

Bachelor of Education (B.Ed.)
Title of the Course: Perspective Course PC 10: Research in School Education
(Semester IV)

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week 15

Introduction of the Course

The school offers innumerable dimensions of learning emerging from the diverse ways through which each student can interact with its multiple components. The task of teachers is thus, complex and requires them to envision education beyond the existing practices. This is an evolving scenario. The teachers are prepared for many roles through pre-service and in-service programmes. But the school situations are rarely a *copy-and-paste* set-up and require context-specific interventions to optimize learning for all. The teachers require a deeper insight built on daily school experiences. It demands that the teachers develop skills essential for addressing these multitudes of circumstances. The purpose of this course is rooted in a rationale for developing teachers as researchers. The course will initiate the process of understanding the dynamic nature of the classroom and other school process. It will prepare future teachers to locate the point of intervention and develop ways to address the challenges therein.

Learning Outcomes

After completion of the course, students will be able to:

1. Recognize the need for a teacher to be a researcher.
2. Comprehend various modes of hands-on research.
3. Acquire the skills essential for a researcher.
4. Plan and conduct a mini-research.
5. Develop skills essential for research writing

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Becoming a Researcher

(6 weeks = 12 hours)

- Need for Research in Schools and Its Significance for School Practitioners
- Teacher as a Critical Reflective Practitioner
- Ethical Considerations in Planning & Conducting Research
- Locating and Reviewing the Related Literature for Developing Critical Insight into the Field.
- Academic writing
- Citation and Referencing

Unit 2: Research Procedures

(9 weeks = 18 hours)

- Planning Your Research
 - a) Observing your Context


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- b) Driving Research Questions and Formulating Research Objectives
 - c) Choosing Research Methodology
 - d) Preparation of Tools and Process for Data Collection
 - e) Analysis, Inferences, Findings and Educational Implications
- General guidelines for conducting research
 - School Based Research
Survey, Case-Study, Action Research, Grounded Theory Research
 - Research for Strengthening Schools and Empowering the Community

Practicum/ Suggested Projects / Assignments

Any **Two** of the assignments

- Review of Research Article
- Annotated Bibliography
- Case Study to analyse Ethical Considerations
- Developing a Profile of Critical Reflective Teacher
- Mini Essay Demonstrating Academic Writing Skills
- Critical Reflective Writing Focused on Research Discourse theme

Note: Based on the above, the teacher may design his/her relevant projects/ assignments.

This is a **mandatory assignment** to achieve the learning outcomes of the course.

- Planning & Conducting a Mini-Research in the School or Community and Submission of a Research Report.

Essential/ Recommended Readings

- Anderson, T. & Shattuck, J. (2003). Design-Based Research: An Emerging Paradigm for Educational Inquiry. *Educational Researcher*, Vol. 32, No. 1, pp. 5-8
- Atkins, L. & Wallace, S. (2012). *Qualitative research in Education*. Sage.
- Aurini, D.J., Heath, M & Howells, S. (2022). *The how to of qualitative research* (2nd ed.). Sage.
- Bryman, A. & Burgess, G.R. (1999). *Qualitative Research* (Vol. 1). Sage.
- Creswell, J. W. (2014). Ethical considerations in conducting qualitative research (Chapter 17). In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications
- Debra M. Kamps, Judith J. Cartan (1989). School-Based Research and Intervention. *Education and Treatment of Children*, Vol. 12, No. 4, Special Issue (November 1989), pp. 359-390


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- Denzin, K.N. & Lincoln, S.Y. (2018). The sage handbook of qualitative research (5 th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The SAGE Handbook of Qualitative Research (Chapter 3).
- Forster, C. & Eperjesi, R. (2021). Action research for student teacher (2 nd ed.). Sage.
- Hopkins, D. (2008). A teachers guide to classroom research, (4 th ed.). Open University press.
- Kumar, S. (2019). *Action Research and Grounded Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2023). Research and Innovation in the Context of the NEP 2020. In Mandal, Dutta and Pritam (Eds.). *National Education Policy 2020: Policy Reforms and Perspective*. Delhi: Atlantic Publication. (255-275). ISBN: 9-788126-935550
- Kumar, S. (2024). Strengthening Qualitative Research. India: Muktibodh Publication
- Miriam D., Rosalind E. & Pam A. (2001). Children and School-Based Research: 'Informed Consent' or 'Educated Consent'? *British Educational Research Journal*, Vol. 27, No. 3 (Jun., 2001), pp. 347-365
- Robert, G. Burgess (2005). *The Ethics of Education Research*. USA: Taylor and Francis

Additional Readings

- Albion, P. R., Tondeur, J., Forkosh-Baruch, A., & Peeraer, J. (2015). Teachers' professional development for ICT integration: Towards a reciprocal relationship between research and practice. *Education and Information Technologies*, 20(4), 655–673. doi:10.1007/s10639-015-9401-9l
- Alliance for Education. (2015b). Future Ready Framework: Research citations. Retrieved from Future Ready Dashboard web site: <https://dashboard.futurereadyschools.org/uploads/media/default/0001/01/2210e5dd1f82157083833a280e47495451f25a55.pdf>
- Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of the Learning Sciences*, 13(1), 15–42. doi:10.1207/s15327809jls1301_2
- Lagemann, E. C. (1989). The Plural Worlds of Educational Research. *History of Education Quarterly*, 29(2), 185–214. doi: 10.2307/368309



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- Lochmiller, C.R. & Lester, J.N. (2017). An introduction to educational research: Connecting methods to practice. Thousand Oaks, CA: SAG
- Murnane, R. J., & Willett, J. B. (2010). Methods matter: Improving causal inference in educational and social science research. Oxford University Press
- O'leary, Z. (2004). The essential guide to doing research. Sage
- Saldana, J. (2009). The coding manual for qualitative researchers. London: SAGE
- Schutt, Russell K. (2015). Investigating the social world: The process and practice of research (8th ed.). Thousand Oaks, CA: Sage Publications.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Keywords: Teacher, Critical, Active, Reflective, School-based Research.



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