

DEPARTMENT OF EDUCATION

SYLLABUS FOR Ph.D Course Work



RAJIV GANDHI UNIVERSITY

RONO HILLS: DOIMUKH

ARUNACHAL PRADESH

DEPARTMENT OF EDUCATION

RAJIV GANDHI UNIVERSITY

Credit-4
Full Mark-75
Pass Mark-38

SYLLABUS FOR PH.D COURSE WORK
P-1 METHODOLOGY OF RESEARCH IN EDUCATION

Learning objectives

1. To know the conceptual framework of educational research, research process, methods, tools and techniques
2. To understand concept of variables, hypothesis, sources of hypothesis, testing of hypothesis and sampling techniques
3. To know new approaches of educational research with regard to qualitative research.
4. To understand how to review literature, selection of the research problem and report writing

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

Unit-II: Variable, Hypotheses & Sampling

- Concept of variable/variables in research , types of variables.
- Meaning of hypothesis, need of hypothesis, Sources of Hypothesis and testing
- Sampling Techniques

Unit-III: New Approaches of Educational Research- Qualitative Research

- Interdisciplinary Research
- Phenomenological Research
- Ethnographical Research
- Mixed- Methodology

Unit IV: Review of Literature, Selection of Research problem and Report Writing

- Review of Literature, Procedure and Sources, Organization of literature, Selection of Research Problem, Preparation of Synopsis/Research Proposal, Procedure of Report Writing.
- 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.

Expected learning outcomes

After the completion of the course students are expected to

1. To analyse 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.

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 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 50% 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.
13. Welfel, Elizabeth Reynolds (2019). Ethics in Counseling and Psychotherapy: Standards, Research and Emerging Issues :Cengage India.
14. Wiles, Rose (2012). What Are Qualitative Research Ethics?: Bloomsbury Publishing India.

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SYLLABUS FOR PH.D COURSE WORK
P-II QUANTITATIVE ANALYSIS

Learning objectives

1. To understand the nature of quantitative data and descriptive statistics
2. To analyse various measure for co-relation
3. To know how to apply parametric and non parametric test in quantitative research
4. To familiarize with SPSS in computation of data and graphical representation

Unit-I : Descriptive Statistics

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability: Range(R), QD, MD and SD

Unit-II: Correlation and Causation

- Concept of Correlation and its implications in research work
- Methods of computing correlation: Pearsons' coefficient of correlation, Spearman's coefficient of correlation, partial and multiple correlations

Unit-III: 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

Unit-IV: Computer Applications in Research

- Application of computer in educational research
- Introduction to SPSS and use of SPSS in computation of data and graphs
- Mean, SD, t-test, F-test and Chi Square Test using SPSS

Expected Learning outcomes:

1. To explain the nature of quantitative data apply appropriate descriptive statistics or summarizing given data
2. To compute co-relation using various methods

3. To use parametric and non parametric test based on assumptions for given quantitative data
4. To use SPSS in computing quantitative data various statistics and to represent quantitative data graphically for clear perception.

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 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 50% marks in each separately.

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15. American Educational Research Association (1992). AERA ethical standards, Washington DC. AERA.
16. American Educational Research Association (2011). Code of Ethics of AERA, Washington DC. AERA.
17. British Educational Research Association (2018). Ethical guidelines for educational research, London BERA.
18. Buchanan, Elizabeth (2003). Readings in Virtual Research Ethics: Issues and Controversies: Information Science Publishing.
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SYLLABUS FOR PH.D COURSE WORK
P-III: RESERCH PUBLICATION ETHICS

Learning objectives

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

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

(3Hrs)

- 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:

(7Hrs)

- 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 suggerster in Journal Finders.

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 mal practices of falsification, fabrication and Plagiarism

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 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 50% marks in each separately.

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