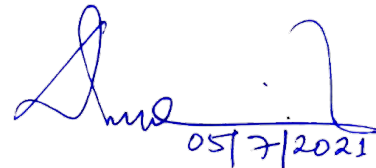


**Department of Education
Rajiv Gandhi University
Ph.D. Course Work
(Under CBCS w.e.f 2020-21)**

Course Code	Course Title	Credits	L:T:P	Semester End	Practical	Internal	Full Marks
PHD-EDU-711(C)	Methodology of Research in Education (Core Paper)	4	4:0:0	75	0	25	100
PHD-EDU-712(C)	Research and Publication Ethics (Core Paper)	2	1:0:1	20	20	10	50
Open Elective Course(CBCS)							
PHD-EDU-721(O)	Experimental Design and Advanced Statistics	2	2:0:0	40	0	10	50
Elective Course (Any One Paper of the following)							
PHD-EDU-731(E)	Leadership in Education	4	4:0:0	75	0	25	100
PHD-EDU-732(E)	Qualitative Research	4	4:0:0	75	0	25	100
PHD-EDU-733(E)	Education: Change and Society	4	4:0:0	75	0	25	100
	Total	12	11:0:1	210	20	70	300

N.B: 1. 10% -20% of each Course content shall be delivered through online mode of transaction.

2. The practical examination will be conducted by inviting one external expert from the outside of the Rajiv Gandhi University or from the cognate department of Rajiv Gandhi University and one internal member of the Department of Education, Rajiv Gandhi University.


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Department of Education

Rajiv Gandhi University
Ph.D. Course Work

PHD-EDU-711(C): METHODOLOGY OF RESEARCH IN EDUCATION

Credit-4
Full Mark-100
Pass Mark-55

Learning objectives:

1. To know the conceptual framework of educational research, research process, methods, tools and techniques
2. To understand new approaches of educational research with regard to qualitative research and to understand how to review literature, selection of the research problem and report writing
3. To understand the nature of quantitative data and descriptive statistics and to analyze various measures for correlation.
4. To know how to apply parametric and non parametric test in quantitative research

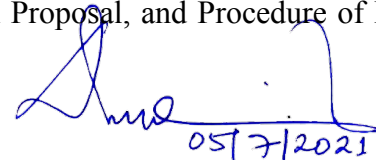
Course Content:

Unit-I: Research in Education

- Research and Steps of Research in Education
- Methods: Historical Method, Descriptive Method, Experimental method
- Tools and Techniques: Tools of Research and their characteristics: reliability and validity
- Construction and Standardization of Tests and Attitude Scale
- Concept of variable/variables in research, types of variables
- Meaning of hypothesis, need of hypothesis, Sources of Hypothesis and testing
- Sampling Techniques

Unit-II: New Approaches of Qualitative Research and Review of literature in Education

- Phenomenological Research
- Ethnographical Research
- Grounded Theory
- Case Study
- Mixed- Methodology
- Review of Literature, Procedure and Sources, Organization of literature, Selection of Research Problem, Preparation of Synopsis/Research Proposal, and Procedure of Report Writing


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- Select a Research Problem of your own choice and write a review of related literature on it and presentation in a seminar by the concerned teacher

Unit-III: Descriptive Statistics

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability: Range(R), QD, MD and SD
- Concept of Correlation and its implications in research work
- Methods of computing correlation: Pearson's coefficient of correlation, Spearman's coefficient of correlation, partial and multiple correlations

Unit-IV: Inferential Statistics

- Parametric test: t-test- concept, assumptions, and applications
- F-test-concept, assumptions, and applications; one way ANOVA and two way ANOVA and Chi-Square test
- Non-parametric test: U-test and H-test

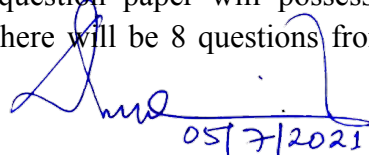
Expected learning outcomes:

After the completion of the course students are expected to

1. To analyze research methods, tools and techniques appropriately while doing research in education
2. To explain the meaning of variables and hypothesis and to apply suitable statistics for testing hypothesis
3. To differentiate among qualitative approaches of educational research
4. To follow procedures and organization of the literature systematically and to select problems for writing review of related literature
5. To explain the nature of quantitative data apply appropriate descriptive statistics or summarizing given data.
6. To compute co-relation using various methods.
7. To use parametric and non parametric test based on assumptions for given quantitative data.

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

Scheme of Evaluation: The question paper will possess 75 marks and the pattern of questions will be essay type. There will be 8 questions from the four units. Each question



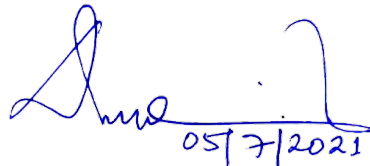
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carries 15 marks. The candidate has to attempt 5 questions out of the 8 questions. The Scholar is to pass internal and external test by obtaining 55% marks in each separately.

References:

1. American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.
2. American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
3. British Educational Research Association (2018). Ethical guidelines for educational research, London BERA.
4. Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
5. [Comstock](#), Gary (2013). Research Ethics: A Philosophical Guide to the Responsible Conduct of Research: Cambridge University Press.
6. [Elliott](#), Deni (1997) .Research Ethics – A Reader: University Press of New England.
7. Jones, Julie Scott (2011). Research Ethics in Practice (Fundamentals of Applied Research): SAGE Publications Ltd.
8. Pruzan, Peter (2011). Research Methodology: The Aims, Practices and Ethics of Science: Springer.
9. Punch, Keith F (2013). Introduction to Social Research: Quantitative and Qualitative Approaches : SAGE Publications Ltd.
10. Strike, K.A (2006). The ethics of educational research in handbook of complementary methods in education research. <http://www.rouledgehandsodes.com/doi/10.4324/978020387469>. ch.3.
11. Thorat, Sukhadeo et al. (2018). Social Science Research in India: Status, Issues, and Policies: Oxford Publishing House.
12. Tolich, Martin (2009). Qualitative Ethics in Practice (Developing Qualitative Inquiry Book 14): Routledge.
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**Department of Education
Rajiv Gandhi University
Ph.D. Course Work**

PHD-EDU-712(C): RESERCH AND PUBLICATION ETHICS

**Credit-2
Full Mark-50
Pass Mark-28**

Learning objectives

1. To reflect on research ethics in educational research and scientific content in educational research.
2. To understand research ethics in relation to publications.
3. To analyse open access publication sources, copy rights and self achieving policies.
4. To reflect on various issues related to falsification, fabrication and plagiarism

Unit-I: Introduction to Ethics and Scientific conduct in Educational Research:

- Ethics : Concept, moral philosophy nature of moral judgments and reactions in educational research
- Philosophical Attitude in Research.
- Intellectual Honesty and Research Integrity : Concept and Importance
- Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
- Redundant Publication: Duplicate and Overlapping publications, Salami Slicing
- Selective Reporting and Misinterpretations of Data.

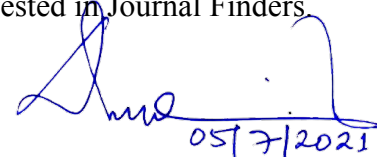
Unit-II: Ethics in Research Publications:

- Publication Ethics: Meaning and importance.
- Best practices and Quality mandates in Research: Committee on Publications Ethics (COPE) and its role, World Association of Medical Editors (WAME)- Its Functions.
- Publication Misconducts: Meaning, problems and types, identifications of publication misconducts, complaints and appeals.
- Predatory Publishers and Journals.

Unit-III: Practice (Group Discussion, Seminar/Hands on Experiences) Open access publishing and publications misconduct in Educational Research:

(4 Hrs)

- Open Access Publications Sources
- Publisher's copy-right and self achieving policies: (SHERPA) and ROMEIO as Online Resources.
- SPPU : Software identification for predatory publications
- JANE, Elsevier Journal Finder, Springer & Journal suggested in Journal Finders


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Unit-IV: Publication Misconduct, Data Bases & Research Metrics

(11Hrs)

(Activity- Group- Discussion/Seminar presentation/ Hands on Experiences)

- FFP issues in Educational Research
- Creation and practice on account relating to Plagiarism, Detection Software (PDS) - like- URKUND and TURNITIN.
- Indexing Databases citation Databases : Scopus & Web of Science etc,
- UGC- CARE
- Impact Factor: SNIP, SJR, IPP, Cite score.
- Research Metrics: h-Index, g-index, i10 index, altmetrics.

Learning outcomes

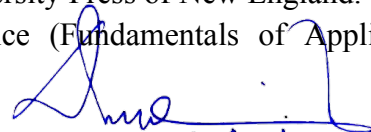
1. To follow research ethics in education research and scientific conduct in educational research
2. To apply research ethics in publishing a research work
3. To use open access publication sources such as Elsevier, Journal Finder, and Springer etc.
4. To avoid malpractices of falsification, fabrication and Plagiarism.

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

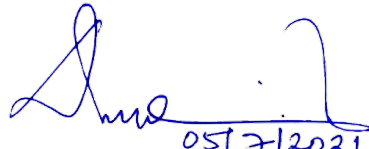
Scheme of Evaluation: The question paper will possess 20 marks and the pattern of questions will be essay type. There will be 4 questions from the first two units. Each question carries 10 marks. The candidate has to attempt 2 questions out of the 4 questions. The research scholar is to pass internal and external test by obtaining 50% marks in each separately. For Unit-III and Unit-IV, there will be practical for 20 marks based on hands on experiences in the mode of group discussion, seminar or activity relating to open access publishing and publications misconduct in Educational Research and finding out plagiarism and Impact Factor like SNIP, SJR, IPP, Cite score, Research Metrics like h-Index, g-index, i10 index, altmetrics etc Practical is the part of external assessment.

References:

1. American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.
2. American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
3. British Educational Research Association (2018). Ethical guidelines for educational research, London BERA.
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Rajiv Gandhi University
Ph.D. Course Work

PHD-EDU-721(O): Experimental Design and Advanced Statistics

Credit-2
Full Mark-50
Pass Mark-28

Learning Objectives:

1. To acquaint the learners with the experimental designs in research
2. To develop skill in using parametric and non- parametric statistical techniques in educational research
3. To develop critical thinking about educational situations where experimental research is feasible.

Course Content:

UNIT-I Experimental Design

- Research experiments and variables in experiment,
- Designs of Experimental research, characteristics, Internal and external validity of experimental research.
- Difference between research design and experimental design
- Type I & Type II Errors, concept of experimental controls.
- Binomial and normal Distribution: Properties and Applications

UNIT-II Parametric and Non Parametric Tests

- Meaning and purpose of parametric test and non-parametric test
- Difference between parametric and non-parametric test
- Parametric test: t-test, F- test(ANOVA), ANCOVA
- Linear regression analysis
- Chi-Square test, its purpose and applications
- Non-parametric test: Median test, sign test, U-test, H- test, its meaning, purpose; assumptions and uses
- Factorial analysis

Expected Learning Outcomes

The learner is expected to

- i) Apply suitable experimental designs in the educational research
- ii) Practice statistical analysis using parametric and non-parametric tests

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

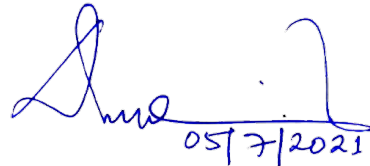
Scheme of Evaluation: The question paper will possess 20 marks and the pattern of questions will be essay type. There will be 4 questions from two units. Each question carries 10 marks. The

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candidate has to attempt 2 questions out of the 4 questions. The Scholar is to pass internal and external test by obtaining 50% marks in each separately.

REFERENCE:

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
2. Bellack, A.A. *Theory and Research in Teaching*, New York, Teacher's College, Columbia. 1964.
3. Best, J.W. *Research in Education*, N. Delhi. Prantice Hall of India
4. Butcher, H.J. *Sampling in Educational Research*, Manchester University Press.
5. Edward, A.L. *Experimantal Design in Psychological Research*, Publishing Co. N. Delhi, New York.
6. Edwards Allen, A. *Experimental design in Psychological Research*, Bombay. Amerind Pub. Com. Pvt. Ltd.
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8. Fruchter Benjamin, *Introduction to Factor Analysis*, Affiliated East West Press. N. Delhi.
9. Garret, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd. Bombay, 1975. Indian Print.
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11. Guildord, J.P. *Psychometric Methods*, International Student Edition, 1955.
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14. Kaul, L. *Methodology of Educational Research* Vikas Publishers. 1984. New Delhi.
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Ph.D. Course Work

PHD-EDU-731(E): Leadership in Education (Elective Paper)

Credit-4
Full Mark-100
Pass Mark-55

Learning 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: Introduction to Leadership

- 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.

UNIT – II: Theories and Models of Leadership

- Theories of Leadership – Managerial Grid theory, Trait Theory, Transformational leadership theory, Transactional leadership theory, Role theory.
- Leadership with special reference to Management, Motivation, and Authority.
- Models of Leadership – Situational leadership Model, Social change Model, Fiedler's Contingency Model

UNIT – III: Theories and Models of Educational Leadership

- 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-IV: 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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Expected Learning Outcomes: On completion of the course, the Research Scholars will be able to:

1. Explain the concept of leadership
2. Critically analyse the core and contemporary leadership theories relevant to educational practice and settings.
3. Elucidate the nature of creative leadership
4. Strengthen capacities for being efficient and effective educational leader

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

Scheme of Evaluation: The question paper will possess 75 marks and the pattern of questions will be essay type. There will be eight questions from the four units. Each question carries 15marks. The candidate has to attempt 5 questions out of the 8 questions. The Scholar is to pass internal and external test by obtaining 55% marks in each separately.

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

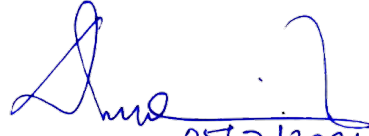
<http://www.cmu.edu/student-affairs/slice/studentactivities/leadership/pdfs/social-change-model.pdf>

<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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**Department of Education
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Ph.D. Course Work**

PHD-EDU-732(E): Qualitative Research (Elective Paper)

**Credit-4
Full Mark-100
Pass Mark-55**

Learning Objectives: The objectives of the course are:

1. To make students aware the broad concept of qualitative research.
2. To familiarize them with qualitative research designs.
3. To acquaint them with field work and data collection.
4. To know how to analyse and interpret the data

Unit-I: Introduction to Qualitative Research Education

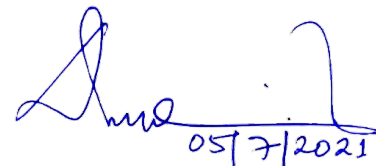
- Meaning and characteristics of Qualitative Research
- Phenomenological approach
- Ethno methodology approach
- Issues and ethics in qualitative

Unit-II: Qualitative Research Design

- Grounded theory designs
- Case study designs
- Narrative research designs
- Mixed Methodology Design

Unit -III: Field Work and Data Collection

- Field work: Interviewing
- Fieldwork: visual recording
- Triangulation
- Process of writing field notes
- Process of documents and photography



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Unit-IV: Data Analysis and Interpretation

- Analysis and interpretation in the field
- Analysis and interpretation after data collection(Coding systems)
- The Mechanics of working with data
- Analysing data using computers

Learning Outcomes: after the completion of this course, research scholars will be able to:

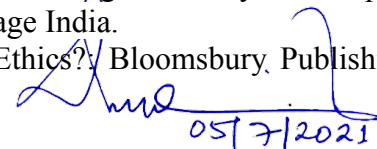
1. Explain about concept of qualitative research.
2. Analyse the qualitative research designs.
3. Apply the procedural knowledge in data collection and analysis.

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

Scheme of Evaluation: The question paper will possess 75 marks and the pattern of questions will be essay type. There will be eight questions from the four units. Each question carries 15 marks. The candidate has to attempt 5 questions out of the 8 questions. The Scholar is to pass internal and external test by obtaining 55% marks in each separately.

References

1. Bogdan, R C. (2011). Qualitative Research for Education, PHI Learning Pvt Ltd; New Delhi
2. Creswell, J W. (2017). Educational Research. Pearson: New Delhi.
3. Gay L R et.al (2017). Educational Research: competencies for analysis and applications. Pearson: New Delhi
4. Howel D C.(2014). Fundamental Statistics for Behavioural Sciences. Wardsworth Cengage Learning: USA
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राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

**Department of Education
Rajiv Gandhi University
Ph.D. Course Work**

PHD-EDU-733(E): Education, Society and Change (Elective Paper)

**Credit-4
Full Mark-100
Pass Mark-55**

Learning Objectives: The objectives of this course are:

- 1) To make students aware the broad concept of education.
- 2) To familiarize them with the linkages of education and society.
- 3) To acquaint them with the changes that education brings in the society.
- 4) To brainstorm about the contemporary educational issues, challenges and trends.

Unit II: Concept of Education

- Meaning of Education,
- Educational Thinkers: J. Krishnamurthy, Paulo Freire
- Types of Education: Formal, Informal and Non-formal
- Educational Stakeholders: Teachers, Parents, Students
- Functions of Education: Teaching, Extension and Research

Unit II: Education and Society

- Education and Culture: Pluralism and Multiculturalism
- Education as a process of Socialization
- State and Education
- Democracy and Education
- Language and Education

Unit III: Change and Education

- Education and Social Mobility
- Education: Commodity vs. Service
- Affirmative Action Policies in Education: way and means; Indian and Global Scenario
- Privatization of Education and Access

Unit IV: Educational Issues, Challenges and Trends

- India and Global Education
- Education in Neo-liberal Economy: GATT and WTO
- Financing of Indian Higher education: Five year plans and Niti Aayog (शैक्षणिक एवं सम्मेलन)
- National Education Policy: 1986 and 2020
- Privatization of Education

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Mode of Transaction

- Lecture cum discussion
- Seminar and discussion
- New Approaches of Teaching
- Case Study and Comparative Study

Learning Outcomes: after the completion of this course, students will be able to:

1. Discuss about the broad concept of education.
2. Analyse the linkages of education and society.
3. Summarise the changes that education brings in the society.
4. Critically analyse about the contemporary educational issues, challenges and trends.

Mode of Transaction: Lecture Method, Discussion Method, Activity Method

Scheme of Evaluation: The question paper will possess 75 marks and the pattern of questions will be essay type. There will be eight questions from the four units. Each question carries 15marks. The candidate has to attempt 5 questions out of the 8 questions. The Scholar is to pass internal and external test by obtaining 55% marks in each separately.

References

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2. Burgesh, J.H. (1986). *Socilology, Education and School*. London: Batsford.\
3. Dewey, J. (2019). *Democracy and Education: An introduction to the Philosophy of Education*. Aakar Books Classisc.
4. Freire, P. (1975). *Cultural action for freedom*. Boston, Massachusetts: Harvard Educational Review.
5. Freire, P. (1997). *Teachers as cultural workers. Letters to those who dare to teach*. Boulder, CO: Westview Press.
6. Freire, P. (2000). *Pedagogy of the oppressed*. 30th anniversary ed. New York: Continuum.
7. Illich, I. (1970). *Deschooling Society*. New York: Harper and Row.
8. Kumar, K. (1992). *What is Worth Teaching?* New Delhi: Orient Longman.
9. Kumar, K. (2005). *Political Agenda of Education*. New Delhi: Sage.

10. Rampal, A. (2000). Education for Human Development in South Asia, Economic and Political Weekly, July22: 2523-2531.

11. Sadgopal, A. (2000) Shiksha me Badlav ka Savaal: Samajik Anubhav se Niti Tak. Granth Silpi

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