



# AMITY UNIVERSITY

— UTTAR PRADESH —

## FORMAT FOR COURSE CURRICULUM

**Course Title:** Basic Research in Education

**Course Code:** EDU617

**Credit Units:** 04

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
3	1	-	-	4

### Course Objectives:

- To develop an understanding of various research designs and techniques.
- write a research proposal and report
- Organize and conduct a scientific research in a more appropriate manner

To develop an understanding of the ethical dimensions of conducting applied research

### Pre-requisites:

Knowledge of Education system and research aptitudde

### Course Contents/Syllabus:

Course Title	Weightage (%)
<b>Module I Research in Education:</b> <b>Descriptors/Topics</b> <b>Research in Education:</b> <ul style="list-style-type: none"> <li>• Conceptual Issues: Meaning, purpose, areas and philosophy of educational research &amp; Interdisciplinary</li> </ul>	

<p>research.</p> <ul style="list-style-type: none"> <li>• Kinds of educational research: basic &amp; applied research, evaluation research and action research, and their characteristics.</li> <li>• Source of knowledge, positivism and scientific inquiry, pure induction, deduction and hypothetic-deduction method , scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, the principle of evidence.</li> <li>• Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm. <ul style="list-style-type: none"> <li>– Meaning, concept and types of Qualitative Research.</li> <li>– Qualitative Research: Characteristics, issues, concerns &amp; major approaches</li> <li>– Relevance of Qualitative Research in education.</li> <li>– Qualitative Research in education: Retrospect and prospect.</li> <li>Themes of Qualitative Research &amp; research question.</li> </ul> </li> </ul>	
<p><b>Module II Basic research concepts and skills:</b></p>	
<p><b>Descriptors/Topics</b></p> <ul style="list-style-type: none"> <li>• Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.</li> <li>• Identification and Conceptualisation of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research.</li> <li>• Meaning, concept, need and types of hypothesis, Formulation of Hypotheses and Variables.</li> <li>• Preparation of a Research Proposal: Formulate of the research proposal and strategies for writing the research proposals.</li> </ul>	
<p><b>Module III Types of Educational Research &amp; Research Design :</b></p>	
<p><b>Descriptors/Topics</b></p> <ul style="list-style-type: none"> <li>• Historical</li> <li>• Descriptive Research – Survey and Normative Survey</li> <li>• Experimental Research.</li> <li>• Action Research</li> <li>• Concept of Research Design.</li> <li>• General Characteristics of a Research Design.</li> <li>• General Group &amp; Pre-Post Test Design.</li> </ul>	

<ul style="list-style-type: none"> <li>• Correlation Studies.</li> </ul>	
<p><b>Module IV Analysis Procedures:</b></p>	
<p><b>Descriptors/Topics</b></p> <ul style="list-style-type: none"> <li>• Normal Distribution - Properties and uses of Normal distribution.</li> <li>• Measurement of central tendency: Mean, Mode, Median.</li> <li>• Dispersion, Standard deviation</li> <li>• Correlation &amp; regression</li> <li>• Parametric &amp; Non-parametric test:</li> <li>• T-test, Sign test, Chi-square test, F-ratio test, Median – test, H-test, Sign-test.</li> <li>• Interpretation of Data - Conclusions and Generalisations.</li> <li>• Level of significance, Two-tailed and one-tailed tests of significance, Degree of freedom</li> </ul>	

**Student Learning Outcomes:**

After completion of the course students will be able to:

1 **Learning Outcomes:** After completion of the course, the after completion of the course the student-teachers will be able to:-

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- select and identification of research area.
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- explain research design and procedure for collection of analysis
- explain the importance of documentation and dissemination of researches in education
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with basic educational statistics so as to make them better equipped to read educational research and literature.
- Understand Interdisciplinary research.

**Pedagogy for Course Delivery:**

(a) Lecture Plan/Session Plan :

(b) Lab/ Practicals:

List of Experiments

**Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical/Studio (%)
70%	NA

**Theory Assessment (L&T):**

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Seminar	Project	Attendance	
Weightage (%)	10%	5%	10%	5%	100%

**Lab/ Practical/ Studio Assessment:**

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down					
Weightage (%)					

**Text & References:**

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc. • Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brett-Kochler.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.