ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

University of Mysore
(Estd.1916)

Ph. D. in Education

Programme Details

UNIVERSITY OF MYSORE

Department of Studies in Education

Manasagangotri, Mysuru-570 006

Regulations and Syllabus

PH. D. IN EDUCATION

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS

LEADING TO

PH. D. IN EDUCATION

Programme Details

Name of the Department	:	Department of Studies in Education
Subject	:	Education
Faculty	:	~~Arts~~ Education
Name of the Programme	:	Ph. D.

Ph. D. in Education

Programme Outcome:

After the completion of this programme (16 weeks), the Students will be able to,

1. Describe the nature, purpose and scope of different types of research in education.
2. Select and explain appropriate method for a research study.
3. Identify research gaps and needs, and select a problem for research.
4. Define variables and formulate research questions/Objectives/Hypotheses.
5. Explain a sampling design suitable for a given research study.
6. Propose Ph.D./project proposal, abstract, synopsis, research report, trend report evaluation repost etc.
7. Construct different tools; establish validity & reliability.
8. Test hypotheses using appropriate statistical techniques.
9. Use different software's for analysis of data – excel SPSS portage etc.
10. Disuse findings in relation to objectives hypotheses and the findings of other students, draw implication.

N. C. Betsu

Department of Studies in Education
University of Mysore, Manasagangotri
Musuru - 570 006, Karnataka

SYLLABUS OF COURSE WORKS FOR PH. D. PROGRAMME

Paper: Research methodology and Data Analysis

Course Outcome:
- Select and explain appropriate method for a research study.
- Define variables and formulate research question/objectives/hypotheses.
- Test hypotheses using appropriate statistical techniques.
- Use different soft-wares for analysis of data - Excel, SPSS portage etc.,

Pedagogy

Lecture-cum-discussion group discussion presentations panel discussion, seminar presentations tutorials research exercises.

Unit: 1: Introduction to Research in Education

(A) Relevance of educational research, characteristics and values/ethical issues in educational research, classification of research, based on purpose (basic, applied, developmental, evaluation and action research) based on nature of data (Quantitative, qualitative and mixed) characteristics.

(B) Research process – Review of literature and resources (data base, e – resources); identification of research gaps, needs; selection and formulation of research problem; selecting and defining variables, formulating hypotheses/prepositions/issues/objectives; preparation of research/project proposal

Unit – 2: Methods of Research

(a) Qualitative Methods

- Experimental Method/Research – manipulation/control of variables; experimental designs – single group, pre-test post tests design, pre-test – post test control group design, post test only control group design, and factorial design; quasi experimental designs non equivalent comparison group design and time – series design. I internal and external validity of results.

- Non – experimental/descriptive method/research – surrey, casual - comparative and complexional; predictive and exploratory; cross sectional, longitudinal (trend and panel studies)

(b) Qualitative Methods

- Case study, phenomenology, ethnography, grounded theory – characteristics, types, data collection, analysis and report writing

- Historical research – primary and secondary sources; external and internal criticizing of the sources.

- Mixed research – principles, strengths and weaknesses.

Unit – 3: Sampling and Methods of Data collection

- Sampling in quantitative, qualitative and mixed research: random sampling – simple. Systematic, stratified cluster and multistage non – random sampling – convenience, purposive, quota and snow ball
- Methods of data collection – identifying a tool. Using reliability and validity information. Construction and use of tests, inventories, scales, check list and questionnaire, relevant of and guidelines for conducting interview, and observation focus group discussion, time sampling, filed notes, role of researcher in observation; collection of secondary (existing) data.

Unit – 4: Analyses of Data and Report writing

(a) Descriptive Analysis

- Description and comparison of groups – Use of appropriate measures pf central tendency and dispersion. Derived scores – perceptive remakes, standard scores, starriness, Normal probability curve, deviation from normality and underlying Causes.
- Examining relationships – Scatter plots and their interpretation; using appropriate type of correlation to explain the relationships; linear Regression Analysis regression equation regression line and their uses, accuracy of prediction.

(b) Inferential Analysis

- Testing of hypotheses; testing the significance of difference between the following statistics for independent and correlated samples – proportions, means and variances.
- Analysis of variance and co-variance (ANOVA & ANCOVA) assumption and uses; Dunkan test and other tests to compare more than two group at a time.
- Analysis of frequencies (use of chi-square and contingency coefficient) Non – parametric tests; use of different software's Excel and SPSS package etc.

(c) Analysis in qualitative and mixed research; path analysis, field notes, content analysis error analysis, memoinog, analysis of visual and audio data coding constructing diagrams, corroborating and validating results.

(d) Report writing: Format and style, preparation of research report (Thesis/Dissertation) abstracts/Executive summary, research paper/article, synopsis, trend report, evaluation report etc.

Paper: Review of Related Literature

COURSE OUTCOMES

- Identify research gaps, needs and select a problem for research.
- Discuss findings in relation to objectives, hypotheses and draw implication.