

Ambedkar University Delhi

Course Outline

Monsoon Semester (January-May 2018)

School:	School of Education Studies
Programme with title:	MA Education & MA Education (Early Childhood Care and Education)
Semester to which offered: (I/ III/ V)	II semester
Course Title:	Introduction to Educational Research
Credits:	4 Credits for each Programme
Course Code (new):	SES 201 107
Course Code (old):	
Type of Course:	Compulsory yes Cohort MA Education & MA Education (ECCE)
	Elective No Cohort

Course Coordinator and Team: Anandini Dar (CC for MA Education) & Prabhat Rai (CC for MA Education-ECCE)

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Pre-requisites: None

Aim: The course will introduce the students to research in social sciences with a particular focus on education as an area of study. It would introduce the meaning of research and its relation with development of knowledge, more importantly in the context of education. It seeks to engage with research as a social, ethical and intellectual enterprise. Through this course the students will develop basic understandings and skills that will enable them to read and conceptualize research, which would enhance their understanding in other components of the programme. The literature and resources needed for the transaction of the course mainly include research proposals, papers, reports and thesis.

A thrust of the course is to initiate students into thinking about the nature of educational inquiry and education as an area of knowledge. In doing so, the course will develop basic understandings and skills that would facilitate this process. It will explore the idea of inquiry and the relation between knowledge, theory, practice and research. Along with these explorations, it will enable

the students to comprehend and analyse research reports, papers and studies – through a continuous engagement with actual (and significant) researches in education that introduce a variety of methodologies and perspectives for research in the area. Developing an appreciation for research, and abilities to identify research problems and formulating research questions, will be the major concerns of the course. Throughout the course, the group will reflect on the idea of research as an intellectual, ethical and social enterprise. This introductory course on research would support the field attachment component of the programme, enable the students to conceptualise their dissertation work and facilitate in making a choice from the advanced electives offered in the third semester of the programme. The understandings developed in this course would be enhanced in the advanced level (Semester 3) courses on research methodology. It would draw from Basic Research Skills Training workshop and the workshop on statistical techniques.

Brief description of modules/ Main modules:

Unit 1: Idea of inquiry:

This unit will engage with the notion of inquiry and the concept of research. In this context, it would introduce the relation between theory, practice and research to understand how an area of knowledge develops. This orientation will be deepened through thinking about the nature of inquiry in science and social science, along with beginning to formulate questions for inquiry in the context of education. The concept of research design will also be introduced in this context (with examples from studies).

Unit 2: Methods of inquiry:

This unit is the mainstay of the course. It will introduce a variety of researches that have been seminal in the field education particularly in the Indian context. The classroom work will revolve around reading and analysing cases/extracts from these researches with a focus on research problem, questions and method. The intention is to introduce the variety of methodological approaches that are evident in the field of education. However, since this may be the only research course that the students take in the programme, the unit will engage in a certain depth with some particular research methods (survey, case study, ethnography, action research and the like). The unit will build on the understanding developed in the previous units about the process of research, and thinking about the nature of educational research.

Unit 3: Process of research:

This unit will focus on the process of research and related terminology. It will involve analysing research proposals, papers, reports and dissertations in education. The purpose is to enable the students to understand the iterativeness in the process and enable them to visualize how a research may be planned and executed (and the gaps therein). The discussions and exercises will revolve around following: Identifying and articulating researchable problems, objectives and hypothesis; Formulating research questions; Selecting and Reviewing literature; Selecting/designing method, sampling and field: Brief

introduction; Data collection, sources of data, tools; Analyses, interpretation and writing; Validity, reliability, generalizability; Time scheduling and budgeting.

Unit 4: Formulating a research proposal:

Formulation of a research proposal is one of the compulsory assignments of the course. While the work on the proposal will be carried out parallel to the course transaction, this module is specifically devoted to working on it with in a team. Presenting the proposals and collectively reviewing them would be the core activities of this module. In this process the course teachers would facilitate reflection on the desirability, feasibility, ethics and 'ideological' underpinnings in social-science research and on the nature of educational inquiry.

Reference list:

Research papers/studies/reports: Selections from following (particularly sections pertaining to research) for study in classroom:

- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, pp. 575-582. (<http://www.experiment-resources.com/bobo-doll-experiment.html>)
- Chapman, T.K. (2007). The power of context: teaching and learning in recently desegregated schools. *Anthropological and educational quarterly*, 3(38), pp.297-315.
- Dharampal. (1983/2000). Preface. *The beautiful tree: Indigenous education in eighteenth century* (Special edition), pp. 1 - 6. Goa: Other India Press. [<http://www.arvindguptatoys.com/arvindgupta/beautifultree.pdf>]
- Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp.89 – 114. London: Routledge.
- Weber, R. P. (2004). Content analysis. In C. Seale (Ed.), *Social research methods*, pp.117-124. London: Routledge.
- Jha, J. and D. Jhingran. (2002). Introduction. *Elementary education for the poorest and other deprived groups: The real challenge of universalization*, pp. 1- 16. New Delhi: Centre for Policy Research.
- Mead, M. (1928). Coming of age in Samoa (pp. 207-208). William Morrow Paperbacks.
- Piaget, Jean. (1929). *The child's conception of the world*. London: Routledge and Kegan Paul. (Chapter 1)
- Srinivas, M.N., A.M. Shah, E.A. Ramaswamy. (2002). Introduction. *Fieldworker and the field: Problems and challenges in sociological investigation*, pp. 2 – 14. OUP.
- Thapan, M. (1991). Appendix B: A note on fieldwork. *Life at school: An ethnographic study*, pp. 229 – 245. Delhi: OUP.
- Uberoi, Patricia. (2002). 'Baby' iconography: Constructing childhood in Indian calendar art. In S. Patel, J. Baghchi and K. Raj (Eds.), *Thinking social science in India*, pp. 264 – 281. New Delhi: Sage. (personal copy)

- Vishwanathan, G. (1989). Introduction. *Masks of conquest: Literary study and British rule in India*, pp. 1 - 20. Oxford University Press.
- Willis, P. (1977). Introduction. *Learning to labor: How working class kids get working class jobs*, pp. 1-7). New York: Columbia University Press.
- Reports: ASER, FOCUS, PROBE revisited
- Journals: Anthropology and education quarterly, Harvard Educational Review, Curriculum Inquiry, Contemporary Education Dialogue.
- MPhil, PhD thesis, Economic and political weekly

Textbooks/Readers:

- Seale, C. (Ed.). (2004). *Social research methods: A reader*. New York: Routledge. **(Essential)**
- Cohen, L., L. Manion and K. Morrison. (2007). *Research methods in education*. Oxon/New York: Routledge.
- William, W. and S.G. Jurs. (2009). *Research methods in education: An introduction* (9thed.). Delhi: Dorling Kindersley. (Anthology of seminal cases).

Suggested for survey:

- EdCIL. (2011). Progress overview of research. Research, Evaluation and Studies Unit, Technical Support Group for SSA, pp. 1 – 23.
- Elliot, J. (2001). School-based curriculum development and action research in United Kingdom. In S. Hollingsworth (Ed.), *International action research: A casebook for educational reform*, pp. 17-29. London: Falmer Press.
- Saraswathi, T.S. and S. Verma. (2002). *Adolescence in India – An annotated bibliography*, pp. 199-248. New Delhi: Rawat publications. (Chapter 4: Some contexts for socialization and Chapter 5: Education and schooling)
- Hadres, A.V. (2006). The methodology of Paul Willis: A review of ‘Learning to labour’. dialnet.unirioja.es/servlet/fichero_articulo?codigo=2147420
- Sarangapani, P.M. (1997). Social experience and child’s construction of knowledge. (PhD thesis – Chapter 3)
- Govinda, R. & Varghese, N.V. (1993): *Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India*. Paris: UNESCO International Institute for Educational Planning. (For survey)
- Kumar, K. (1988). *Social character of learning*.
- Morewedge, C.K. (2009). When Dreaming Is Believing: The (Motivated) Interpretation of Dreams. *Journal of Personality and Social Psychology*, 96 (2), 249–264
- Ramachandran, V. (Ed.). (2003). *Getting children back to school: Case studies in primary education*. New Delhi: Sage Publications.
- Srivastava, S. (1998). *Constructing post-colonial India: national character and the Doon school*. London: Routledge.
- Srinivas, M.N. (1976). *The remeberd village*. OUP
- PROBE Team and Centre for Developmental Economics (1999). Introduction. *Primary report on basic education in India*. New Delhi: Oxford University Press. (and PROBE revisited)

Sources of data:

DISE, Indian educational survey-NCERT, Selected educational statistics (MHRD), NSSO, ASER, PISA, NGOs/Education Initiative/IMRB/National Achievement Survey-NCERT, Buch's survey and Indian educational abstracts

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Research Problem Assignment	Early February	20%
2	Research paper/ study/ report Analysis	March	25%
3	Observation Activity and Report	April	20%
4	Attendance/Participation	Throughout the semester	10%
5	Final paper: Research Proposal	As per AUD Academic Calendar	25%