FACULTY OF EDUCATION

SYLLABUS

FOR

PRE PH.D COURSE IN EDUCATION
(Under Credit Based Continuous Evaluation Grading System)

Examinations: 2017–18

GURU NANAK DEV UNIVERSITY
AMRITSAR

Pre Ph.D. Course in Education
(Under Credit Based Continuous Evaluation Grading System)

SCHEME OF COURSES

The Pre.Ph.D course work consists of following paper as per details below: -

Course No.	C/E/I	Course Title
EDL 909	C	Research Methodology
EDL 910	C	Testing statistical techniques and computer application
EDL 911	C	Issues In Education
EDS 912	C	Thematic Paper
EDL913	C	Research Competencies

ELECTIVE COURSES (3 CREDITS) (Any one of the Following)

EDL 914	E	Teacher Education and contemporary issues in education
EDL 915	E	Inclusive Education
EDL 916	E	Leadership in Education
EDL 917	E	ICT in Education

INTERDISCIPLINARY / OPTIONAL COURSES (3 CREDITS)
 (Students may do it any other department related with the research project/ work)

1. Each paper carries 3 Credits and Thematic Paper will be of two credits. Total credits for Pre. Ph. D. Coursework will be 22 Credits.
2. Minimum no. of lectures will be 75% per paper. Each lecture will be of one hour duration.
3. Medium of the instructions of the Examinations will be English. This course will be under credit based continuous evaluation grading system.
4. In each paper weight age will be given to Minor I and Minor 2. Weight age given to each paper is mentioned below

Minor I	20%
Minor II	20%
Major	50%
Internal assessment	10%

Note: - Internal Assessment will be given on the basis of presentations, project work, Objective type test items, assignments.

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5. Eligibility to Appear in University Examination:
Such candidates will be allowed to appear in the University examination who satisfy the following requirements:

   (a) Have been on the rolls of Department concerned throughout the semester preceding the examination.
   (b) Have earned a minimum 4.5 CGPA in each paper separately.
   (c) Have their names submitted to the Registrar by the Head of the Department along with certificate to be signed by the Head of the Department of having attended not less than 75% of the total lecturers delivered in each paper (theory/ practical/ tutorials/ Seminars), separately.

6. Minimum requirement to pass Pre. Ph.D. Course Work: A candidate shall be required to earn at least 4.5 CGPA in order to pass the entire course. Candidates getting grade in the course work lower than 4.5 CGPA shall have to improve the Grade by reappearing in the course Work Paper(s) of his/her choice. For this he/she shall be allowed only one chance in the subsequent examination.

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SCHEME OF COURSES

PROGRAMME CODE:
EDZ SEMESTER-I

Course No.	C/E/I	Course Title	Credits			Total Credits
CORE COURSES: (All Papers are Compulsory)			**L**	**T**	**P**	
EDL 909	C	Research Methodology	3			3
EDL 910	C	Testing, Statistical Techniques and Computer Applications	3		1	4
EDL 911	C	Issues In Education	3			3
EDS 912	C	Thematic Paper			2	2
EDL 913	C	Research Competencies	1	1	2	4
ELECTIVE COURSES: (Any one of the following)						
EDL 914	**E**	Teacher Education and Contemporary Issues in Education	**3**			**3**
EDL 915	**E**	Inclusive Education	**3**			**3**
EDL 916	**E**	Leadership in Education	**3**			**3**
EDL 917	**E**	ICT in Education	**3**			**3**

Note: INTERDISCIPLINARY *I* OPTIONAL COURSES (3 CREDITS)   3
 (Students may do it in any other department related with the research project/ work)

Total Credits: 22   22

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Paper: EDL-909 C - Research Methodology

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:
1. Understand the application of quantitative, qualitative and mixed approaches of research.
2. Formulate a good research problem for their research work.
3. Select an appropriate sampling design for a research study
4. Understand the procedure for tool construction
5. Understand documentation and dissemination of research in education

UNIT – I
- Research approaches: logical positivism, phenomenology, ethnography, and triangulation; types of research and their application: according to purpose and method
- Historical Research: primary and secondary sources of information, external and internal criticism of the source
- Descriptive Research: assessment studies, evaluation studies, ex-post facto studies, replication and meta-analysis.
- Experimental research:types of experimental research designs: designing and developing appropriate experimental designs for research problems.

UNIT – II
- Research Problem: Sources, Review of related Literature, Selection & Formulation of a Research Problem.
- Formulation of Objectives, Hypothesis: Types and Formulation in the context of Qualitative and Quantitaive Research.
- Sampling design: selecting appropriate probability and non-probability sampling techniques for qualitative and quantitative research problems

UNIT – III
- Tools for Quantitative and Qualitative research: types and criteria for selecting appropriate tools
- Selection, Construction & Standardization of a tool/test, Item Analysis, Reliability, Validity, Norms & Profiles.
- Ethical issues in research.

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References:

1. *Best, John W. (2007). Research in Education. New Delhi: Printice Hall of India Pvt. Ltd.*

2. *Cohn, Louis (1976). Educational Research in classroom & Schools. London: Harper& Row Ltd.*

3. *Conrad, Clifton F. & Serlin, Ronald C. (2001). The Sage Handbook for Research in Education – Engaging Ideas and Enriching Inquiry. New Delhi: Sage Publications India Pvt. Ltd.*

4. *Gephart, William J. & Ingte, Robert B. (1969). Educational Research. Columbers: Charles E. Merrill Publishin Co.*

5. *Javvanda, J.S. (1993). Educational research without tears. Patiala: Hazara Printing Press.*

6. *LokeshKaul (2011). Methodolgy of Educational Research. Vikas Publishing House.*

7. *Mcmillan, James H. & Schumacher, Sally (1984). Research in Education A conceptual Introduction. Canada: Little Brown and Co. Ltd.*

8. *Moore, Garry w. (1983). Developing & Educating Educational Research. Canada: Little Brown & Company Ltd.*

9. *S.K. & Saxena, P.C. (1985).Quality Control in Educational Reasearch. New Delhi, Netaji Subhash Marg: Metropolitan Book Co. (P) Ltd.*

10. *Sharma, R.A. (2000). Essential of Scientific Behavioural Research. Meerut: R. Lall Book Dept, Begum Bridge Road.*

11. *Sidhu, Kulbir Singh 1984. Methodolgy of Research in Education. New Delhi: Sterling Publisher Private Ltd.*

12. *William A. Mehrens & Irvin J. Lehmann (1969). Standardized test in Education. Holt, Rinehart and Winston Inc.*

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Paper: EDL-910 C - Testing, Statistical Techniques and Computer Applications

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:
1. Apply characteristics of a set of data in tabular and graphical forms and its computation
2. Use appropriate procedures to analyse quantitative and qualitative data
3. Develop competence in the use of statistical packages for analysis of data
4. Develop and standardize tools for qualitative or quantitative analysis
5. Analyse the data and draw useful inferences.

UNIT – I

- Testing and evaluation**:** purpose of testing: assessment, measurement and evaluation: concept, types, difference & uses
- Preparation of check list for observation, constructing schedule for interview, evaluating a scale, constructing test items of very short, short answer, essay and multiple choice questions.
- Construction of a test: understanding the construct and operationalization, preparing the item content, selection of item format, difficulty level, discriminating index, item analysis, and determination of its Reliability & validity

UNIT – II

- Data analysis in qualitative research**:** content analysis, inductive, phenomenological-analytical
- Statistical Inferences- Theoretical understanding and applications of Parametric and Non Parametric tests
- Factor Analysis : Concept, Methods of factor Analysis (Centroid, Principal Axis and Principal component)
- Approximation and Errors in research

UNIT – III

- Internet as a source in social sciences research- for literature review, data collection and analysis
- Selecting appropriate statistical techniques for analysing different types of hypotheses
- Computer applications in research: Introduction to competing software packages for data analysis- Excel, SPSS, and eViews.
- Interpretation of results in statistical analysis

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References:

1. *Anderson, A.N. (2009) An introduction to Multivariate Analysis. New York : John Wiley & Sons.*

2. *Edward, A.L. (1967) Stattistical Methods for the Behavioural Sciences. New York : Holt, Rinehart and Wintson*

3. *Garret, H.E. (1971) Statistics in psychology and education Chandigarh: Vishal Publishers.*

4. *Geon, A.M. et. al. (1979) Fundamentals of Statistics. Calcutta: The World Press Private Ltd.*

5. *Guilford, J.P. (1973) Fundamental Statistics in Psychology and Education New York: McGraw Hill book Company.*

6. *Kapur J.N. (2010). Mathematical Statistics. New Delhi : S. Chand and Company Ltd.*

7. *Siegel, Sidney (1956) Non-Parametric Statistics for The Behavioural Sciences, International Student Edition New York: McGraw Hill.*

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Paper: EDL-911 C - Issues In Education

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:
1. Understand the different paradigms of education
2. Analyse basic issues of philosophies of education
3. Reflect on the basic parameters of the processes of human development

UNIT – I

- Educational Paradigms**:** Empirical, Interpretive and Critical Perspectives, Critical Appraisal of Education as a Discipline.

- Epistemological, Metaphysical and Axiological issues in Education

- Process of education and learning, pedagogy, andragogy

- Learner's engagement in the process of knowledge construction, understanding the changing profile of the teachers/teacher educators, use of constructivism in teaching and learning.

UNIT – II

- Perspectives of human development**:** Piaget, Vygotsky and constructivist perspectives.

- Concept of holistic development, learning, thinking and problem solving in the context of school and outside school, language development and learning.

- Peace Education : Issues of concern in national and international perspective

- Inclusive Education : Concerns development of inclusive education

UNIT – III

- Development of Curriculum of Teacher Education in Post Independence period with special emphasis on NCFTE 2009 and its reflections on Teacher Education

- NCTE Regulations 2014: Development, Provisions and its Consequences on Quality of Teacher Education

- New Education Policy: Draft document and Directions.

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References:
1. Barris, K. (1979) *Education and Knowledge: The Structured Misrepresentation of Reality;* Routledge & Kegan Paul, London.
2. Blaug, Mark (1972). *An Introduction to Economics of Education*. Allen Lane, London. Penguin.
3. Bodner, G.M. (1986). *Constructivism: A Theory of Knowledge*. Journal of Chemical Education. *Brain.* Prentice Hall of India.
4. Bruner, J.C. (1997). *The Culture and Education.* London: Harvard University Press.
5. Dewey, J. (1963) *Democracy and Education*, Macmillan, New York.
6. Edqerton, Susan Huddleston (1997). *Translating the Curriculum: Multiculturalism into the Cultural Studies*. Routledge.
7. Etta, R. Hollins (1996): *Transforming Curriculum for a Culturally Diverse Society.*
8. Freire, P. (1970) *Cultural Action for freedom,* Penguin Education Special, Ringwood, Victoria, Australia.
9. Freire, P. (1973) *Pedagogy of The Oppressed,* Penguin Education special, Ringwood,
10. Gerald L. Gutek, (2009), New Perspectives on Philosophy and Education Pearson.
11. Howard A. Ozmon, Samuel M. Craver, (2011), Philosophical Foundations of Education Pearson
12. Howard A. Ozmon, Philosophical Foundations of Education (9th Edition)
13. Howard Ozmon, Samuel M. Craver, (2007), Philosophical Foundations of Education Pearson/Merrill Prentice Hall Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
14. Mujibul Hasan Siddiqui (2009), Philosophical And Sociological Foundations of Education, APH Publishing
15. R.P. Pathak (2009), Philosophical and Sociological Foundations of Education Kanishka Publishers
16. Radhika Chopra and Patrica Jeffery (2005), Educational Regimes in Contemporary India, Sage Publications
17. S.P. Chaube and A. Chaube (2010), Foundations of Education, Vikas Publication House
18. Sahoo, P.K, D. Yadav and B.C. Das (Eds.) (2012), Quality in Higher Education: Issues and Processes, Uppal Publishers.
19. Shukla, Suresh C (1985). *Sociological Perspective in Education: A Reader*. Delhi: Chankya.
20. Slattory (1995): *Curriculum Development in Postmodern Era*. (Critical Education & Practice).
21. Smith, Edward E. & Kosslyn, SteEDUn M. (2007). *Cognitive Psychology: Mind and*
22. Sri Aurobindo (1924). *A System of National Education.* Calcutta: Arya Publishing House.
23. Steven M. Cahn, Philosophy of Education: The Essential Texts.
24. Tilak, Jandhyala B.G. (2003). *Education, Society and Development*. New Delhi: APH Publishing Corporation for NUEPA, Victoria, Australia.
25. Wiles, Jon (2004). *Curriculum Essentials- A Resource for Educators*. Allyn & Bacon.
26. Wyne, J.P. (1973). *Theories of Education to the Foundations of Education Harper and Row,* Publishers, London.

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Paper: EDS-912 C - Thematic Paper

Credits: 2

The students will select an area of their choice with the direction of their supervisor within first two weeks from the start of the semester. They will write a theme paper selecting few variables from that area. There will be two presentations on the theme selected.

First presentation will be held during 6-7 week of the semester. Two examiners from the Centre will evaluate it on the following criteria.

- Content of the Focus area
- Significance of the Variable
- Presentation Techniques
- Response to questions asked by examiners

Presentation will be of 30-45 min. duration. First evaluation will consist of 20 marks. Second presentation will be held during 12-13 weeks of the semester and will consist of 30 Marks. The criteria of evaluation and duration of presentation will be same as mentioned above.

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Paper: EDL-913 C - Research Competencies

Credits: 4

The students in this paper will have to conduct activities on all the below mentioned aspects and it will be evaluated by two examiners from the department. The first two activities will be completed within 16 weeks and the other two will be completed within 24 weeks of the semester.

- Construction of Research Tool
- Conducting Action Research
- Writing of Research Articles
- Writing of References as per the format of APA style

The Course will be assessed by giving 50 marks for Assignments (20 for tool construction, 20 for Action research and 10 for research articles and references/bibliography), 25 for practical exam and 25 for Viva Voce, which will be a total of 100 marks

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Paper: EDL-914 E– Teacher Education and Contemporary Issues in Education

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:
1. Construct a conceptual basis of teacher education
2. Identify the broad areas of study in terms of theoretical and practical aspects of teacher education.
3. Reflect, assimilate and articulate new ideas regarding various issues of teacher education.

UNIT – I
Conceptual Framework of Teacher Education:
- Meaning, Nature, Scope and Objectives of Teacher Education
- Teaching as a profession and professional socialization of teachers.
- The Context of Teacher Education- The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context)

UNIT – II
Managing Teacher Education and Governance in Teacher Education:
- Pre-service and in-service teacher education programs
- National Curriculum Framework (NCF) 2009.
- Integration of Theory and Practice, Organization, Observation, Supervision and Assessment of Practice Teaching.

Governance of Teacher Education:
- Role of Governing Bodies of Teacher Education (UGC, NCTE, State Government)
- Conditions for Recognition and Affiliation of Teacher Education Institutions
- Quality Assurance and Accreditation in Teacher Education Institutions.
- Policies on Teacher Education –Post Independence
- National Council for Higher Education Research

UNIT – III
Issues and Concerns in Teacher Education:
- Selection and Admission of Student- Teachers, Selection and Retention of Teacher Educators.
- Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB and IGSCE) w.r.t. RTE and Inclusiveness.
- Issues in Special Education and Integrated Teacher Education
- Teacher Education for Special Educators
- Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Cooperation of Practicing Schools, Evaluation Strategies and Comparative Education.

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References:

1. Beck, C. & Clark K. (2006).*Innovations in Teacher Education: A Social Constructivist Approach.* Ney York: State University of York.

2. Cohen L., Minion L. & Morrison, K. (2004). *A Guide to Teaching Practice (5th Edition).* London and New York: Rout Ledge.

3. Herne S., Jessel J. & Griffith, J. (2000). Study *to Teach: A Guide to Studying in Teacher Education.* London and New: York. Rout ledge Falmer.

4. NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education.*

5. Rao (1998). *Teacher Education in India.* New Delhi: Discovery Publishing House.

6. Loughran, J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching.* New York.: Routledge:

7. Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual Inputs for Secondary Teacher Education: The Instructional Role.* India: NCTE.

8. Kauts, A. (2013).Quality Concerns Education. Patiala: 21st Century Publication.

9. Epstein, Ht. (1970). A Strategy for Education London: Oxford University Press.

10. Hillard, F.H. (1971). Teaching the Teacher Education London: George Allen and unwin Ltd.

11. National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Profesional and Human Teahcers, New Delhi: Member Secretary, National Council for Teacher Education.

12. National Curriculum Framework for School Education (2000). NCERT: J.J. offset Printers.

13. National Curriculum Framework for School Education (2005). NCERT: J.J. offset Printers.

14. National Curriculum Framework for School Education (2006) .NCERT: J.J. offset Printers.

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Paper: EDL–915 E– Inclusive Education

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:
1. Explain the philosophical, sociological and rights perspective of inclusive education.
2. Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
3. Develop the skills associated with analysis of learning situations and promotion of inclusion.

UNIT – I

Introduction to Inclusive Education

- Concept, principles and importance of inclusive education. Difference between special education, integrated education and inclusive education.

- Historical perspective of Inclusive education in India.

- Researches on best practices associated with inclusive education globally and in India. Key issues in special and inclusive education

UNIT – II

Policies Promoting Inclusive Education

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

- International Conventions & Frameworks: Convention against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012), Salamanca Framework (1994)

- National Policies, Acts and Programs: National Curriculum Framework (2005), National Policy for Persons with Disabilities (2006), IEDC (1974), Early childhood care and education, Project for Integrated Education Development (PIED), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

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UNIT – III

Implementing inclusive Education Effectively:
Planning for Including Diverse Learning Needs
- Identifying barriers to Inclusion- Attitudinal, Systemic and Structural Collaborations with teachers, parent and concerned agencies
- Universal design of learning for adapting and accommodating needs of children with sensory impairments, intellectual impairment, multiple disabilities and gifted children

Building Inclusive Schools and Classrooms
- Ensuring Physical, Academic and Social Access. Leadership and Preparation of Teachers as Change Agents: Classroom Management, Effective Communication, Assistive Technology

Research priorities in the area of education of disadvantaged section
- Evaluation of centrally sponsored schemes of education of SCs, STs,girls, and Minorities. Status study of education of SCs, STs, girls, and Minorities and other marginalized groups.
- Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

References:
1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education

2. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.

3. Sharma P.L. (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

4. Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs* N. C. E. R. T. Publication.

5. Sharma, P.L. (1988) Teacher Handbook –Helping Children with Special Needs, Unicef assisted publication, N.C.E.R.T New Delhi.

6. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,----

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Paper: EDL-916 E– Leadership in Education

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:

1. Understand the concept of leadership
2. Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
3. Understand the nature of creative leadership
4. Develop capacities for being efficient and effective educational leaders.

UNIT – I

- Leadership –Meaning, nature, importance, Factors and Principles of leadership
- Types of Leadership Styles, Measurement of Leadership.
- Role of effective Educational leadership, Qualities of an effective leader.
- Leadership with special reference to Management, Motivation, and Authority.

UNIT – II

- Theories of Leadership – Managerial Grid theory, Trait Theory, Transformational leadership theory, Transactional leadership theory, Role theory.
- Models of Leadership – Situational leadership Model, Social change Model, Fiedler's Contingency Model
- Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centered leadership)
- Creative leadership- concept and traits of a creative leader, Creativity and the role of a leader

UNIT – III

Leadership and Organizational Behaviour:
- Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture
- Diversity and Individual Differences: perception and Attribution, motivation
- The Nature of Groups: teamwork and Work Group Design
- Conflict, Negotiation and Stress management
- Issues of diversity in educational organizations, including issues related to gender and multiculturalism

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References:

1. Bass, Bernard (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. Organizational Dynamics, 18, (3), Winter, 1990, 19-31

2. Jago, A. G. (1982). Leadership: Perspectives in Theory and Research. Management Science, 28(3), 315-336.

3. Newstrom, J. & Davis, K. (1993). Organization Behavior: Human Behavior at Work. New York: McGraw-Hill.

4. Northouse, G. (2007). Leadership Theory and Practice. (3rd Ed.) Thousand Oak, London, New Delhe, Sage Publications, Inc.

   http://managementstudyguide.com/trait-theory-of-leadership.htm

   http://www.leadership-central.com/behavioral-theories.html#axzz4FIlHie5A

   http://www.ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf

   http://greeks.cofc.edu/documents/The%20Situational%20Leadership%20Model.pdf

   https://www.csusm.edu/sll/leadership/SocialChangeModel.pdf

   http://www.cmu.edu/student-affairs/slice/studentactivities/leadership/pdfs/social-change-model.pdf

   http://www.fastcompany.com/3049844/5-hallmarks-of-the-most-creative-leaders

   http://creativeleadership.com/

   https://hbr.org/2008/10/creativity-and-the-role-of-the-leader

   http://indiaschoolleaders.org/

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Paper: EDL-917 E: ICT in Education

Credits: 3

Objectives: On completion of the course, the Research Scholars will be able to:

1. Integrate ICT into Teaching Learning, administration and Evaluation.
2. Use technology based learning materials in Teaching.
3. Practice safe, ethical ways of using ICT.
4. Use ICT for making classroom processes Inclusive.
5. Understand the importance of ICT for professional growth of teachers.

UNIT – I

Understanding of ICT in Education
- Concept of ICT and Principles of using ICT in teaching learning process
- Impact of ICT in education (impact of ICT in social, cultural, economical)
- Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.

UNIT – II

Use of ICT in Evaluation and Research
- ICT enabled assessment- use of Application softwares and online resources
- ICT for professional growth of teachers
- Critical examination of the role of ICT in education and society

Issues and concerns related to ICT
- Challenges (multiculturalism, pedagogical, technological)
- Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, downside of social networking sites

UNIT – III

- E-inclusion
    a) ICT integration for learners with learning disabilities
    b) ICT integration for physically challenged learners
- ICT Based Learning Processes and Resources
    a) Using the web as a teaching-learning resource
    b) Academic and Research content on the web: Online journals and abstraction services;
    c) Online Learning, online courses and learning management systems.

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References:

1. Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.

2. Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons.

3. Mansfield, R. (1993). The Compact Guide to Windows. World and Excel. New Delhi: BPB Publishing.

4. Saxena, S. (1999). A First Course in Computers. New Delhi: Vikas Publishing House.

5. Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.

6. Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.

7. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.

8. Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

9. Kahn, B. H. (1997). *A Framework for Web-based Learning.* Paper Presented at the Instructional Technology Department, Utah State University, Logan, Utah.

10. Kahn, B. H. (2001). Web-based Training: An Introduction. In B.H. Kahn (Ed.) *Web-based Training*. Englewood Cliffs, NJ.: Educational Technology Publications.

11. Maki, R. H., Maki, W. S., Patterson, M., and Whittaker, P. D. (2000). Evaluation of a web-based Introductory Psychology Course: I. Learning and Satisfaction in On-Line Versus Lecture Courses. *Behavior Research Methods, Instruments, and Computers 32*, 230 – 239.

    http://www.icbse.com/ict-education

    http://www.uis.unesco.org/Communication/Documents/ICT-asia-en.pdf

    http://www.itforchange.net/sites/default/files/ITfC/AnnualReport2011-12/Annualreport_education.pdf