



Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies

A (University of Calcutta recognized) Research Wing of

Ramakrishna Mission Sikshanamandira, Belur Math.

Syllabi of Ph.D. Course Work One Semester (Educational Studies)

Module No. 1*

Introduction to Educational Research , Ethics and Trends

(70 Theoretical {3 Credits} + 30 Practical {1 credit}) = 4 Credits (75 hours) = 100

Module No. 2*

Methodology of Educational Research

(70 Theoretical {3 Credits} + 30 Practical {1 credit}) = 4 Credits (75 hours) = 100

Module No. 3*

Analyzing Data in Educational Research: Qualitative and Quantitative = 100

(70 Theoretical {3 Credits} + 30 Practical {1 credit}) = 4 Credits (75 hours) = 100

Module No. 4*

Research Orientation in Practice = 4 credits (120 hours)

4.1: Data Analysis through Computer (Quantitative and Qualitative) = 50

4.2: (a) Book Review, (b) Article Review, (c) Tentative Proposal
(To be done on proposed research area) (15+15+20) = 50

Total = 16 credits = 345 hours = 400 Marks

- **1 Credit (Theoretical = 15 Hours) 1 Credit (Practical = 30 Hours)**
- Time for written examination = 4 hours

Module No. 1 **Introduction to Educational Research, Ethics and Trends**

(70 Theoretical + 30 Assignment)

F.M. - 100

Objectives: *After completion of these units the scholars will be able to:*

- a) *Understand the meaning of philosophy of educational research and its different faces.*
- b) *Comprehend the key concepts and recurring conflicts in educational research.*
- c) *Analyze the different kinds of research and their philosophical foundations.*
- d) *Know about the ethical dimensions of educational research.*
- e) *Have an idea about the future of educational research.*
- f) *Have an idea of the genesis & development of the research area, Trends in West as well as in India, Research tools and methods used or ought to be used, Identification of major research gaps, Challenges of research in the area, Prospects etc.*

Unit – 1: Meaning of Educational Research: Concept of education, Key concepts in education, Educational discourse, Distinctiveness of educational research, Researching ‘educational practices’, Nature of scientific enquiry.

Unit – 2: Philosophical Foundations of Different Ways of Doing Research: Observing, Experimenting, Surveying, Interviewing, Case studying, Historical research, Action research, Qualitative vs. Quantitative research, Research methods and philosophical assumptions.

Unit – 3: Key Concepts of Educational Research: The logical geography of educational research, Key concepts – realism and objectivity, ‘casual explanation’, Explaining human behavior, Truth, Facts, Theory, Knowledge, Common sense explanation.

Unit – 4: Competing Philosophical Positions of Educational Research: Positivism, Phenomenology, Ethnography, Postmodernism and Feminism.

Unit – 5: Ethical Dimensions To Educational Research: Ethics, Principles, Virtues, Democratic values, Future of educational research.

Unit – 6: Trends in Educational Research:

List of Research Areas (Any one as be prescribed as per intended area)

- a. Adult Education
- b. Comparative Education
- c. Curriculum Studies
- d. Economics of Education
- e. Educational Technology
- f. Elementary Education
- g. Guidance and Counseling
- h. Higher Education
- i. History of Education
- j. Inclusive Education
- k. Language Education
- l. Management and Administration in Education

- m. Mathematics Education
- n. Measurement and Evaluation in Education
- o. Non-formal Education
- p. Philosophy of Education
- q. Psychology of Education
- r. Research Methodology
- s. Science Education
- t. Social Sciences Education
- u. Sociology of Education
- v. Teacher Education
- w. Value Education

Assignment: Exploring the rationale of the Research Problem to be identified by the researcher.

References:

Pring, Richard (2000) – Philosophy of Educational Research.

Carr, W (2003) – Philosophy and Education.

Dewey, J (1916) – Democracy and Education.

Peters, R. S. (1965) – Ethics and Education.

Carfrinkel, H. (1967) – Studies in Ethnomethodology.

Survey of Educational Research (1st to 6th Survey)

Saxena (1980) – Controlling Quality in Educational Research.

Module No. 2

Methodology of Educational Research

(70 Theoretical + 30 Assignment)

F.M. - 100

Objectives: *After completion of these units the students will be able to:*

- i. *Make planning about his own research.*
- ii. *Prepare research Design.*
- iii. *Write research proposal.*
- iv. *Write research report.*

Unit – 1: Introduction to Educational Research: Identification of Research Problem, Literature Review, Framing Research questions and Hypotheses, Writing Research Proposal.

Unit – 2: Qualitative Methods of Research: Characteristics, Strategies (Narrative, Phenomenological, Grounded Theory, Ethnographic, and Case-study Research), Data collection procedures.

Unit – 3: Quantitative Methods: Surveys - Design, Instrumentation etc., and Experimental Method – Design, Procedure, and Instrumentation.

Unit – 4: Mixed Method: Components, Strategies, Alternative Strategies, data Collection Procedures.

Unit – 5: Report Writing: Chapterization, Quantitative write-up, Qualitative Write-up, Mixed Method Write-up, Referencing.

Assignment: Exploring research activity (research design/Method (s)/ Tools/ Techniques etc.) with reference to the research problem identified by the research scholar.

References:

Creswell, J.W. (2009) – Research Design

Creswell, J.W. (2007) – Qualitative Inquiry and Research Design

Flower, F. J. (2002) – Survey Research Method

Creswell, J.W. (2007) – Designing and Conducting Mixed Method Research

Hesse-Biber, S. N. and Leavy, P. (2006) – The Practice of Qualitative

Punch, K.F. (2005) – Introduction to Social Research.

Module No. 3

Analyzing Data in Educational Research: Qualitative and Quantitative

(70 Theoretical + 30 Project / Assignment etc.)

F.M. - 100

Objectives: *After completion of these units the students will be able to analyze and interpret Quantitative/ Qualitative data.*

Unit – 1: Significance testing: Coefficient correlation, Standard error, t-test, Chi-square.

Unit – II: Analysis of variance (ANOVA) and analysis of covariance (ANCOVA).

Unit III: Correlational statistics: Partial, multiple, regression, prediction and factor analysis.

Unit – IV: Analyzing qualitative data, compiling, disassembling and reassembling.

Unit – V: Analyzing qualitative data, interpreting and concluding.

Project: Data analysis (Qualitative/ quantitative) in practice.

Reference:

Yin, Robert K. (2010), Qualitative Research from Start to Finish.

Merriam, Sharma B. (2009), Qualitative research: A guide to design and implementation.

Gall, D. Meredith et. al. (2007) – Educational Research (8th Edition)

Burke, J. & Christensen. L. (2011) Education Research (4th Edition)

Module No. 4

Research Orientation in Practice

First Half

4.1: Data Analysis through Computer (Quantitative and Qualitative)

Second Half

4.2: (a) Book Review, (b) Article Review, (c) Tentative Proposal
(To be done on proposed research area)