THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
காந்திகிராம கிராமிய நிகர்நிலைப் பல்கலைக்கழகம் | गांधीग्राम ग्रामीण संस्थान (मानित विश्वविद्यालय)
கிராமம் உயர நாடு உயரும்
Ministry of Education (Shiksha Mantralaya), Government of India.
Accredited by NAAC with 'A++' Grade (4th Cycle)

Ph.D Curriculum

(July - 2025 Onwards)

DEPARTMENT OF EDUCATION
SCHOOL OF SOCIAL SCIENCES
GANDHIGRAM,
DINDIGUL – 624 302.
TAMILNADU, INDIA.

MINUTES OF MEETING OF THE BOARD OF STUDIES IN EDUCATION THROUGH HYBRID MODE HELD ON 09.06.2025 AT 10.30 AM IN THE DEPARTMENT OF EDUCATION, GRI (DEEMED TO BE UNIVERSITY), GANDHIGRAM

Members Present:

1. Dr.P.S.Sreedevi
   Associate Professor & Head
   Department of Education, GRI. - Chairperson

2. Dr.E.Ramganesh
   Senior Professor
   Department of Educational Technology
   Bharathidasan University, Trichy - External Expert

3. Dr.P.Srinivasan
   Professor
   Department of Education
   Central University of Tamil Nadu,
   Thiruvaruru-610 005. - External Expert

4. Dr.A.Jahitha Begum
   Senior Professor
   Department of Education, GRI. - Member

5. Dr.N.Devaki
   Associate Professor
   Department of Education, GRI. - Member

6. Dr.R.Bagdha Vatchala Perumal
   Assistant Professor
   Department of Education, GRI. - Member

7. Dr.P.Ponnusamy
   Assistant Professor
   Department of Education, GRI. - Member

The Chairperson introduced the Faculty Members of the Department and highlighted the accomplishments and the Programmes offered such as B.Ed., M.Ed. B.Sc.B.Ed. and Ph.D. in the Department at present. Dr.N.Devaki, was unable to attend the meeting due to her preoccupation. Dr.P.Srinivasan, Professor joined the meeting online through Google Meet: **https://meet.google.com/gce-ptmt-tqf**

The following agenda were taken for discussion.

- To approve the revised syllabus for Two Year B.Ed. Programme to be offered from the academic session 2025-2026.
- To approve the revised B.Sc.B.Ed. (Four Year Integrated) Syllabus offered from the academic Session 2025-2026.

09.06.25

- To approve the revised M.Ed. curriculum offered from the academic Session 2025- 2026.
- To approve the revised curriculum for Ph.D. programme for the academic session 2025-2026 onwards.
- To finalize and approve the Panel of Experts.
- Any other matter.

The experts have given the following suggestions.

- Skill based learning outcomes in Ph.D. Curriculum be framed.
- Repetition of concept in B.Ed. and M.Ed. for common Courses be avoided.
- Future of learning and Higher Education by Daniel Ehler be incorporated into the curriculum.
- National credit framework for Higher Education and Vocational Education be incorporated.

The following Resolutions were made in the BOS Meeting:

1. The Board finalized and approved the revised curriculum of B.Ed., M.Ed. B.Sc.B.Ed. (four Year Integrated) and Ph.D. programme from the academic session 2025-2026.
2. The B.Ed., M.Ed., and B.Sc.B.Ed. curriculum were thoroughly discussed and fine tuned as per the suggestions emerged in the Board of Studies meeting, NEP 2020 inputs, feedback from Alumni and stakeholders.
3. The Ph.D. Course Work Syllabus be approved as per the Ph.D. Regulations, 2024 of GRI.
4. The Board suggested to update the references and websites for all the papers, wherever necessary.
5. The Board finalized and approved the Panel of Examiners presented in the meeting.
6. The Board permitted the Chairperson to carry out the necessary modifications in the courses offered by the Department of Education comply with CBCS regulations of GRI.

The meeting came to end by at 1.30 PM.

09.06.25

			Signature
1.	Dr.P.S.Sreedevi	- Chairperson	9/6/25
2.	Dr.E.Ramganesh	- External Expert	9/6/25
3.	Dr.P.Srinivasan	- External Expert	09.06.25
4.	Dr.A.Jahitha Begum	- Member	9/6/25
5.	Dr.N.Devaki	- Member	
6.	Dr.R.Bagdha Vatchala Perumal	- Member	09/06/25
7.	Dr.P.Ponnusamy	- Member	09/06/25

DEPARTMENT OF EDUCATION, GRI (DTBU), Gandhigram

Ph.D Curriculum (July – 2025 onwards)

Objectives of the Programme

The major Objectives of the programmes are to

- Identify problems in the broad areas of education and solve them by conducting research.
- Equip and motivate the scholars to pursue their doctoral research in teacher education.
- Enable the scholars to acquire advanced knowledge in their area of research.
- Expose the students to the frontiers and thrust areas of research in education.
- Critically analyse appropriate research designs and construct tools of educational research.
- Prepare the scholars to succeed in NET, UGC-JRF / Lectureship and other National Level Examinations.

Eligibility for Admission

Candidates seeking admission to Ph.D., programme in Education shall hold a Master's degree i.e M.Ed., / M.A. Education with B.Ed., with a minimum of 55% of marks and studied 10 + 2 + 3 pattern is eligible for admission. All other regulations shall comply with Ph.D., regulations of GRI – 2020.

Course Work

Sl. No	Course Code	Course Title	**Credits**
1.	25EDNR 0101	Research Methodology	4
2.	25EDNR 0102	Research and Publication Ethics	2
3.	25EDNR 0103	Basic concepts and theory in the subject area	4
4.	25EDNR 0104	Specific area of research / Area of specialisation	4

25EDNUR0101 - RESEARCH METHODOLOGY

Course Objectives

The course aims the Ph.D. scholars to

- acquire knowledge on the basic concepts, process and steps of educational research.
- understand various research paradigms and methods of educational research.
- orient with mixed research designs in research.
- distinguish different sampling techniques of educational research.
- familiarize with various data collection techniques in educational research.

UNIT – I: Research in Education

Educational Research and Policy making – Principles of Scientific Inquiry and Theory Development – Interdisciplinary Nature of Educational Research – Educational Research in India: Opportunities and Constraints – Emerging Trends and Challenges in Educational Research – Formulating Conceptual and Theoretical Frameworks – Operationalization of key terms, Objectives and Research Questions – Hypotheses: Formulation, Types (Null, Directional), One-tailed & Two-tailed Tests – AI Tools for Literature Review (e.g., Elicit, Research Rabbit) – Thesis Writing: Steps, Chapterisation, Tables, Interpretation vs. Results Discussion – Review of Related Literature: Primary and Secondary Sources, Plagiarism: Issues and Detection using Urkund, Grammarly, iThenticate – Reference Management: APA, MLA, Chicago styles; Reference vs Bibliography. **(Hours: 13)**

UNIT – II: Research Paradigms and Design

Quantitative, Qualitative and Mixed methods. Research Paradigms: Positivism, Post Positivism, Phenomenology, Constructivism, Pragmatism – Quantitative Methods of Research: Experimental Survey. Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design. Threats to Experimental Validity – Latin square design. Casual-Comparative and Correlational research; Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; Classification by research objectives: Descriptive, Predictive and Explanatory. Research Culture and Attitude. Quantifying Social Phenomena. **(Hours: 13)**

UNIT – III: Qualitative Methods of Research

Discourse Analysis. Qualitative research approaches: Content Analysis, Phenomenology, Ethnography, Case studies, Triangulation and Grounded theory – characteristics, types, data collection, Interpreting Data, analysis and report writing. Narrative Inquiry and Autoethnography as emerging qualitative approaches. Historical Research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. Issues of validity and reliability in qualitative research: credibility, transferability, dependability, and confirmability.

(Hours: 13)

UNIT – IV: Sampling Design and Techniques

Population and Sample: sampling unit, sampling frame, sample size, and sampling error. Sampling Techniques: Probability Sampling and Non-Probability Sampling. Probability Sampling Techniques: simple random, systematic, stratified random, cluster, and multi-stage. Non-Probability Sampling Techniques: convenience, purposive, judgment, quota, and snowball – Sampling techniques in quantitative, qualitative, and mixed-methods research– NEP 2020 – Chapter 14**.**

(Hours: 12)

UNIT – V: Methods of Data Collection and Analysis

Questionnaire, Tests, Inventories, and Scales: Construction, standardization and practical uses in educational research. Interview: structured, semi-structured, and unstructured types; characteristics and applicability; guidelines for planning and conducting interviews effectively. Qualitative and Quantitative Observation: use of checklists, schedules, field notes, participant observation, focus group discussions, and reflective journals as tools for data collection - Primary and Secondary Data: sources, including digital and online platforms such as Google Forms and Survey Monkey - Standardization Procedures: Reliability, Validity, Item Analysis, and Objectivity. Use of Large-Scale Data in Educational Research – Univariate, Multivariate Analysis- Advanced Statistics – point, biserial, pattern analysis- SEM – MLM. Use of SPSS, R, AMOS, and other software in data collection and analysis; NVivo and similar tools for qualitative data analysis. **(Hours: 13)**

References:

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- Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An Investigative Approach*. SAGE Publications Limited.
- Best, John (2004), Educational Research, Prentice Hall India ltd, New Delhi.
- Christensen, L. (2007), Experimental Methodology, Allyn & Bacon, Boston.
- Clifton F. Conrad and Ronald C. Serlin (Ed)(2006), The Sage Handbook for Research in education, Sage Publication, London & New Delhi.
- Clive Opie (2004), Doing Educational Research – A Guide for First Time Researchers, Vista Publications, New Delhi.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, Incorporated
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- Mc Burney (2003), Research Methods, Thomson and WordStar, Australia.
- Pandey K.P (2010), Fundamentals of Educational Research, Vishwavidyalaya Prakashan Varanasi.
- Radha Mohan, (2011), Research Methods in Education, Neelkamal Publications Pvt. Ltd, Hyderabad.
- Yin, R. K. (2011). *Qualitative Research from Start to Finish, First Edition*. Guilford Press.

Learning Outcomes:

On completion of this course, the scholars will be able to

- gain knowledge on the concepts, processes and steps of educational research.
- explore various research paradigms and methods of educational research.
- appraise mixed research designs among various research design.
- identify different sampling techniques of educational research.
- analyse various data collection techniques in educational research.

25EDNR0102 RESEARCH AND PUBLICATION ETHICS

Course Objectives

The course aims the Ph.D. scholars to

- acquire knowledge on the basic concepts, nature, scope of philosophy and ethics.
- understand various aspects of scientific conduct.
- orient with the important publication ethics.
- practice on the various aspects of open access publishing and publication misconduct.
- familiarize with various database and research metrix.

THEORY

Unit-I Philosophy and Ethics

Introduction to philosophy: concept, definition, nature and scope, branches – Ethics: definition, moral philosophy, nature of moral judgements and reactions. **(Hours: 3)**

Unit- II Scientific Conduct

Ethics with respect to science and research – Intellectual honesty and research integrity – Scientific misconduct: Falsification, Fabrication and Plagiarism – Redundant publications: duplicate and overlapping publications, salami slicing – Selective reporting and misrepresentation of data. **(Hours: 5)**

Unit-III Publication Ethics

Publication Ethics: definition, introduction and importance – Best practices / standards setting initiatives and guidelines: COPE, WAVE, etc., - Conflicts of interest – Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types – Violation of publication ethics, authorship and contributorship – Identification of publication misconduct, complaints and appeals – Predatory publishers and journals. **(Hours: 7)**

PRACTICE

Unit-IV Open Access Publishing and Publication Misconduct

Open access publications and initiatives – SHERPA / RoMEO online resource to check publisher copyright & self – archiving policies – Software tool to identify predatory publications developed by SPPU – Journal finder / journal suggestion tools viz. JANE, Elsevier journal finder, Springer journal suggester, etc., **(Hours: 4)**

Group Discussions: Subject specific ethical issues, FFP, authorship, Conflict of interest –

Complaints and appeals: examples and fraud from India and abroad. **(Hours: 2)**

Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools. **(Hours: 2)**

Unit-V Databases and Research Metrics

Databases: Indexing databases – Citation databases – Web of Science, Scopus, etc., **(Hours: 4)**

Research Metrics: Impact factor of journal as per journal citation report, SNIP, SJR, IPP, cite score – Metrics: h-index, g-index, i10 index, altmetrics. **(Hours: 3)**

Learning Outcomes

On completion of this course, the scholars will be able to

- gain knowledge on the basic concepts, nature, scope of philosophy and ethics.
- aware of various aspects of scientific conduct.
- explore with the important publication ethics.
- follow the various aspects of open access publishing and publication misconduct.
- analyse the various database and research metrix.

References:

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3. P.Chaddah, (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865.
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