyn and Bacon.
- Chandra, S.S. & Sharma, R.K. (1996), *Sociology of Education, New Delhi: Atlantic Publishers and Distributors.*
- Gollnick, D.M. and Chinn, P.C. (1990), *Multicultural Education in a Pluralistic Society,* London : Mernil Publishing Company.
- Mathur, S.S. (1997), *A Sociological Approach to Indian Education* Agra: Vinod Pustak Mandir.
- NCERT(1993).*Teacher and Education in Emerging Indian Society*, New Delhi NCERT, New Delhi.
- Rao, C.N. Shankar (1998), Sociology, New Delhi: S. Chand & Company PVT LTD.
- Salamatullah, (1979).*Education in Social context*, NCERT, New Delhi.
- Stephens, T.M.etal (1983), Teaching Mainstream Students. New York: John Wiley.

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10304
COURSE TITLE: RESEARCH IN PEDAGOGY

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. identify the distinctions between objectives of teaching at different levels
2. explain the contents, pedagogy and assessment process mentioned in the NCF for School Education 2023
3. explain the different pedagogical approaches for teaching students with disabilities
4. prepare lesson plans for teaching adult learners using different andragogical approaches
5. explain the distinction between teaching creatively and teaching for creativity
6. develop creative assignments for teaching at different levels
7. conduct research on Curriculum, Pedagogy and Assessment

UNITS	TOPICS	MARKS
Unit-I	**Content, Pedagogy and Assessment in National Curriculum Framework for School Education 2023** • Objectives of teaching at different levels: Foundational, Preparatory, Middle and Secondary level • Curricular structure at different levels: Foundational, Preparatory, Middle and Secondary level • Pedagogical Approaches at different levels: Foundational, Preparatory, Middle and Secondary level • Assessment at different levels: Foundational, Preparatory, Middle and Secondary level • Pedagogical Approaches for students with disabilities	15

Unit-II	**Andragogy**
	• Characteristics of an Adult learner
	  ▪ Academic
	  ▪ Social
	  ▪ Emotional
	  ▪ Cognitive
	• Assumptions and Principle of Andragogy
	• Concept of Heutagogy
	• Andragogical approaches to teaching
	• Lesson Planning for teaching Adult learners
		15

Unit-III	**Teaching creatively and teaching for creativity**
	• Teaching for creativity:
	  ▪ Domains
	  ▪ Divergent thinking
	• Facilitating creativity in the classroom: Professional development for teachers
	• Developing creative attitude in teachers and students
	• Designing creative assignments
		15

	• Creative lifelong learning skills for graduate students	
Unit-IV	**Research in Curriculum, Pedagogy, Assessment and Teacher Education** • Research trends in curriculum, pedagogy and assessment • Research trends in teaching creatively and teaching for creativity • Issues related to curriculum, pedagogy and assessment • Pedagogical issues related to learners with disabilities	**15**

Modes of In-Semester Assessment (40 marks):
1. **At least Two Sessional Tests**   :**20 marks**
2. **At least Two of the following activities**   :**20 marks**
   - Preparation of a lesson plan for dealing with adult learners
   - Design at least two creative assignments
   - Review research papers related to curriculum, pedagogy and assessment
   - Writing assignments related to any topic of the course
   - Any other activities deemed fit by the course teacher

Learning Outcomes: After completion of the course, the research scholars will be able to-
1. identify the distinctions between objectives of teaching at different levels
2. explain the contents, pedagogy and assessment process mentioned in the NCF for School Education 2023
3. explain the different pedagogical approaches for teaching students with disabilities
4. prepare lesson plans for teaching adult learners using different andragogical approaches
5. explain the distinction between teaching creatively and teaching for creativity
6. develop creative assignments for teaching at different levels
7. conduct research on Curriculum, Pedagogy and Assessment

Suggested Readings:

- Dowling, C and Lai, Kwok-Wing (2003). *Information and communication technology and teacher of the future*. Kluwer Academic Publishers.

- Gregerson, M.B., Snyder, H.T. and Kaufman, J.C. (2013). Teaching creatively and teaching creativity (edt.) Springer. ISBN: 978-1-4614-5185-3 (eBook)

- Hativa, N. And Goodyear, P. (2002). *Teacher thinking, beliefs and knowledge in Higher Education* (edt.).Springer. DOI 10.1007/978-94-010-0593-7

- National Steering Committee for National Curriculum Framework, NCERT, (2023). *National Curriculum Framework for School Education 2023*

- Saha, Lawerence J. and Dworkin, A. G. (2009). International handbook of research on teacher and teaching (edt.).Spriger Science+ Business Media, LLC. ISBN: 978-0-387-73317-3 (eBook)
- Schulte, A. K. (2009). *Seeking integrity in Teacher Education*. Springer. ISBN: 978-1-4020-9301-2 (eBook)
- Steinberg, S.R. and Tobin, K. (20014). Education reform: The unwinding of intelligence and creativity. Springer (edt.).ISBN:978-3-319-01994-9 (eBook)

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10305
COURSE TITLE: ADVANCED EDUCATIONAL STATISTICS

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. explain and test hypothesis using significance of different statistics
2. test hypotheses using Analysis of Covariance,
3. use partial and multiple correlations in educational research.
4. use matrix algebra and factor analysis in analyzing research data.

UNITS	TOPICS	MARKS
Unit – I	**Probability and Binomial Distribution :** • Probability - Introduction • Addition and Multiplication theorems on Probability • Independent Events • Baye's Theorem • Binomial Distribution **Significance of Median and other Statistics :** • The Standard Error of Median • The significance of measures of Variability: SE of • standard Deviation and Quartile Deviation • Significance of Percentage • Significance of the Correlation Coefficient : • Testing of r against null Hypothesis	15
Unit – II	**Analysis of Co-Variance :** • Introduction • the significance of the difference between means obtained from correlated groups (two criteria of classification) • Analysis of one-way Covariance	15
Unit – III	**Partial and Multiple Correlation (for more than three variables) :** • The meaning of Partial and Multiple Correlation • Multiple regression Equation • Prediction from the Multiple Regression Equation • The significance of Partial r , Partial Regression Coefficient b and Multiple R • Limitation of Partial and Multiple Correlation	15

	• The significance of Partial r , Partial Regression Coefficient b and Multiple R • Limitation of Partial and Multiple Correlation • Use of partial and multiple correlation in educational research	
Unit – IV	**Factor Analysis :** • The nature of factor analysis • Preliminary concepts : Spearman's two factor theory and Holzinger's Bi-factor theory **Mathematical essential for factor Analysis :** • Matrix, transpose of a Matrix, Determinants, Determinants of a Matrix, Minors and ranks of a Matrix, Matrix Multiplication, Inverse matrix • Matrix Geometry- Geometric representation of a correlation coefficient • Graphical representation of a Table of Intercorrelations • Graphical representation of a Table of Correlations in two dimensions • Graphical representation of a correlation matrix in three dimensions. • Rotation of Reference Axes • Rotation of Reference Axes • Basic Assumptions of Factor Analysis • Diagonal and Centroid Methods of factor Analysis • Use of factor analysis in educational research	15

Modes of In-Semester Assessment (40 Marks):
1. **At least Two Sessional Tests** :20 Marks
2. **At least two of the following activities:** :20 Marks
   - Collection of data using a tool and application of following statistical measures: Probability, Significance of different statistics, Partial and Multiple Correlation, Regression analysis and Factor analysis
   - Construction of a scale using Factor Analysis
   - Any other activities deemed to be fit by the course teachers.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. explain and test hypothesis using significance of different statistics,
2. test hypotheses using Analysis of Covariance,
3. use partial and multiple correlations in educational research,
4. use matrix algebra and factor analysis in analyzing research data

Suggested Readings:

- Ahmann, J. Stanley: *Testing Student Achievement and Aptitudes*, Prentice Hall of India Pvt. Ltd.

- Ebel, R L.: *Measuring Educational Achievement*, Prentice hall of India Ltd., New Delhi.

- Elhance ,D.N., : *Fundamental of Statistics*, Kitab H Mahal, 15 Thernhill Road, Allababad.

- Fruchter, B. : *Introduction to Factor Analysis*, Affiliated East-West Press Pvt. Ltd

- Garrett,H.E. : *Statistics in Psychology and Education*, Feffer and Simons Ltd.,

- Gronlund, N.E.: *Construction Achievement tests*, Prentice Hall of India Pvt. Ltd.,

- Gronlund, N.E. : *Measurement and Evaluation* , Prentice Hall of India Pvt. Ltd.,

- Guilford, J.P. : *Fundamental Statistics in Psychology and Education.* McGraw Hill Book Company Inc. New York, 1956

- Koul, L.: *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd.

- Lindquist , E.F.: *Design and Analysis of Experiments in Psychology and Education*, American Council on Education

- Lindquist , E.F. : *A first Course in Statistics*, Honghton Mifflin Company, Boston

- Mangal, S.K. *: Statistics in Psychology and Education*, Prentice- Hall of India Pvt. Ltd,

- Sidhu, K.S.: *Methodology of Educational Research,* Sterling Publishers Pvt. Ltd.

- Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan

- Snedecor, George, W, and Cochran, William G., *Statistical Methods*, E W P, I S.,

- Stanley, Julian C. and Hopkins, Kenneth D.: *Educational and Psychological Measurement and Evaluation,* Prentice Hall of India Pvt. Ltd...

- Thorndike, Robert L. and Hagen, Elizabeth :*Measurement and Evaluation in Psychology and Education,* John Wiley and Sons, Inc.

- Vernon, P.E.: *Intelligence and Attainment Tests*, University of London Press Ltd

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DETAILED SYLLABUS OF THE PH.D.COURSE WORK PRGORAMME
DIBRUGARH UNIVERSITY
COURSE NO. PHDEDN 10306
COURSE TITLE: GENDER PERSPECTIVES IN EDUCATIONAL RESEARCH
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. familiarize the students with the concepts of sex and gender

2. elaborate the concept of patriarchy and male dominance in society and its

impact on women

3. make students understand social research, its importance and limitations

4. make students learn about research design and methodology

5. make students learn about feminist research

6. learn how to write review papers

7. know how to collect data, do a pilot study (field exposure), and write the report.

UNITS	TOPICS	MARKS
Unit-I	**Key concepts in Gender studies** • Sex, Gender, Sexuality • Femininities, Masculinities and other sexualities • Difference between gender and sex, • Meaning of patriarchy, matriarchy, gender roles. • Need, Scope and challenges of Women's Studies – Women's Studies as an academic discipline. Women's Studies to Gender Studies, Need for Gender Sensitization.	12
Unit-II	**Gender and Social Institutions** • Family • Marriage • Kinship • Religious Institutions **Women and Gender in Development Discourse** • WID • WAD • GAD **Gender Historiography** • Recovering women's histories: Limits of historical knowledge • Gender as a Historical Category • (c) Rewriting History: Colonial and Nationalist Writing	12
Unit-III	**Gender and Education** • Women's Education – Gender diversities and disparities in	12

	enrolment, Curriculum content, Dropouts, profession and Gender. • Gendered Education- Family, Culture, Gender roles, Gender Identities. • Education for the Marginalized Women.(intersectional feminism) • Recent Trends in Women's Education – Committees and Commissions on Education. • Vocational education and skill Development for women. • Education of Women with special emphasis on North-East India	
Unit-IV	**Current Trend in gender and women's studies** • Women, Work and Employment, Women and Health (Mental health and women),Women Law and Governance ,Gender and Media, Women in STEAM Gender Based Violence **Understanding Marginalities** • Structures, Forms and Types: Caste, Tribe, Ethnicity and Minority class disability language ,sexuality • Differently -able and elderly persons • Perspectives and Consequences of Violence against Women. • (d) Women in Peace Building Exercise (special reference to North-East India)	**12**
Unit-V	**Feminist Research Methodology** • Key Concepts and Debates in Feminist Research • Issues and Limitations in Feminist Research • Feminist Method and Methodology: Feminist Epistemology **Research methods:** Case study/Ethnography, Oral History, Narratives, Focus Group, and In Depth Interviews. **Techniques and Tools:** Historical, Experimental, Case study, Case History, Trend study, Follow-up study and Content Analysis; Techniques - Observation, Interview, Survey; Scaling Techniques; Tools Questionnaire, Schedules.	**12**

Modes of In-Semester Assessment (40 marks):

1. **At least Two Sessional Tests** :20 Marks
2. **At least any one of the following suggested activities.** :20 Marks
   • Preparing a research proposal on a topic related to gender.
   • Writing a term paper on any issue indicating gender
   • Doing a book review on a recent book on Gender/ Women Education etc.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. Discuss, Debate on issues relating to Gender, Patriarchy, Gender sensitization.
2. Develop an internal to look at issues of the society from a Gender perspective.
3. Develop an interest to read Gender and take up research work on Gender.
4. Develop the capacity to do independent research project on Gender with special reference to North-East Issues.

Suggested Readings:

- Ali, A. A. (2000), The Emergence of Feminism among Indian Muslim

  Women: 1920-1947, Oxford University Press.

- Angol, P. (2005), The Emergence of Feminism in India, 1850-1920, USA: Ashgate,

- Basu, A., The Growth of Education and Political Development in India:

  1898-1920

- Bhatacharya, S. Bara J., Joseph Bara, Yagitij, C.R. & Sankhdhar, B.M (ed.) Develpoment of Women's Education:1850-1920
- Bhasin, K, (2005), Understanding Gender, Women Unlimited
- Gupta, C. ed., (2012), Gendering Colonial India: Reforms, Print, Caste and

  Communalism. Orient Blackswan

- Harding, S. (1986) Feminism and methodology, Bloomington, Bloomington: Indiana University Press.
- Krippendorff, K. (2004) Content Analysis: an introduction to its methodology, Sage. 2004
- Lips, H. M., (2015), Gender the basics, , London: Routledge
- Nangbri, T. (2003). Development, Ethnicity and Gender: Select essays on tribes in
India. Jaipur: Rawat Publications.
- Pernau, M.; Ahmed, I & Reifeld, H. (2003). Family and Gender, New Delhi

  Sage,

- Radhakrishnan, S. (2012), Appropriately Indian: Gender and Culture in a New Transnational Class. Orient Black Swan.
- Rege, S.(2003). Sociology of Gender, New Delhi: Sage.
- Rege, S. (2006). Writing Caste/Writing Gender, Zubaan
- Rege S. (2006), Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies, Zubaan.
- Sangari, K. and Vaid S. ed. (1994), Women & Culture,.SNDT Women's University Series.
- Sangari, K., and Sudesh Vaid, S. (1999), Recasting Women: Essays in Colonial

  History. Zubaan.

- Science Methodologies S.: An introduction", Signs vol. 30, 2005: 4.
- Beauvoir, S. (2013). The Second Sex (originally published 1949), Vintage Press.
- Shira, T. (2006). When Sex Became Gender. New York: Routledge.
- Shulamit R. (1992). Feminist Content Analysis

- Uma C. (2016), Thinking Gender, Doing Gender, Orient Black Swan Private Limited.
- Rao V. M.(2006), Tribal Women in India, ABD Publishers.
- Vasanthakumari. P. (2011), Women empowerment, role of micro enterprise, Serials Publications.
- Hasan Z.and Menon R. (2004), Unequal citizens, a study of Muslim women in India. New Delhi: OUP
- Hasan Z. (2009), Politics of Inclusion: Caste, Minorities and Affirmative Action, New Delhi:OUP

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10307
COURSE TITLE: RESEARCH ON SUSTAINABLE DEVELOPMENT
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. explain the historical perspectives of Sustainable Development.

2. illustrate Sustainable Livelihood.

3. create Sustainable Socio-Economic Systems.

4. analyse the Research Trends in Sustainable Development.

5. prepare Research Proposal on Sustainable Development.

6. carry out research works of their choice on Sustainable Development.

UNITS	TOPICS	MARKS
Unit-I	**Historical Perspectives of Sustainable Development** ▪ History and emergence of the Concept of Sustainable Development ▪ Earth Summits (1972), (1992), (2002),(2012), (2015), (2022), (2023) ▪ Brundtland Commission Report (1987) ▪ Rio principles of Sustainable Development ▪ Millennium Development Goals • Role of Civil Society, Business and Government • Syndromes of Global Changes • Utilization Syndromes • Development Syndromes • Sink Syndromes	15
Unit-II	**Sustainable Livelihood** ▪ The unjust world and inequalities ▪ Combating poverty ▪ Strategies to end rural and urban poverty ▪ Role of local authorities and industry for promotionof and public participation in Sustainable Development ▪ North-east perspective of Sustainable Development	15
Unit-III	**Sustainable Socio-Economic Systems** ▪ Protecting and promoting human society – ▪ Migration – its causes, effects and their means ▪ Investment in national capital, agriculture, forest and fisheries ▪ Food security, nutrition, and sustainable agriculture ▪ Ecosystem and sustainable cities, green buildings, sustainable transportation ▪ Mitigation and adaptation to safeguard marine	15

	resources, financial resources and mechanisms ▪ National & Regional initiatives for Sustainable Development	

Unit-IV	**Emerging Trends of Research in Sustainable Development**
	  • **Environment**
	    ▪ Primary and Secondary sources of Environmental data
	    ▪ Vital strategies relating with environmental data
	    ▪ Biomedical waste rules 1998
	  • **Society**
	    ▪ Conflict & Peace
	    ▪ Migration of major Environmental Challenges
	    ▪ Indigenous Knowledge & Cultural Systems
	
	  • **Economics**
	    ▪ Economic Challenges
	    ▪ Resource Utilization
	    ▪ Educational Awareness for Sustainability
	    ▪ Government Initiatives
	  • Historical Background of Researches in Sustainable Development
	  • Present Status of Researches inSustainable Development
		15

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least two of the following activities:**   **:20 Marks**

   • Formulation of Research proposal relating to Sustainable Development issues
   • Collect Primary and Secondary Sources of data relating to Sustainable Development.
   • Writing a research article on Sustainable Development.
   • Observe the Biomedical Waste Management in local society and writing a Report on it.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. evaluate the environmental challenges facing by the society in today's world.

2. able how to collect data relating to Sustainable Development.

3. apply the knowledge gained to formulate a research proposal in a relevant concern of research in the area of Sustainable Development.

4. critically appraise the recent advances in the research area and trends in the Sustainable Development.

Suggested Readings:

- Clayton, B.D., & Stefen B, Sustainable Environment, A Resource Book Guide, Earthscan Publications Ltd.
- Jain, A., Environmental Social and Sustainable Governance, A.J. Publications Ltd.
- Kumar, A. & Meshram, D.S., Sustainable Development Goals and Indian Cities, Routlend Publications Ltd.
- MOEF, Sustainable in India, Stocktaking in the Rup up to Rio Plus 20, Ministry of Environment and Forests.
- Mulder, K., Sustainable Development- A Handbook and Resource Guide, Green Leaf Publications Ltd.
- UNEP, Towards a Green Economy, Pathways to Sustainable Development and Poverty Eradication, www. unep. Org/greeneconomy, ISBN: 978-92-807-31439,2011.
- World Bank, Inclusive Green Growth- The Pathways to Sustainable Development, World Bank-Washington DC.

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DETAILED SYLLABUS OF THE PH.D.COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO. PHDEDN 10308
COURSE TITLE: INCLUSIVE EDUCATION
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. understand the global and national commitments towards the education of children with diverse needs,
2. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
6. developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
7. seeking parental and community support for utilizing available resources for education in inclusive settings,
8. understand the current trends and future directions of research in inclusive education.

UNITS	TOPICS	MARKS
Unit- I	**Understanding Diversity and Inclusive Education-** • Theoretical Perspectives and Approaches - Historical, Dialectical, Subaltern, Social Justice • Social Exclusion: concept and nature. • Dimensions of Social Exclusion: Gender, Disability, Poverty, Religion, Race, Caste, Ethnicity, Class, Region, Culture, Language, Migrant communities, and Refugees as a dimension of social exclusion. • Concept of Inclusive Education, Principles and Importance. • Benefits of inclusive education for individual and society.	10
Unit- II	**International and National Initiatives for Inclusion in Education:** • **International Initiatives:** ▪ Universal Declaration of Human Rights (1948), ▪ Convention against Discrimination (1960),	20

	▪ United Nations Convention on Rights of a Child (1989), ▪ World Declaration on Education for All (1990), ▪ Salamanca Statement and Framework for Action on Special Needs Education (1994), ▪ United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), ▪ Incheon Strategy to 'Make the Right Real' (2012). ▪ Sustainable Development Goal (4)- Quality Education • **National Initiatives:** 　▪ National Curriculum Framework (2005), 　▪ National Policy for Persons with Disabilities (2006), 　▪ Right of Children to Free and Compulsory Education Act (2009) and Amendment 2012, 　▪ Inclusive Education for Disabled at Secondary Stage (2009), 　▪ Rights of the Persons with Disabilities Act, 2016 　▪ National Education Policy (2020) and Inclusive Education, 　▪ NCERT's Initiatives for Inclusive and Accessible Education 　▪ UGC's Initiatives for Inclusive and Accessible Education	
Unit-III	**Issues in Planning and Management of Inclusive Education:** • Identification, assessment and certification of special education needs • Rights of children with disabilities and implications for education provisions • Inclusive education models and practices • Policy on teachers and special support staff • Education related concessions and facilities ▪ Barrier-free schooling facilities	**10**
Unit-IV	**Current trends and future directions of Research in Inclusive Education:** • Inclusion at pre- primary,　elementary, secondary and higher	**20**

		education level	
		• Issues related to inclusion of Gender, Disability, Poverty, Religion, Race, Caste, Ethnicity, Class, Region, Culture, Language, Minorities, Migrant communities, Refugees etc.	
		• Education related equity issues in Inclusion -- Access, participation and quality of education for children and youth with disabilities at elementary, secondary and higher education levels.	
		• Inclusive education in North East India	
		• Role of Government and Non- Government organisations	
		• Universal Design of Learning	
		• Multi tyre systems of inclusive education	
		• Assistive and Adaptive Technology	
		• Best practices in inclusive education at National and International level.	

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least two of the following activities:**   **:20 Marks**

- Seminars/ Brain storming/ Group discussion/ Assignment/Term paper writing/ Review paper writing on any one of the topics of the course.
- Preparation of the status report on school/college/university education of diverse learners.
- Prepare a report based on field visit to a school/institution promoting inclusive practices.
- Prepare a report based on survey of the locality for early identification of learners with disabilities.
- Any other activities deemed to be fit by the course teacher

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. understand the global and national commitments towards the education of children with diverse needs,
2. appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,

5. developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,

6. developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,

7. seeking parental and community support for utilizing available resources for education in inclusive settings,

8. understand the current trends and future directions of research in inclusive education.

Suggested Reading

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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO: PHDEDN 10309
COURSE TITLE: EDUCATIONAL MANAGEMENT AND FINANCE
Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. understand the various concepts related to educational management and their research implications.
2. make a critical analysis on the different aspects of educational management.
3. identify the research gaps in the field of educational management through a systematic review of literature.
4. identify the research problems in the area of educational management.
5. make a critical analysis on the different aspects of financing of education.

UNITS	TOPICS	MARKS
Unit-I	**Research areas in educational management** • Understanding the theoretical perspective of management • Understanding the Educational Organization: nature, functions & structure • Understanding the essential areas of educational Management: Educational Planning, Decision making, Organizational Structure, Organizational development, Organizational Compliance, • Research reviews on educational management • Identify research problems in the area of educational management • Prominent research journals in the field of educational management	15
Unit-II	**Research on Educational Leadership** • Educational Leadership as a research area in educational management • Understanding the leadership theories and models • Research areas in educational Leadership: styles leadership, Leadership potentials, leadership attitude, gender and leadership • Tools of leadership assessment • Research reviews on educational leadership • Identify research problems in the areas of educational leadership	15
Unit-III	**Research on Quality issues in Education** • Understanding the Quality aspects of education • Quality assurance measures: National and Institution level • Quality assurance agencies • Supervision as a quality control measure • Identify research problems in the areas of quality of education • Research reviews on quality of education	15

Unit-IV	**Financing of Education**	**15**
	• A comparative perspective of Financing of Education in India with other countries.	
	• Major research areas in the financing of education: Centre-State relationship in financing of education, Private financing in education: issues, trends and challenges, Resource mobilization and Resource utilization for education.	
	• Identify research problems in the field of financing of education	
	• Exploring the recent trends of educational finance through the review of literature.	
	• Research reviews on financing of education.	

Modes of In-semester Assessment (40 marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least two of the following activities:**   **:20 Marks**
   - Group discussion,
   - Seminar presentation,
   - Home assignment etc.

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. define the various concepts of educational management from research perspective.
2. make a critical analysis on the different aspects of educational management.
3. understand the research gap in the field of educational management through a systematic review of literature.
4. identify the research problems in the area of educational management.
5. make a critical analysis on the different aspects of financing of education.

Suggested Readings:

- Akinyemi, S. (2010). *The Economics of Education*. Strategic Book publishing and Right Co: Nigeria.
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DETAILED SYLLABUS OF THE PH.D COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10310
COURSE TITLE: CONTEMPORARY ISSUES OF PHYSICAL EDUCATION, FITNESS AND WELLNESS

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. discuss the concept of Physical Education.
2. discuss the value and necessity of Olympic movements in social integration and recognition.
3. learn about introduction of different Olympic games
4. understand and appreciate the status of women in sports.
5. discuss the concept of health and fitness
6. understand the various principles exercise programme and training.
7. provide the information regarding nutrition and balance diet.
8. understand and equipped to identify the common injuries and its management of injuries.

UNITS	TOPICS	MARKS
Unit-I	**Concept of Physical Education and Olympic Movement** • Meaning and Definition of Physical Education. • Misconceptions about Physical Education. • Interdisciplinary approach in Physical education • Various commissions and committees for physical education and Sports in India and their recommendations. **Olympic Movement** • Educational and cultural values of Olympic Movement & Significance of Olympic Ideals, Olympic Rings, Olympic Flag • Olympic Code of Ethics **Women in Sports:** Issues and Challenges	15
Unit-II	**Concept of Health, Fitness and Wellness** • Meaning and definition of Health, Fitness and Wellness • Dimensions of health and wellness. • Types of Fitness and Components of Fitness. • Factors affecting fitness. • Role of Exercise and Physical Activities in Fitness and Wellness. **Fitness and wellness movement in the contemporary perspectives**: • Role of International bodies namely United Nations, World Health Organization and UNESCO in the promotion of physical activity for	15

	Health, Fitness and Wellness.	
	• Role of educational institutions, semi government agencies, Non-government organizations and private/ corporate groups and sectors in the promotion of Health awareness and physical Education/ physical activity & sports among masses.	
	• Sports for all and its role in the maintenance and promotion of fitness.	
Unit-III	**Principles of Exercise Programme** • Principles of training/conditioning • Type of exercise – Aerobic and Anaerobic Exercises, isotonic, isometric and isokinetic exercises. • Concept of Weight (Resistant)Training and Free hand exercises • Concept of designing different Fitness Training Program for different age groups. • Role of virtual training in fitness programme; Various Fitness Apps • Role of Artificial Intelligence in fitness and sports performance.	**15**
Unit-IV	**Nutrition and Fitness Management** • Meaning of Nutrition and balance diet, classification of nutrients and their functions. • Determination of balance diet- daily calorie intake and expenditure. • Diet before, during and after exercise. • Concept of BMI (Body Mass Index), Obesity and its health hazard. Diet in obesity management. • First Aid and Emergency Care and Management of Common Injuries or hazards.	**15**

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests**   **:20 Marks**
2. **At least two of the following activities:**   **:20 Marks**
   - Assignments
   - Unit Test
   - Class seminar presentation
   - Seasonal Examination (Theory and Practical)

- Demonstration of exercises/activities

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. understand the nature and characteristics of physical education, health, fitness and wellness
2. identify and impact of the Olympic movements in social integration and recognition.
3. understand the role of exercise and nutrition on health and fitness.
4. identify the types of exercises and perform the exercises
5. determine the dietary requirements and prepare the diet plan and fitness training programme
6. understand the various risk factor of obesity and able to manage.
7. diagnosis and manage the common injuries.

Suggested Readings:

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DETAILED SYLLABUS OF THE PH.D. COURSE WORK PROGRAMME
DIBRUGARH UNIVERSITY
COURSE NO.: PHDEDN 10311
COURSE TITLE: DISTANCE AND ONLINE EDUCATION

Marks: 100 (End-semester 60 and In-semester 40)

Course Objectives: The objectives of the course are to empower the scholars to be able to-

1. have an understanding of the theoretical framework of Distance and Online Education
2. have an insight into the Pedagogical Approaches to Online Education
3. understand the importance of Artificial Intelligence in Education and Research.
4. identity and choose an appropriate research topic on Distance and Online Education.

UNITS	TOPICS	MARKS
Unit- I	**Open, Distance and Online Learning (ODOL):** • Introduction of Open and Distance, Learning (ODL) ▪ ODL concepts ▪ Historical development and evolution of ODL-National and International Scenario. ▪ Theoretical Frameworks in ODL ▪ Pedagogical approaches in ODL ▪ Emergence of Online Education • Design and Development in ODL ▪ Instructional design approaches ▪ Curriculum development in ODL ▪ Assessment and evaluation strategies • Technology Integration in ODL ▪ Learning Management Systems (LMS) ▪ Synchronous and asynchronous tools • Student Supports in ODL • Quality assurance in ODL	20
Unit -II	**Pedagogical Approaches to Online Education:** • Four Quadrant Approach in Online Education • Blended Learning: ▪ Definition and models of blended learning ▪ Integration of face-to-face and online components ▪ Tools for Blended Learning • Mobile Learning (m-Learning) ▪ Characteristics and advantages of mobile learning ▪ Mobile learning technologies and applications ▪ Designing Mobile-Friendly Learning Materials • Social Learning in Online Environments ▪ Collaborative tools and platforms ▪ Building online learning communities ▪ Harnessing social media for educational purposes	15

Unit -III	**Artificial Intelligence in Education and Research:** • Introduction to AI and its applications in education • Machine learning and deep learning in educational contexts ▪ (Natural Language Processing, and recommender systems) • Ethical considerations • Legal and policy aspects of AI in education	10
Unit-IV	**Research Trends in Distance and Online Education:** ▪ Role of Learner Support Services in ODL. ▪ Technological Innovations in ODL ▪ Quality Assurance in ODL. ▪ Effectiveness of Blended Learning Models ▪ Accessibility and Inclusivity in Distance Education ▪ Student Engagement in Online Courses ▪ Online Assessment Strategies and Authentic Learning ▪ Exploring Virtual Reality (VR) and Augmented Reality (AR) in Distance Education ▪ Comparative Analysis of Online and Traditional Learning Outcomes ▪ Professional Development and Training for Online Educators ▪ Global Perspectives on Online Education Policies and Practices ▪ Cross-Cultural Considerations in Online Education ▪ Strategies for Addressing Dropout Rates in ODL and Online Courses ▪ Faculty Development and Support for Online Teaching ▪ Exploring the Integration of Artificial Intelligence and Human Interaction in Online Courses ▪ Ethical Considerations in Artificial Intelligence (AI) for Education	15

Modes of In-Semester Assessment (40 Marks):

1. **At least Two Sessional Tests** :20 Marks
2. **At least two of the following activities:** :20 Marks
    - Critical review and presentation of literature
    - Assignments

Learning Outcomes: After completion of the course, the research scholars will be able to-

1. explain the concepts of open, distance, and online learning.
2. trace the historical development and theoretical foundations of open and distance learning.
3. compare the various instructional design approaches in Open, Distance and Online learning.
4. analyze the role of technology in facilitating open and distance education.
5. identify the various media for learner engagement and support in open and distance learning.

6. examine the integration of online and face-to-face instructional strategies in blended learning.
7. explore emerging trends and best practices in the field of blended learning.
8. design learner-friendly mobile learning experiences that cater to diverse learners.
9. analyze challenges and opportunities associated with mobile learning implementation.
10. explore the applications of artificial intelligence in online education.
11. identify emerging research areas in distance and online education.

Suggested Readings:

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