

Semester	II
Paper Number	
No.of credits	5 + 1
Paper Title	CC-6:AdvancedResearchMethodologyinEducation–I
Theory/Composite	Composite
No. of periods assigned per week	5 Theoryand1Practicum

Course descriptive/ objective	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> • <i>Understand the basic concept of research and educational research.</i> • <i>Review the educational research articles.</i> • <i>Understand the design, methods and analysis of educational research.</i> • <i>Understand the steps involved in educational research.</i> • <i>Understand the use of different tools and techniques in educational research.</i> • <i>understand objectivity and ethical concerns in educational research</i> • <i>Develop a research proposal.</i> • <i>Knowledge on Foundations of Educational Research.</i> • <i>Understand different approaches to Research: Qualitative and Quantitative.</i> • <i>Identify and select suitable research problem and provide justification.</i> • <i>Apply various methods and techniques of Educational research.</i> • <i>Comprehend some new approaches to educational research.</i> • <i>Develop ability to use statistical methods for analysis of qualitative and quantitative research data.</i>
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<p>Syllabus</p>	<p>MODULE1(30 Marks)</p> <p>UnitI:ReviewoftheconceptandunderstandingofEducational Research</p> <ul style="list-style-type: none"> • Understandingtheneedforresearch:Rationale, significance, and application • Basicsconceptoftypesofresearch:Qualitative, Quantitative and Mixed method • Reviewofrelated literature • Generalstepsofeducational research <p>UnitII:PlanningEmpiricalResearch</p> <ul style="list-style-type: none"> • Selectionoftheresearchproblemformulationof research design, population and samples, concept of variables • Conceptofassumption,objectives,researchquestions, hypothesis, delimitation, limitation • Research Design and Techniques: Sampling types, ProbabilityandNon-probabilitysampling,criteriaofgood sample and sampling error
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	<ul style="list-style-type: none"> • Definition of a test, development of a standardized test: standardization and adaptation, Development of norms, Reliability, Validity, Practicality, Publishing the test manual <p>Unit III: Tools of Data Collection and Analysis</p> <ul style="list-style-type: none"> • Concept of Tools of Evaluation, Characteristics of Tools of Evaluation, Strengths and limitations of the Tools of Evaluation, Importance of Tools of Evaluation in the teaching-learning process • Different methods of data collection: observation, interviews, tests (Standardized Psychological Tests for attributes such as intelligence, attitude, interest, aptitude, personality: projective and non-projective; Achievement Tests; Teacher Made Tests), questionnaire, rating scale, sociometry, social drama, records and reports (anecdotal report card, cumulative record card) • Strengths and Limitations of the different tools of data collection • Analysis and Educational Implications of the different tools of data collection <p>Unit IV: Writing Research Report, Ethics and Referencing Style</p> <ul style="list-style-type: none"> • Objectivity and ethical concerns in educational research • Essential elements of report writing – format, style • Referencing style: APA, MLA and others • Manuscript/publication of findings: basics • Preparation and steps of research report. <p>MODULE 2 (30 Marks)</p> <p>Unit V - Foundations of Educational Research</p> <ul style="list-style-type: none"> • Meaning and steps of Scientific Method • Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction • Characteristics of Scientific Method: Replicability, Precision, Falsifiability and Parsimony • Types of Scientific Method: Exploratory, Explanatory and Descriptive • Positivism, Postpositivistic and Empiricism approach to research • Contemporary status of scientific method <p>Unit VI – Major Approaches to Educational Research</p> <ul style="list-style-type: none"> • Historical research – characteristics, uses, types, sources of data, criticism of data • Descriptive research - characteristics, uses, types • Experimental research – experimental designs, experimental validity <p>Unit VII – Some New Approaches to Educational Research</p>
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	<ul style="list-style-type: none"> • Types of research: Fundamental, Applied and Action • Approaches to educational research: Quantitative and Qualitative • Qualitative Research Designs; Meaning, Characteristics, Components of design, Types of design, Steps of conducting research, Strengths and weaknesses • Grounded Theory Designs, Narrative Research Designs, Case Study, Ethnography, Ethnomethodology, Phenomenology, Mixed methods, and Naturalistic inquiry <p>Unit VIII-Analysis of Qualitative Research</p> <ul style="list-style-type: none"> • Characteristics and applications • Criticism of historical data • Coding of qualitative data—Axial coding, Selective coding • Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method, analogies • Meta-analysis • Triangulation of data
Mode of Transaction	Lecture, Discussion, Case Study, Problem solving, Film Show, Seminar
Practicum	<p>Each student has to present a Seminar on any one of the following topics:</p> <ul style="list-style-type: none"> • Review of Literature • Qualitative Research • Quantitative Research • Mixed Research • Different Types of Sampling
Readings	<ul style="list-style-type: none"> • Aggarwal, Y.P. (1998). The Science of Educational Research: A Source book, Nirmal, Kurukshetra. • Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication. • Best J. W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. • Best, John W. and Kahn James V (1995). Research in Education, Prentice Hall, New Delhi. • Borg, W.R. and Gall, M.D. (1983). Educational Research—An Introduction, New York, Longman, Inc. • Burns, R.B. (1991). Introduction to Research in Education, Prentice Hall, New Delhi. • Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication. • Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

	<ul style="list-style-type: none"> • Fraenkel, J.R., Wallen, N.E. (1983).How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc. • Garrett, H.E. (1973). Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay. • Gravetter, F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth. • Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. • Gupta, Santosh (1983). Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher. • Kaul, Lokesh (1984). Methodology of Educational Research, New Delhi: Vikas Publications. • Kerlinger, F.N. (1973). Foundations of Behavioural Research, New York: Holt, Rinehart and Winston. • Kerlinger, F.N. (1973). Foundation of Behavioral Research, Holt, Rinehart and Winston, New York. • Kumar, Ranjit (2011). Research Methods, Pearson Education, New Delhi. • Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Education and Psychology, Narola, New Delhi. • Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall. • Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication. • McBurney, Donal H. (1994). Research Methods, Brooks/ cole publishing company, California. • Mcmillan, James H. and Schumacher, S. (1989). Research in Education: A Conceptual Introduction, Harper and Collins, New York. • Mouly, A.J. (1963). The Science of Educational Research, Euroasia, New Delhi. • Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston. • R.A. Sharma; Fundamentals of Educational Research: Meerut, Loyal Book Depot, 2003. • R.P. Bhatnagar (Ed.) Readings in Methodology of research in Education; Meerut, R Lall Book Depot, 2002. • Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall. • Sidhu, K.S. (1987). Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd. • Srivastava, G.N.P. (1994). Advanced Research Methodology, New Delhi: Radha Publications. • Travers, R.M.W. (1978). An Introduction to Educational
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	<p>Research, Macmillan, New York.</p> <ul style="list-style-type: none"> • Travers, R.M.W. (1969). An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd. • Van Delen, D.B. (1962). Understanding Educational Research, Me Graw Hill, New York. • Van, Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research: An Introduction, New York: McGraw Hill Co. • Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication. • Young, P.V. (1960). Scientific Social Surveys and Research, Prentice Hall, New York.
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>