

DISCIPLINE SPECIFIC CORE COURSE – 12 (DSC-12): RESEARCH 2- RESEARCH METHODS IN EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research 2- Research Methods in Education DSC-12	4	3	1	-	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Enhance the conceptual understanding and application of research
- Developing analytical and reflective skills for conducting any research
- Conceptualising different aspects and steps involved in research
- Conducting research in diverse social realities

Learning Outcomes

After completion of the course student will be able to:

- Explore different ways/ approaches to understand the social realities, issues and opportunities
- To decide the nature of research relevant for their study
- To design and administer research in the context of their respective discipline
- Deliberate on the ethical issues related to research
- Critically evaluate any research in the light of various relevant parameters of credibility
- Equipped with the skills and competencies required for academic research writing

Syllabus DSC-12

45 Hours

Unit 1: Research in Education

(15 Hours)

- Nature of discipline and research
- Methodological approaches/ Methods of Educational Research: Historical, Descriptive, Case Study, Action, Ethnographic, Experimental,
- Research: Ethics, Rigour (Credibility, Transferability, Dependability) and quality
- Role of researcher: Subjective vs Objective

Unit 2: Guidelines for Conducting Research

(15 Hours)

- Quantitative Research and Statistical Analysis: Data and its representation; Descriptive Statistical Measures; Measures of Central Tendency, Variability and Relationship; Limitation of Statistical tools.
- Qualitative Research and Interpretation: Advantages and Limitations; Ethical responsibility and validation process;

Unit 3: Designing and conducting research

(15 Hours)

- Identifying the research problem and formulating research questions
- Locating in a Paradigm
- Process of writing review of literature
- Sample Selection- Probability and Non-probability
- Types of research tools and rationale for selecting it
- Approaches for analysis
- Writing a Research Report

Practicum/ Suggested Projects / Assignments (Any Two)

- Identifying a dissertation and describe the design of its research
- Critically analyse any research paper/article
- Select a topic of your choice, conduct a mini action / survey research and write a report
- Organise a viva session among groups on the basis of conducted action research

Note: On the basis of the above given suggestions , teachers can design their own appropriate assignments and projects.

Essential/Recommended Readings

- Blaikie, N., & Priest, J. (2017). *Social research: Paradigms in action*. John Wiley & Sons.
- Check, J., & Schutt, R. K. (2011). *Research methods in education*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE.
- Killam, L. (2013). *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Laura Killam.
- Koepsell, D. (2017). *Scientific integrity and research ethics: An approach from the ethos of science*. Springer.
- Mellinger, C. D., & Hanson, T. A. (2016). *Quantitative research methods in translation and interpreting studies*. Routledge.
- Myers, J. L., Well, A., & Lorch, R. F. (2010). *Research design and statistical analysis*. Routledge.
- O'Dwyer, L. M., & Bernauer, J. A. (2013). *Quantitative research for the qualitative researcher*. SAGE Publications.
- Saldana, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.
- Willis, J. W., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. SAGE.
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications.

Teaching Learning Process:

The Course will be facilitated through different pedagogical techniques and methods such as interactive sessions, experimentation, critical analysis of already conducted researches, discussion, focus group discussions, debates, reading extensively related to research and developing and conducting creative projects and dissertations. Critical, reflective and analytical thinking, reading and writing skills will be encouraged.

Assessment Method

Formative assessment will be student centred in nature based on their participation and engagement. Individual and group assignments/ project will be given with a focus on their competencies. Year-end exam will also be conducted at the end of the semester as a summative evaluation.

Key words

Education, Research Design, Sample, Data, Research Paradigm

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



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