

Ph.D. (Education)

Paper-I-Research Methodology & Computer Application in Research

OBJECTIVES:

- To acquaint the research scholars with the nature, scope and limitations of various methods of conducting educational research.
- To develop an understanding of process of conducting educational research.
- To develop an ability of appropriate selection, development and use of various tools of research
- To acquaint the students with various techniques of sampling and to develop an ability of selecting appropriate sample for a research study.
- To acquaint the students with various experimental design.
- To acquaint the students with the use of various parametric and non-parametric statistics for analysing quantitative data.
- To develop an understanding of various techniques of analysing Qualitative data.
- To develop an understanding of the use of computer technology in research

UNIT-1: Research Methods

- i. Experimental & Ex-post facto
- ii. Survey: Normative, co relational, Evaluative
- iii. Ethnographic Ethno methodological
- iv. Grounded Theory
- v. Historical, Philosophical

UNIT-2: Sampling Techniques

- i. Sampling & Non Sampling Errors
- ii. Selecting Representative Sample
- iii. Probability & Non Probability Techniques

UNIT-3: Tools & Techniques of Research

- i. Observation & Observation Schedule, Various techniques for preparing observation schedule
- ii. Sociometry: Sociometry Matrix & Sociogram.
- iii. Psychological Tests & Inventories: Selection and Development: Intelligence, Interest & Attitude, Achievement & Attitude, Adjustment
- iv. Questionnaire & Interviews & Writing Field Notes

UNIT-4: Experimental Design

- i. Pre experimental, Quasi experimental and True experimental designs
- ii. Simple Randomized
- iii. Treatment X Subject
- iv. Treatment X Level
- v. Factorial

UNIT -5: Quantitative Data Analysis

- i. Review of Bivariate Regression & Correlational Analysis
- ii. Multivariate Correlational & Regression Analysis
- iii. ANOVA & ANCOVA, Two-way Analysis
- iv. Factor Analysis

UNIT-6: Analysis & Interpretation of Qualitative Data

- i. Inductive, Logical Analysis, Content Analysis.

UNIT -7: Use of Computer Technology in Research

- Web as tool for research
- Computer in Testing and data collection
 - i) Computer aided Psychological Testing: introduction, history, advantages and disadvantages
 - ii) Online surveys
 - iii) Photographic inquiry
- Computer based data management and analysis: New technologies, hopes, fears and fantasies.
Examples :
 - i) Spread sheet
 - ii) SPSS
 - iii) Types of Software for Qualitative analysis: atlasti, nvivo
- Reference Management software :uses of
 - i) Mendeley
 - ii) RefWorks
 - iii) Google scholar
- Anti-Plagiarism Tools: Need and importance, examples : Turnitin, iThenticate, Urkund etc

Essential/Suggested Reading:

1. **Babbie,Earl**(2010) The practice of Social Science Research, wadworth cengage learning, Belmont,USA.P.513
2. **Blaxter,Lorraine; Hughes, Christina and Tight, Malcom**(2009) How to Research, Open University,New York. P.204
3. **Cochran, W.G. & Cochran G.M.** Experimental Design Bombay, Asia Publication House 1961
4. **Cohen, L. Manion & Morrison K.** Research Methods in Education, 6th Edn. New York. Routledge-2006
5. **Creswell, John W**Research Design: Qualitative Quantitative and Mixed Methods Approaches 3rd Edn. New Delhi, Sage Publication, 2008
6. **Denzin N.K. & Lincoln Y.S** Handbook of Qualitative Research, Sage Publication, 2009
7. **Ferguson G.A**(1981). Statistical Analysis in Psychology and Educations Tokyo, McGraw Hill .
8. **Festinger, U and Katz, D** (Eds).Research Methods in Behavioural Sciences, New York: Mott, Reinehart and Winston Inc.1970
9. **Filstead, W.J.** Qualitative Methodology: First hand Involvement with Social World. Chicago, Markham Pub.Co. 1970.
10. **Flick,Uwe**(2006) An introduction to Qualitative Research , 3rd edition, Sage Publication, New Delhi. P.242
11. **Gregory,Robert J**(1992) Psychological Testing, Allyn and Bacon.
12. **Guilford J.P.& Fruchtger, B.**(1978) Fundamental Statistics in Psychology and Education, Mc Graw Hill.
13. **Kisber,Lynn Butler**(2010) Qualitative Enquiry, Sage, New Delhi p.123.
14. **Patton, M.Q.**(1988) Qualitative Methods, Beverly Hills, Sage Publication, 1988.

15. **Lindquist, E.F.** Designs and Analysis of Experiments in Psychology and Education, Boston, Houghton Mifflin

Web resources:

http://eprints.uni-mysore.ac.in/17107/1/Anti-Plagiarism_Software_-_A_tool_to_ensure_quality_research_output.pdf

<http://atlasti.com/>

<http://ceur-ws.org/Vol-706/poster22.pdf>

<https://explorable.com/online-surveys>.

<http://www.eifl.net/e-resources/urkund-plagiarism-checker>

<http://www.urkund.com/en/about-urkund>

<http://www.fno.org/jan97/websearch.html>

<http://www.qsrinternational.com/nvivo/what-is-nvivo>

PhD .Perspective of Education (Paper-II)

Unit I: Philosophy of Education

Objectives

1. To acquaint the students with the nature of philosophy knowledge and its relationship with research
2. To develop a philosophical framework for analysing Education
3. To acquaint students with major philosophical concerns in research in Language/ Social Sciences/ Science education
4. To provide an overview of researchers and philosophy of education

Content

- A. Nature and meaning of philosophy, its relationship with research, metaphysics and metaphysical issues in research, nature of knowledge and knowledge construction and Research as a tool for knowledge construction, Values: meaning temporal and external values and ethical issues in research.
- B. Heidegger and his ideas on hermeneutic ontology
- C. Compte and his theory of positivism
- D. Karl Marx and theory of historical and dialectical materialism
- E. Kuhn and history of structure of scientific revolution and determinant and probabilistic nature of laws of nature
- F. Overview of researches in Philosophy of Education

Suggested Reading:

1. Cruikshank, J. (2002) Critical Realism and Critical Philosophy, Journal of Critical Realism, 1.1, pp. 49-66.
2. J. White: Karl Marx and the Intellectual Origins of Dialectical Materialism, Springer 1996
3. Paul Hoyningen-Huene :Reconstructing Scientific Revolutions: Thomas S. Kuhn's Philosophy of Science, University of Chicago press, 1993

Unit II: Sociology of Education

Objectives

1. To reflect and criticize sociological approaches
2. To critically analyse various policies and their implementation
3. To examine research trends in the field

Content

- A. Evolutionary approach is in the sociology
- B. Dialectic tradition and modernity in Sociology
- C. Complexities of Indian society: critique and transformation
- D. Political sociology in India; Nationalist sociology

Suggested Reading

1. Apple M (1986) Teacher and Text: A Political Economy of Class and Gender Relations in Education, New York
2. Routledge Durkheim, E (1956) Education and Sociology New York, Free Press

3. Weber, M (1977) From Max Weber, Essays in Sociology Trans ed by H.H Girth and C. Wright Mills London
4. Rutledge and Kegan Paul Sen, A (2005) The Argumentative Indian, Alle Lane

Unit III: Psychology

1. To acquaint the students with relation between development and psychology
2. To understand various theories of development and their applications
3. To acquaint students with the concept and process of development \

Content

- A. Cognitive development of Piaget
- B. Psycho-social system of E. Erikson
- C. Psychoanalytical approach :Freud
- D. Teaching as a profession professional ethics and development of professional identity of teachers

Suggested Reading:

1. Woolfo I K A .(2008)Educational Psychology, Pearson 277-313
2. Hughes, et.al (1996) Child Development, Prentice Hall America
3. Berk, L.E. (2013) Child Development 129 151 Pearson Education, PHI learning

Unit IV : ICT and Education

Objectives

1. To get practical experience and reflective engagement on critical issues ICT
2. To understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT
3. To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom contexts
4. To critically assess the quality and efficacy of resources and tools available
5. To access and suitably modify open educational resources

ICT and Education

- A. Meaning, Importance and tools of ICT in teaching learning processes ,research , administration and Policies of ICT
- B. Meaning, Characteristics and use of internet, Introduction to Website: Social Websites (Blogs/Twitter/Facebook/WhatsApp etc.),ICT and Web 2.0 Technology in Research and Education
- C. Understand modes of Web learning (Virtual learning, Blended learning, Virtual classrooms, animations, simulations, virtual tourism, wearable technology ,E-content, Visual research MOOCS etc.) &Open Educational Resources
- D. ICT for assessment of/for learning , ICT for material development; TPACK framework, CT tools in Educational Research

Suggested Readings

1. Intel Education, NCTE(2007) Handbook for teacher Educator, Bangalore
2. GOI (20012) National Policy on ICTs in School Education, MHRD, Government of India
3. E-learning methodology: Perspective on the instructional design for Virtual Classroom, Sarup Publication, New Delhi(2010)