

## **M Ed Two Year Programme**

### **R.1 : Introduction to Research Methods in Education**

Maximum Marks: 100

This course is the first in a series of two compulsory courses in research approaches and methods.

#### **Course Objectives**

The overall objective of this course is to introduce students to the paradigms and processes of social research with a focus on research in education; help students identify and define an educational research problem and develop an understanding of the research process through select field engagement. At the end of the course, students will be able to:

- Develop an understanding of the philosophical and epistemological basis of educational research reflected in the different paradigms of research.
- Understand inter-disciplinarity in educational research; nature, level and scope of educational research.
- Identify the several components of research approaches that characterise quantitative and qualitative research methods; similarities and differences, and the basis of choosing each form of research.
- Identify areas of enquiry and derive relevant questions for undertaking educational research.
- Identify and select appropriate theoretical and conceptual basis for undertaking a research problem.
- Design a study to address a research problem, including methods of data collection and analysis.
- Identify and analyse ethical issues present in a research study.
- Develop tools for critiquing components of a research study: the purpose, the problem, research questions or hypotheses (as appropriate), methods of conducting research and analysis.

#### **Units of Study**

*Unit 1:* Paradigms of Research: questions of ontology, epistemology, nature of enquiry in historical and contemporary perspectives; positivist and post-positivist, interpretivist, critical theory and feminist research paradigms; nature and scope educational research; generalizability in educational research.

*Unit 2:* Introducing Research Design: understanding research design, method and process in relation to ontological and epistemological questions that create shifts in paradigms of research; relationship between theory and research, research and educational practice with specific reference to grounded theory.

*Unit 3: Understanding Quantitative and Quantitative Research Approaches:* comparison of quantitative and qualitative traditions and methods; design, methods, type of data and tools of collecting data, data analysis and interpretation; mixed method research approaches.

*Unit 4: Qualitative Research:* the foundations of qualitative research in education; the research problem, the research question, theoretical frames and basis and review of empirical studies; research design: questions, cases, and samples; access to sites and participants; field relations and ethical issues; methods of collecting data: observation, interviewing, and writing field notes; content analysis: quantitative and qualitative approaches; conceptual foundations; inferences; sampling and recording; creating a coding scheme; unitizing; identifying and limiting the data source; validity and reliability; the process of analysis and interpretation, and writing and reporting on research.

*Unit 5: Methods and Tools of Qualitative Research:* Phenomenological research, ethnographies, case study, historical and document analysis, historiography, narratives, biographies and life histories, unstructured and semi-structured interviews, open-ended observations, participant observation, focus group discussions etc.