

Certificate in Educational Research Methodology

5-Day Workshop on review and refinement of
course material
(5-9 September, 2019)

An Activity Report

Inter University Centre for Teacher Education (IUCTE)
Regional Institute of Education (NCERT)
Mysuru

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Coordinator

SECTION I: INTRODUCTION

1.1 THE BACKGROUND

The Inter University Center for Teacher Education (IUCTE), RIE, Mysuru has, since its establishment, has embarked on several programmes in the area of Higher Education and particularly in Teacher Education. One among them is '**Designing and Implementation of a Blended Learning Certificate Programme on Educational Research Methodology**'.

The specific objectives of the program are:

1. Develop Blended Learning Certificate Programme on Educational Programme Evaluation for Teacher Educators and other state functionaries
2. Implement the programme with a view to:
 - Appraise the participants importance of Programme Evaluation and Evaluation Standards
 - Acquaint the participants with evaluation framework
 - Develop competencies among participants in preparing Programme Logic Model
 - Equip participants in designing and executing evaluation studies

The programme consists of two phases – design and development phase and implementation phase. Design and development was to be achieved through a 5-Day workshop to be organised in September 2019.

The course inputs and the assessments would be developed by experts in the field of research methodology in a five day workshop to be held at the IUCTE, Mysore. A project assistant with sound knowledge of computing and working with LMS would undertake web designing, uploading and day to day monitoring of the online implementation of the programme. On-line tutoring would be provided by three resource faculty, including the programme co-ordinator.

It is proposed that the Certificate in Educational Research Methodology (CERM) would be a blended learning programme and most of the transaction of the programme would happen online on the moodle platform. In order to realise this, tailor made course material consisting of explanatory textual material, audio and video material, self-check exercises and assignments and discussion forum will have to be prepared. The 5-Day workshop was planned at IUCTE from 5-9 September, 2019 primarily to achieve this.

1.2 ABOUT THE CERTIFICATE PROGRAMME

The Certificate in Educational Research Methodology (CERM) is a programme designed for a target group of professionals working in formal or informal government or private systems of education having a concern and responsibility for conducting research. This 6-credit programme, organised under two modules, can be completed in six months. However, registration for the programme is valid for a maximum period of two years. The programme is designed as Web-based, wherein the major instructional inputs are provided online in two modules. There would be two contact programmes with a gap of six months for completing or undertaking assigned activities. The certificate can be pursued on a part time basis, which is of particular relevance to those who are already working in various capacities under school and teacher education.

1.3 THE TARGET GROUP

This Certificate in Educational Research Methodology is meant for educational functionaries who have the

responsibility to conduct research at various levels of education - primary, upper primary, secondary and senior secondary. They may also be trainers and teacher educators working at the block, district and state levels in institutions such as BRC, DIET, CTE, IASE and SIE/SCERT.

Apart from the functionaries in the government sector, this certificate programme is intended for educational researchers in the non-governmental and private institutions and agencies.

The programme also is meant for individuals who have an interest/stake in school and teacher education such as university faculty, educational consultants and those who wish to be independent researchers in the field of education.

1.4 OBJECTIVES OF THE CERM

The objectives of the CERM are to improve the capacity of functionaries to (a) develop competencies in planning and execution of educational research, and (b) writing research reports, of both quantitative and qualitative nature. The certificate programme provides an opportunity to familiarise oneself with current methodological and theoretical understandings in the field of educational research. They will be provided with modalities necessary for conducting educational research.

1.5 DURATION

The programme is of six month duration. During the course of the six months, there will be two contact programmes of ten days duration. Course work may also be spread out over a maximum period of two years for those who could not complete course work within six months.

1.6 ELIGIBILITY

The certificate programme will have both deputed and non-deputed candidates (in-service and pre-service). The candidates aspiring to join the certificate programme should have a master's degree in any subject with course on research methods and/or dissertation as a component of the master's degree programme.

1.7 THE ACTIVITIES UNDER THE PROGRAMME

The Certificate programme is proposed to be implemented with four main activities. They are:

- Activity 1: Workshop for developing course material
- Activity 2: Preparing and printing the flyer/poster and web hosting the programme
- Activity 3: Two face to face contact programmes of 5 days each for 50 participants
- Activity 4: Conducting the end course evaluation and viva-voce

SECTION II: ABOUT THE WORKSHOP

2.1 THE PARTICIPANTS OF THE WORKSHOP

The following experts and resource persons attended the workshop.

List of Experts who attended the workshop on 5-9 September, 2019 at IUCTE, RIE, Mysuru

S. No	Name of the Resource Person	Phone No. and Mail ID
1	Prof. M. B Menon Former Director & Chief, UNESCO Education Programme, Jordan and Deputy Vice Chancellor, Wawasan Open University, Malaysia 'Mohanam', Mahakavi G. Road, KOCHI-682011 Kerala, INDIA	9746062029 mohanbmenon@gmail.com
2	Dr. D N Sansanwal Former Professor and Dean, Devi Ahilya University of Indore, C3-301, Sovereign, Vatika City Sector-49, Sohna Road, Gurgaon - 122018	09893566755 dnsansanwal@email.com
3	Dr.Karanam. Pushpanadham Professor, Faculty of Education and Psychology The M. S. University of Baroda Vadodara-390002, Gujarat	09979301696 pushpanadham@gmail.com
4	Dr S C Panda Former Proressor and Dean, RIE Bhubaneshwar Plot No. 4442, Mahan, Vidya Lane, Gadakana, Bhubaneshwar – 751017 Odisha	6371873403 scpanda949@gmail.com
5	Dr. Jyoti Bawane Centre for Educational Studies' Indian Institute of Education 128/2, J. P. Naik Path Kothrud, PUNE - 411038	9673991091 Jyoti.bawane@gmail.com
6	Dr. H M Kashinath Former Prof. and Dean, PG Department of Education Karnatak University Dharwad	9449973438 drhmkasinath@gmail.com
7	Dr. Biju K Department of Education School of Education and Training Central University of Tamil Nadu Neelakudy Campus Tiruvarur – 610005	8943327651 bijukvr@gmail.com

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| 8 | Dr. A R Ramesh
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| 9 | Dr. Rajaram Sharma,
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| 10 | Dr. Sharad Sure,
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PES Engineering College Campus
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List of Internal Resource Persons

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| 11 | Dr. M. S Talwar,
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| 12 | Dr. T V Somshekhar
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| 13 | Dr. Anil Kumar
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| 14 | Dr. Ramdaas
Professor,
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RIE Mysuru | vrdash@gmail.com |
| 15 | Dr. M.U Paily
Professor,
Dept. of Education
RIE Mysuru | mupaily@yahoo.com |

2.2 PROCEEDINGS OF THE WORKSHOP

THE INAUGURAL SESSION

This session which began at 9.30 a.m. with the registration of the participants of the workshop on the 5th of September was chaired by the Principal, RIE Mysuru who is also the Chariman of the IUCTE. At the commencement of the session, Dr. Vasant. D. Bhat welcomed the participants and personally introduced each participant of the workshop to the others. He then went on to explain details regarding the certificate programme, the workshop and its objectives and what is intended to be achieved in the workshop.



While giving the remarks of the chairman, Professor Y. Sreekanth, Principal, RIE Mysuru felt that the research activities are hardly undertaken by the teacher educators in particular and the officials of the state government working at various levels in general. He said that the programme would be useful to the proposed target audience and care must be taken to ensure that the quality of the inputs to the beneficiaries must be ensured and it needs to be contextualised to their work situations and demands. He also felt that the experts have a rich experience of research to their credit and that they would contribute immensely to the success of the programme and said that they should associate with the programme even beyond the workshop.



THE PLENARY SESSION

The first session was a brain storming session in which the comments and suggestions of the experts were invited. This session witnessed very interesting and useful suggestions coming from the experts. Some main suggestions made by different experts are as follows.

Dr. Menon:



- Who is the target Audience?
- Course should be given to a variety of students (experienced, not experienced, Educators etc.,)
- We have to think about what can be made more interesting in the course?
- Tasks needed to be added with activities .
- Online interaction from beginning is necessary.
- Videos be provided only if related to content.
- Case based, problem based – value addition is needed.
- Program objectives should be added.
- Several Activities – like review of a topic, discussion on a topic and conceptualization etc. be considered
- Focus on Education – classroom, class supervision, student supervision etc.,
- For beginners this course is done, there should be higher course to expand.
- 2 or 3 Quantitative or Qualitative – Advanced level course for Teacher Educators.
- One credit in terms of learning hours is 15 hrs i.e. 300 hrs (6 months course) others -12 hrs
- There are different ways of credit allocation in programmes (with teaching , learning hrs, face to face, field work, etc)
- Don't put concept more , what is needed can be added

Dr. Sansanwal:



- Credits needs to be taken care.
- Concepts should be taken care in the course.
 - how to write title, formulate a subject, hypotheses, objectives, etc
- Videos for half an hour or one hour?
- Assignment – Multiple discriminate type which is related to topic.
- Students be made to reflect on their own after understanding.
- Focus is to make clear how to write the right objectives depending on the type of research.
- Provide references for different research.
- Give platform for references for different 'Category of research'.
- Students should be given exercises to write research titles then, to write objectives for that title.
- Those who complete this course with certificate, with NCERT – Can this certificate give exemption for Ph. D. entrance.
- Can UGC take decision to make this course certificate equivalent to coursework?
- Course should have different things.
- 12 credits is not divided in chapters, it can be infinite according to the topic content.
- Free open source software are available, but output comes easily from SPSS. But normally one does not know to interpret the result.



Dr. Pushpanandham:

- Certificate course -15hrs of teaching, 12 credits.
- There can be another advanced level and scope of improving will be more.
- While designing the content, any social science student shouldn't be deprived to join the course.
- For any educational sector - this course is important, as it can be an extra tutorial.
- Design and decide what can be for learning and activity outcomes- Learning outcomes.
- 20% of total credits from Swayam /MOOCs platform can be considered for Master degree.
- This course should develop an interest for conducting / liking towards research, not by an attitude that Ph. D. is cut/paste from network, to easily complete it .
- Targets can be – Small scale research conducting organisation, institutions, Professional teachers who would like to continue their studies in PhD Research students who take research projects.
- Research can be planned depending on Educational setting , for example – a English teacher can plan how an English subject can be taught with idea and psychology of the students to understand the subject.

Dr. Pailey:

- Course we design should give basic guide , competencies.
- Understanding about various levels should be given, basic competency is lacking for any target group.

Dr. Ramdas:

- interactive focus is needed for discussion.
- Components need to be clarified.

Dr. Sarad Sure:

- No restriction on content material.
- Should provide primary reading material

Dr. Raja Ram Sharma



- course could be of 20 credits.
- Credits need to be distributed proportionately to all the chapters.
- Articulation of research of a particular kind – in the context of the research in which the student wants to do in his area of interest.

Dr. Jyoti Bawane:

- As practically experienced - Group discussion can work better with students.

Dr. Bhat :

- The course caters primarily to quantitative research paradigm .
- Initially it is proposed to take 40 students and they can be divided further in groups to work on activities (for example 5 groups of 8 students each)
- Discussion between different groups by participating in the forum .
- Teacher puts question to students or students can pose questions to mentors and answers can be provided to all groups.
- Sequence for research , preparing a proposal (title, objectives, centering)
- Students should be able to write objectives of his/her research proposal

2.3 THE WORK SESSIONS

The subsequent sessions were devoted for the experts to work on the structure and contents of the certificate programme. It was decided that the programme would consist of 15 units arranged under three modules as given below. The units were also allotted to the experts as indicated for review and refinement. However, on most of the units material were developed in-house and the same were made available to the experts.

Module 1: Planning for Research

- Unit 1: Introduction to Research: Nature and Types (Dr. Pushpanadham)
- Unit 2: Identification of a Research Problem (Dr. M. B. Menon and Dr. V. D. Bhat)
- Unit 3: Review of Related Literature (Dr. S C Panda and Dr. V D Bhat)
- Unit - 4 : Variables and Formulation of Hypotheses:(Dr. V.D Bhat)

Module 2: Methodology of Research

- Unit 5 – Methods of Research (Dr.Somashekar)
- Unit 6 – Sampling (Dr.Paily)
- Unit 7: Tools and Techniques of Research (Dr. Jyothi Bawane)
- Unit 8 – Scales of Measurement and Basics of Statistics(Dr. Sharad Sure)
- Unit 9: Managing Data Collection (Dr. Rajaram Sharma)

Module 3: Analysis of Data and Report Writing

- Unit 10: Analysis of Quantitative data : Parametric (Dr.Sansanwal)
- Unit 11: Analysis of Quantitative data : Non-Parametric(Dr.Sansanwal)
- Unit 12 : Analysis of Qualitative Data (Dr.Pushpanadham)
- Unit 13: Writing a Research Proposal (Dr. Ramdas)
- Unit 14: Ethics of Research (Dr. S C Panda)
- Unit 15: Writing a Research Report (Dr.Anil Kumar)



The target audience, credit system and evaluation protocol of the certificate programme was decided to be as follows.

The Certificate in Educational Research Methodology (CERM) is a programme designed for a target group of professionals working in formal or informal government or private systems of education having a concern and responsibility for conducting research. It consists of 15 units arranged under three modules.

Pre-requisite: Masters Degree in any subject

Duration: 6 months

Contact programmes: Two (each of 5 days)

Total Credits (4 x 3 modules): 12 Credits

SCHEME OF EVALUATION

4 Assignments (4 x 25)	100
Participation in 4 discussion forums (25 x 4)	100
Assessment of the Research Proposal	50
Presentation of the Research Proposal	50
Term End Quizzes on three modules (3 x 50)	150
Term End Viva-voce	50
Total	500

It was also decided that a supplementary video would be developed on each of the units by the experts and the same would be provided to the students within the course material. The entire course material along with the pre-and post-tests and assignments were to be placed on the moodle platform for course transaction. In order to help the students who are unfamiliar with the platform, an introductory demonstration video on working with moodle was also to be developed during the workshop by an expert on the platform and its uses.



For the purpose of video recording, a recording schedule was developed spread over the workshop period as given below.

Date-wise recording schedule

6-9-2019	Morning	Dr. D N Sansanwal, Dr. Rajaram Sharma,
	Afternoon	Dr. M.U Paily
7-9-2019	Morning	Prof. M. B Menon, Dr.K. Pushpanadham, Dr S C Panda, Dr. Ramdaas
	Afternoon	Dr. Jyoti Bawane, Dr. Sharad Sure,
8-9-2019	Morning	Dr. D N Sansanwal, Dr. M.U Paily,
	Afternoon	Dr.K. Pushpanadham, Dr. Jyoti Bawane, Dr. Rajaram Sharma,
9-9-2019	Morning	Prof. M. B Menon, Dr S C Panda, Dr. Ramdas, Dr. Sharad Sure,
	Afternoon	Nil

Participant-wise Recording Schedule

Name of the Resource Person	Topics Allotted	Suggested Date of Recording
Prof. M. B Menon	Unit-2: Identification, Formulation and Stating A Research Problem	7-9-2019
	Unit-10: Managing Data Collection and Ensuring Quality of Evidences Gathered	9-9-2019
Dr. D N Sansanwal	Unit-7: Research Design	6-9-2019
	Unit-12: Making Meaning out of Quantitative Evidences	8-9-2019
Dr.K. Pushpanadham	Unit-1: Educational Research: Nature, Types and Steps	7-9-2019
	Unit-13: Making Meaning out of Qualitative Evidences	8-9-2019
Dr S C Panda	Unit-3: Review of Literature	7-9-2019
	Unit-15: Addressing Ethical Issues and Disseminating Research Report	9-9-2019
Dr. Jyoti Bawane	Unit-4: Writing Objectives of Research	7-9-2019
	Unit-1: Educational Research: Nature, Types and Steps	8-9-2019
Dr. Rajaram Sharma,	Unit-9: Data Sources, Rapport Building and Gaining Access	6-9-2019
	Unit-14: Arriving at findings and Reporting research	8-9-2019
Dr. Sharad Sure,	Unit-6: Understanding Nature of Evidence Required	7-9-2019
	Unit-14: Arriving at findings and Reporting research	9-9-2019
Dr. Ramdas	Unit-3: Review of Literature	7-9-2019
	Unit-15: Addressing Ethical Issues and Disseminating Research Report	9-9-2019
Dr. M.U Paily	Unit-8: Preparing a Research Proposal	6-9-2019
	Unit-11: Gathering Evidences	8-9-2019

2.4 SUGGESTIONS THAT EVOLVED FROM THE WORKSHOP

- The concept of identifying and encouraging the target groups to register for the course across the country.
- To provide quality content in the course thereby it can be a certificate course for Researchers, teacher educators, students of different background to take up research.
- To add - on activity based content learning.
- To enhance the course with some common discussion forums to share about the content understanding.
- To make this course as platform for different Researchers.
- To exhibit live demo classes to clear the doubts of the students.