

TOOL COURSE

SEMESTER – I

TC1 – INTRODUCTION TO RESEARCH IN EDUCATION

Credits: 4

Internal: 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- appreciate the nature, scope and need of Educational Research;
- explore the major steps in research;
- identify the steps in writing a research proposal;
- expound the various quantitative research methods;
- elucidate the concept of action research;
- understand the types of errors in research;

Unit I: Nature of Educational Research

Research; Meaning and Definition – Scope and Need for Educational Research – Characteristics of Educational Research – Classification of Educational Research – Functions of Educational Research – problems faces in Educational Research – Strategies to approach them – Qualities of a good research worker.

Unit II: Major Steps in Research

Defining a research problem – Sources for research problem – Study of related literature – Sources of information useful in developing a review of the literature – Use of e-journals, Infonet services, Inter Library Loan facilities inculcating URL (Uniform Resource Locator) in collection of review literature – developing note taking skills – Bibliography writing – Criteria for selecting a problem – Statement of the research problem – Determining feasibility of the study – Hypothesis : meaning, sources of hypothesis, characteristics – sampling – types and formulation – Criteria for selection of sample.

Unit III: Research Proposal

Meaning of Research Proposal – Need of Research Proposal – Structure of research proposal : Introduction – Statement of the Problem – Review of Related Literature – Methodology: Objectives, Hypothesis, Sampling, Tools, Procedures for Treating Data, Bibliography, Time Schedule, Budget Schedule.

Unit IV: Quantitative Research Methods

Introduction – Characteristics of Quantitative Research – Major Types of Quantitative Research: Historical. Descriptive Research: Survey studies, Field Study, Correlation studies, Causal-comparative Research and Experimental Research - Advantages and Limitations of Quantitative Research - Field Studies.

Unit V: Action Research

Action Research – Meaning, Definition and purpose of Action Research – Characteristics of Action Research – Goals of Action Research – Methodology of Action Research – Benefits and limitations.

Unit VI: Errors in Research

Introduction – Types of Errors in Research: Theoretical Errors, Methodological Errors, Sampling Errors, Measurement Errors, Statistical Errors, Interpretation Errors, Inferential Errors and Reporting Errors.

Suggested References :

- ❖ Agarwal. L.P. (2007). *Modern educational research*, New Delhi: Dominant Publishers.
- ❖ Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). *Methodology and techniques of social research*, Mumbai: Himalaya Publishing House.
- ❖ Best, J.W. and Kahn, J.V. (2006). *Research in education, 10th Edition*, Delhi: PHI.
- ❖ Chandra, S.S and Sharma, R.K. (2007). *Research in education*. New Delhi: Atlantic Publishers.
- ❖ Keeves, John.P, (1998). *Educational research methodology and measurement. An International Hand Book*, Oxford: Pergamon Press.
- ❖ Kothari, C.R. (1998). *Quantitative techniques*, New Delhi: Vikas Publishing House.

- ❖ Kumar, (1999). *Research methodology*, Agra: Lakshmi Narayan Agarwal Ltd.,
- ❖ Kulbir.S.S. (2002). *Methodology of research in education*, New Delhi: Sterling Publications.
- ❖ Lokesh Koul, (2009). *Methodological of educational research*, 4th Edition, New Delhi: Vikas Publishing house.
- ❖ Munirudin, Qurishic, (2005). *Educational research*, New Delhi: Anmol Publications.
- ❖ Purohit.P.N. (2003). *Educational research tools and techniques*, Jaipur: Mangal Deep Publications.
- ❖ Radha Mohan, (2006). *Research methods in education*, Hyderabad: Neelkamal Publications.
- ❖ Ravi Prakash, (2003). *Problems of educational research*, New Delhi: Common Wealth Publications.