



अरुणाचल प्रदेश विश्वविद्यालय ARUNACHAL PRADESH UNIVERSITY

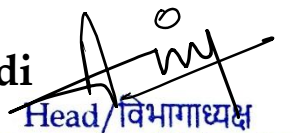
(A State University Established on 1 July 2022 Under the Arunachal Pradesh University Act, 2012)

CURRICULUM AND CREDIT FRAMEWORK FOR FOR DOCTOR OF PHILOSOPHY COURSE-WORK

Prepared By

**DEPARTMENT OF EDUCATION
ARUNACHAL PRADESH
UNIVERSITY**

**Hill Top, Pasighat – 791 103
East Siang District, Arunachal Pradesh, Indi**


Head/विभागाध्यक्ष

Department of Education
शिक्षा विभाग

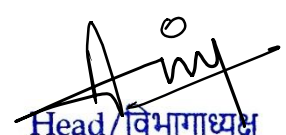
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Department of Education
Ph.D. Course Work Structure

Course Code	Course Title	Credits	L:T:P	Semester End	Practical	Internal	Full Marks
Core Papers							
PHD-EDU-711(C)	Methodology of Research in Education	4	4:0:0	75	0	25	100
PHD-EDU-712(C)	Research and Publication Ethics	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 Courses (Choose any one paper)							
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

Additional Notes

1. **Online Mode of Delivery:**
 - 10% to 20% of each course content shall be delivered through online mode of transaction.
2. **Practical Examination Guidelines:**
 - The practical examination will be conducted by an external expert invited from either:
 - a. **Outside Arunachal Pradesh University, or**
 - b. **Cognate departments within Arunachal Pradesh University.**
 - An internal member from the Department of Education will assist in the examination process.


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Department of Education
Ph.D. Course Work
PHD-EDU-711(C): METHODOLOGY OF RESEARCH IN EDUCATION

- Credit: 4
- Full Marks: 100
- Pass Marks: 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 analyse various measures for correlation.
4. To know how to apply parametric and non-parametric tests in quantitative research.

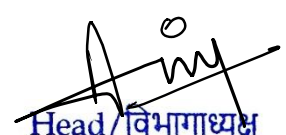
Course Content:

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 Scales
- Concept of Variable(s) in Research, Types of Variables
- Meaning of Hypothesis, Need for 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


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

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, 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. Analyse research methods, tools, and techniques appropriately while conducting research in education.
2. Explain the meaning of variables and hypotheses and apply suitable statistics for testing hypotheses.
3. Differentiate among qualitative approaches of educational research.
4. Follow procedures and organization of the literature systematically and select problems for writing a review of related literature.
5. Explain the nature of quantitative data and apply appropriate descriptive statistics for summarizing given data.
6. Compute correlation using various methods.
7. Use parametric and non-parametric tests based on assumptions for given quantitative data.

Mode of Transaction:

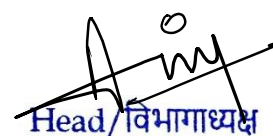
Lecture Method, Discussion Method, Activity Method

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, with each question carrying 15 marks. The candidate has to attempt 5 questions out of the 8 questions. The scholar is to pass both internal and external tests 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. Thorat, Sukhadeo et al. (2018). *Social Science Research in India: Status, Issues, and Policies*, Oxford Publishing House.
11. Tolich, Martin (2009). *Qualitative Ethics in Practice (Developing Qualitative Inquiry Book 14)*, Routledge.
12. Welfel, Elizabeth Reynolds (2019). *Ethics in Counseling and Psychotherapy: Standards, Research, and Emerging Issues*, Cengage India.
13. Wiles, Rose (2012). *What Are Qualitative Research Ethics?*, Bloomsbury Publishing India.



Department of Education
Ph.D. Course Work
PHD-EDU-712(C): RESEARCH AND PUBLICATION ETHICS

- Credit: 2
- Full Marks: 50
- Pass Marks: 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 analyze open access publication sources, copyrights, and self-archiving policies.
4. To reflect on various issues related to falsification, fabrication, and plagiarism.

Course Content:

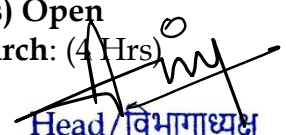
Unit-I: Introduction to Ethics and Scientific Conduct in Educational Research

- 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, identification of publication misconducts, complaints, and appeals.
- Predatory Publishers and Journals.

Unit-III: Practice (Group Discussion, Seminar/Hands-on Experiences) Open Access Publishing and Publication Misconduct in Educational Research: (4 Hrs)


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- Open Access Publication Sources.
- Publisher's Copyright and Self-Archiving Policies: SHERPA/RoMEO as Online Resources.
- SPPU: Software Identification for Predatory Publications.
- JANE, Elsevier Journal Finder, Springer, and Journal Finders.

Unit-IV: Publication Misconduct, Databases & Research Metrics (11 Hrs - Activity: Group Discussion, Seminar Presentation, Hands-on Experiences)

- FFP Issues in Educational Research.
- Creation and Practice on Accounts Relating to Plagiarism Detection Software (PDS) - e.g., URKUND and TURNITIN.
- Indexing Databases and Citation Databases: Scopus & Web of Science.
- UGC-CARE.
- Impact Factor: SNIP, SJR, IPP, Cite Score.
- Research Metrics: h-Index, g-Index, i10 Index, Altmetric.

Learning Outcomes:

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

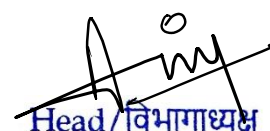
Mode of Transaction:

Lecture Method, Discussion Method, Activity Method

Scheme of Evaluation:

The question paper will carry 20 marks, with essay-type questions. There will be 4 questions from the first two units, each carrying 10 marks. Candidates must attempt 2 out of the 4 questions.

- For **Unit-III** and **Unit-IV**, practical assessments (20 marks) will include hands-on experiences through group discussions, seminars, or activities related to open access publishing, publication misconduct, plagiarism detection, and research metrics (e.g., SNIP, SJR, IPP, h-Index, etc.). Practical assessment is part of the external evaluation.

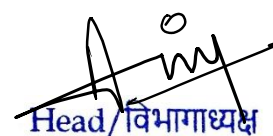


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3. British Educational Research Association (2018). *Ethical Guidelines for Educational Research*, London: BERA.
4. Buchanan, Elizabeth (2003). *Readings in Virtual Research Ethics: Issues and Controversies*, Information Science Publishing.
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6. 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*. Retrieved from www.routledgehandbooks.com.
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)*, 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.



Department of Education
Ph.D. Course Work
PHD-EDU-721(O): Experimental Design and Advanced Statistics

- Credit: 2
- Full Marks: 50
- Pass Marks: 28

Learning Objectives:

1. To acquaint the learners with experimental designs in research.
2. To develop skills 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 experiments.
- Designs of experimental research, characteristics, internal and external validity of experimental research.
- Difference between research design and experimental design.
- Type I and Type II Errors, concept of experimental controls.
- Binomial and Normal Distribution: Properties and Applications.

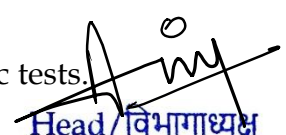
UNIT-II: Parametric and Non-Parametric Tests

- Meaning and purpose of parametric and non-parametric tests.
- Difference between parametric and non-parametric tests.
- Parametric Tests: t-test, F-test (ANOVA), ANCOVA.
- Linear Regression Analysis.
- Chi-Square Test: Purpose and applications.
- Non-Parametric Tests: Median Test, Sign Test, U-Test, H-Test – meaning, purpose, assumptions, and uses.
- Factorial Analysis.

Expected Learning Outcomes:

The learner is expected to:

1. Apply suitable experimental designs in educational research.
2. Practice statistical analysis using parametric and non-parametric tests.


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Mode of Transaction:

Lecture Method, Discussion Method, Activity Method.

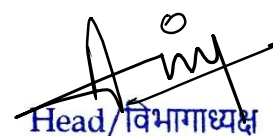
Scheme of Evaluation:

The question paper will carry **20 marks**, with essay-type questions. There will be 4 questions (2 from each unit), each carrying **10 marks**. Candidates must attempt **2 out of the 4 questions**.

Scholars must pass internal and external assessments by obtaining **50% marks in each** separately.

References:

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*. New Delhi: Prentice Hall of India.
4. Butcher, H.J. *Sampling in Educational Research*. Manchester University Press.
5. Edward, A.L. *Experimental Design in Psychological Research*. Publishing Co., New Delhi, New York.
6. Edwards, Allen A. *Experimental Design in Psychological Research*. Bombay: Amerind Publishing Co. Pvt. Ltd.
7. Festinger, L., & Katz, D. *Research Methods in the Behavioural Sciences*. American Publishing Co., Bombay.
8. Fruchter, Benjamin. *Introduction to Factor Analysis*. Affiliated East-West Press, New Delhi.
9. Garrett, H.E. *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd., Bombay, 1975 (Indian Print).
10. Goode, William J., & Paul K. Hatt. *Methods in Social Research*. McGraw-Hill Book Co., New York, 1952.
11. Guilford, J.P. *Psychometric Methods*. International Student Edition, 1955.
12. Guilford, J.P. *Fundamental Statistics in Psychology and Education*. Kogakusha, Tokyo, 1956.
13. Guilford, J.P. *Psychometric Methods*. Tata McGraw Hill, Delhi.
14. Kaul, L. *Methodology of Educational Research*. Vikas Publishers, New Delhi, 1984.
15. Kerlinger, Fred N. *Foundations of Behavioural Research*. Subject Publications, New Delhi, 1983.
16. Mauly, G.J. *The Sciences of Educational Research*. Burasva Publishing House Pvt. Ltd., New Delhi.



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Department of Education
Ph.D. Course Work
PHD-EDU-731(E): Leadership in Education (Elective Paper)

- Credit: 4
- Full Marks: 100
- Pass Marks: 55

Learning Objectives:

Upon completing the course, the Research Scholars will be able to:

1. Understand the concept of leadership.
2. Critically examine 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.

Course Content:

UNIT-I: Introduction to Leadership

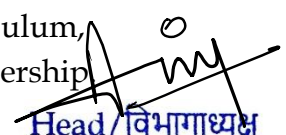
- Leadership: Meaning, nature, importance, factors, and principles.
- Types of Leadership Styles and measurement of leadership.
- Role of effective educational leadership; qualities of an effective leader.

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 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


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➤ **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 workgroup design.

➤ **Conflict, negotiation, and stress management.**

➤ **Issues of diversity in educational organizations, including gender and multiculturalism.**

Expected Learning Outcomes:

Upon completing the course, the Research Scholars will be able to:

1. Explain the concept of leadership.
2. Critically analyze 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 leaders.

Mode of Transaction:

Lecture Method, Discussion Method, Activity Method.

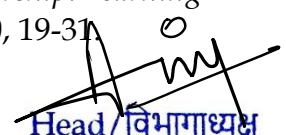
Scheme of Evaluation:

The question paper will carry **75 marks** with an essay-type question format.

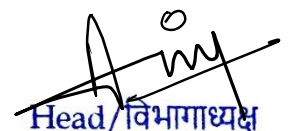
- There will be **eight questions** from the four units, each carrying **15 marks**.
- Candidates must attempt **5 out of 8 questions**.
- Scholars must pass both internal and external assessments by obtaining **55% marks in each** separately.

References:

1. Bass, Bernard (1990). *From Transactional to Transformational Leadership: Learning to Share the Vision*. *Organizational Dynamics*, 18(3), Winter, 1990, 19-31


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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 Oaks, London, New Delhi: Sage Publications.



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Department of Education
Ph.D. Course Work
PHD-EDU-732(E): Qualitative Research (Elective Paper)

- Credit: 4
- Full Marks: 100
- Pass Marks: 55

Learning Objectives

The objectives of the course are to enable research scholars to:

1. Understand the broad concept of qualitative research.
2. Familiarize themselves with qualitative research designs.
3. Acquire knowledge of fieldwork and data collection techniques.
4. Develop the ability to analyze and interpret qualitative data effectively.

Course Content

Unit I: Introduction to Qualitative Research in Education

- Meaning and characteristics of qualitative research.
- Phenomenological approach.
- Ethnomethodology approach.
- Issues and ethics in qualitative research.

Unit II: Qualitative Research Design

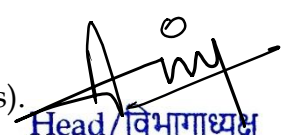
- Grounded theory designs.
- Case study designs.
- Narrative research designs.
- Mixed methodology design.

Unit III: Field Work and Data Collection

- Fieldwork: Interviewing techniques.
- Fieldwork: Visual recording methods.
- Triangulation.
- Writing field notes: Processes and significance.
- Use of documents and photography in research.

Unit IV: Data Analysis and Interpretation

- Analysis and interpretation during fieldwork.
- Post-data collection analysis and interpretation (Coding systems).


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- Mechanics of working with qualitative data.
- Analyzing data using computer software.

Expected Learning Outcomes

After completing this course, research scholars will be able to:

1. Explain the concept and characteristics of qualitative research.
2. Analyze and evaluate qualitative research designs.
3. Apply procedural knowledge in data collection and analysis.

Mode of Transaction

Lecture Method, Discussion Method, Activity Method

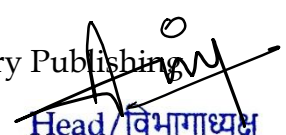
Scheme of Evaluation

The question paper will carry **75 marks**, with an essay-type question format.

- There will be **eight questions** across the four units, each carrying **15 marks**.
- Candidates must attempt **5 out of 8 questions**.
- Scholars are required to pass both **internal and external assessments** 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*. Wadsworth Cengage Learning; USA.
5. Pruzan, P. (2011). *Research Methodology: The Aims, Practices and Ethics of Science*. Springer.
6. Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches*. SAGE Publications Ltd.
7. Strike, K. A. (2006). *The Ethics of Educational Research in Handbook of Complementary Methods in Education Research*. Routledge Handbook Link.
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9. Tolich, M. (2009). *Qualitative Ethics in Practice (Developing Qualitative Inquiry Book 14)*. Routledge.
10. Welfel, E. R. (2019). *Ethics in Counselling and Psychotherapy: Standards, Research, and Emerging Issues*. Cengage India.
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Department of Education
Ph.D. Course Work
PHD-EDU-733(E): Education, Society, and Change (Elective Paper)

- Credit: 4
- Full Marks: 100
- Pass Marks: 55

Learning Objectives

The course aims to enable research scholars to:

1. Understand the broad concept of education.
2. Explore the relationship between education and society.
3. Analyze the transformative role of education in society.
4. Examine contemporary educational issues, challenges, and trends.

Course Content

Unit I: 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: Approaches and Practices (Indian and Global Context).
- Privatization of Education and Issues of Access.


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Unit IV: Educational Issues, Challenges, and Trends

- India and Global Education.
- Education in a Neo-liberal Economy: GATT and WTO.
- Financing Indian Higher Education: Insights from Five-Year Plans.
- National Education Policies: 1986 and 2020.
- Privatization of Education.

Mode of Transaction

- Lecture cum discussion.
- Seminar and group discussions.
- Innovative teaching approaches.
- Case studies and comparative studies.

Learning Outcomes

Upon completion of this course, research scholars will be able to:

1. Discuss the broad concept of education.
2. Analyze the interplay between education and society.
3. Summarize the transformative impact of education on society.
4. Critically evaluate contemporary educational issues, challenges, and trends.

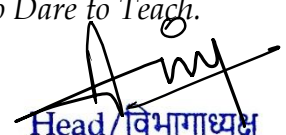
Scheme of Evaluation

The question paper will carry **75 marks** and follow an essay-type format:

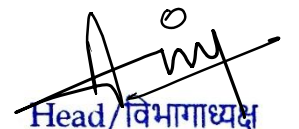
- **Eight questions** will be provided across the four units, each carrying **15 marks**.
- Scholars must attempt **five out of the eight questions**.
- Scholars need to pass both internal and external assessments by achieving **55% marks** in each.

References

1. Bennett, C. (1990). *Comprehensive Multicultural Education: Theory and Practice*. London: Ellyn and Bacon.
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