Inter University Centre for Teacher Education

REGIONAL INSTITUTE OF EDUCATION, MYSURU

Activity Report of the
First Contact Programme of the
Certificate in Educational Research Methodology Programme
(30th Dec to 3rd January,2020)

Coordinator: Dr. Vasant D. Bhat

THE FIRST CONTACT PROGRAMME OF THE
CERTIFICATE IN EDUCATIONAL RESEARCH METHODOLOGY(CERM)

An Activity Report

SECTION I: INTRODUCTION

1.1   THE BACKGROUND

The Inter University Center for Teacher Education (IUCTE), RIE, Mysuru 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. To develop a 'Blended Learning Certificate Programme on Research Methodology for Teacher Educators, University faculty and other state functionaries

2. Implement the programme with a view to:
    - ✓ Appraise the participants about the importance and the process of educational research methodology
    - ✓ Acquaint the participants with research methods
    - ✓ Develop competencies among participants in preparing research proposal, tools and report of research
    - ✓ Equip participants in designing and executing research studies

The programme consists of two phases – design and development phase and implementation phase. Design and development was achieved through a 5-Day workshop organised on 5-9th September 2019 held at the IUCTE, Mysore. The course inputs and the assessments were developed by national level experts in the field of research methodology.

The Certificate in Educational Research Methodology (CERM) programme is a blended learning programme and most of the transaction of the programme would happen online on the moodle platform of the Regional Institute of Education, Mysuru. 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 were prepared.

1.2 Design and Development phase

As mentioned above, the course inputs and the assessments were prepared by 10 experts in the field of research methodology in a workshop mode. Each invited expert reviewed and refined two units, prepared suitable assignments for evaluation and recorded a talk in the studios of RIE, Mysuru on the assigned two units.

After revision of the course structure,

➢ The CERM is organised under 4 modular courses and a project work.
➢ Each modular course consists of four units and thus the programme has a total of 16 units and a project work.
➢ Each module is of 3 credits and the project work has 4 credits. Thus, the total number of credits for the programme is 16 credits.
➢ Brochures were designed and printed.
➢ A project assistant with sound knowledge of computing was hired for day to day monitoring of the online implementation of the programme.

As part of preparation for the programme and uploading of the course on the Institute website, Dr. A.R. Ramesh of Victoria Govt. College, Palakkad was invited from 22nd to 28th December, 2019 for his sound knowledge on hosting the course on Moodle platform. Report of this first activity is available on the IUCTE web site.

1.3 Implementation phase

In Implementation phase the certificate programme was launched with **two** contact programmes, one at the beginning of the programme and the other at the end.

The first contact programme at the beginning was titled - **"The first contact programme of the Certificate in Educational Research Methodology (CERM)**" and was organised from 30th Dec to 3rd January, 2020 for 5-days at the Computer Application Laboratory (CAL), Technology Block, of the Regional Institute of Education (RIE) Mysuru.

SECTION II:
ABOUT THE CONTACT PROGRAMME

Training and Registration for the first batch of this programme was conducted in the CAL lab and each participant were provided access to a computer along with internet for them to work on the Moodle platform.

2.1 THE PARTICIPANTS OF THE WORKSHOP

The participants were selected on deputation from Central and State Universities, SCERTs, CTEs, DIETS, B.Ed. Colleges and private institutions from all the five southern states namely, Karnataka, Andhra, Telangana, Tamil Nadu and Kerala. A seat matrix was prepared to ensure appropriate representation of different types of institutions and the states in the region. The seat matrix is given below

Matrix for selection of candidates

State	SCERT	IASE	CTE	DIET	SOE	University	Total
Andhra Pradesh	1	1	2	4	-	1	9
Telangana	1	1	1	4	1	1	9
Kerala	1	-	1	3	1	-	6
Tamil Nadu	2	-	1	4	-	1	8
Karnataka	1	-	2	3	1	1	8
Total	6	2	7	18	3	4	40

The deputing authority of each of the participants was contacted through a letter of request and an information brochure of the programme who in turn deputed the candidates well in time. The participants were provided with initial instructions regarding the programme and the expectations from them. Copies of the letters and information brochure are provided in the Appendix.

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
REGIONAL INSTITUTE OF EDUCATION, MYSURU

List of Candidates and the User ID for CERM

S. No	Group	Name	Address	Candidate User ID	Phone No	Mail ID
				KARNATAKA		
1	A	Sri MANJUNATH	SADPI, DSERT, Bengaluru	CERM2020KA01 MANJUNATH	9901098989	manjunath.r31@edukar.gov.in
2	B	Sri Ashwath Narayan	Lecturer,CTE,Chitradurga	CERM2020KA02 Ashwath Narayan	9341825517	cte.chitradurga@gmail.com
3	C	Sri Vivekananda.M	Lecturer,CTE,Mysore	CERM2020KA03 Vivekananda.M	9731938133	vivekmbhundi@gmail.com
4	D	Sri Shamiulla	Lecturer,DIET,Kolara	CERM2020KA08 Shamiulla	9964298845, 7975478531	Syedsamiulla13@gmail.com
5	E	Sri Siddeshi	Lecturer,DIET,Kodagu	CERM2020KA04 Siddeshi	8618227390	siddeshi.dietkodagu@gmail.com
6	A	Sri Mallikarjuna.A.G	Lecturer, DIET, Chikkamagalore	CERM2020KA05 Mallikarjuna.A.G	9538022689	mallikag444@gmail.com
7	A	Dr. E. Rajkumar	Asst. Prof, Dept. of Psy. CU Karnataka, Kalaburagi	CERM2020KA06 Rajkumar	7259209285	rajueslavath@gmail.com
8	B	Dr.KanakappaPujar	Asst. Prof. Rani Chennamma Univ. Belagavi	CERM2020KA07 Dr. Kanakappa Pujar	9449575108	dr.kanakappa.pujar@gmail.com
				Andhra Pradesh		
9	C	Dr..Akthar Parveen	Assistant Professor,Dept. of Education & Training , MANNU, Hyderabad	CERM2020AP01 Dr..Akthar Parveen	7842238909	aktharparveen6@gmail.com
10	D	Dr.J.Lalitha	Asst. Professor,Univ College of Edu., Osmania University,Hyderabad	CERM2020AP02 Dr.J.Lalitha	9247837787	lalitha_k97@rediffmail.com
11	A	V. Jayachandran	IASE, SV University, Tirupati	CERM2020AP03Jayachandran	8985757014	jayachandra.pranay@gamil.com
12	B	Mr. Jayaram.	Lecturer, SCERT	CERM2020AP04Jayaram	8328156907	Jayaram.iase@gmail.com
13	C	Sri.K.Ramakrishna	Lecturer, DIET, Bukkapatnam	CERM2020AP05Ramakrishna	9441036062	diet_bkp@yahoo.co.in
14	D	Mr. Ayub Hussain (cerm2020ap06)	Lecturer, DIET, Kurnool	CERM2020AP06		Cerm2020ap06@gmail.com
15	E	Dr. K Subramanyam	Lecturer, CTE, Kurnool	CERM2020AP07	9494481916	cerm2020ap07@gmail.com
16	A	Dr. S D V Ramana	Lecturer, IASE, Rajahmundry	CERM2020AP08		cerm2020ap@gmail.com
				Tamil Nadu		
17	B	Dr. R. Ramnath	Asst. Professor, DOE,	CERM2020TN01 Dr. R. Ramnath	7639423630	rrnathedu@gmail.com

18	C	Nivetha	Lecturer, SCERT, Chennai - 6	CERM2020TN07 Nivetha	8248519234	Selvaraj.nevetha@gmail.com
			Alagappa University, Karaikudi			
18	C	Nivetha	Lecturer, SCERT, Chennai - 6	CERM2020TN07 Nivetha	8248519234	Selvaraj.nevetha@gmail.com
19	D	Selvi	Lecturer, SCERT, Chennai - 6	CERM2020TN06 Selvi	8144161234	selvisalix@gmail.com
20	E	G. Kandavel	Lecturer, DIET, Kaliyampoondi	CERM2020TN02 G.Kandavel	8825454045	kandavelvanavaraayan@gmail.com
21	A	E.Manvizhi	Lecturer, DIET, Selam	CERM2020TN03 E.Manvizhi	9443663441	maanhvizhisasikumar@gmal.com
22	B	T. Uvaraj	Jr. Lecturer, DIET, Chennai	CERM2020TN04 T. Uvaraj	9488929202	uvarajdiet@gmail.com
23	C	A. Guruprasad	Lecturer, DIET, Kaliyampoondi	CERM2020TN05 A. Guruprasad	9943519795	Gprasad26july@gmail.com
24	D	Anandhi	Sr. Lecturer, DIET, Sivagangai	CERM2020TN08 Ananthi	7373003392	ananthibalu@ymail.com dietsvg@nic.in
KERALA						
25	E	Dr. J. Harikumar,	Research Officer, SCERT Kerala	CERM2020KE01 Dr. J. Harikumar	9349712599	harikumarmadhavam@gmail.com
26	A	Dr.Omanaseelan	Assistant Professor, Government Brennen College, Thalassery	CERM2020KE06 Dr. Omanaseelan	9495440560	omanaseelan2009@gmail.com
27	B	Smt. Jessy P	Lecuturer, ,DIET Malappuram	CERM2020KE02 Smt. Jessy P	9847990721	6243jp@gmail.com
28	C	Sri. Faisal. E	Lecturer, DIET, Wayanad	CERM2020KE03 Sri. Faisal. E	9447575129	faisal.ellangal@gmail.com
29	D	Sri. Prabesh. M	Lecturer, DIET, Kozhikkode	CERM2020KE04 Sri. Prabesh. M	9645288528	prabikondotty99@gmail.com
30	E	Sri. Jithesh	Lecuturer, DIET, Pathanamthitta	CERM2020KE05 Sri. Jithesh	9496234509	jitheshmash@gmail.com
Telangana						
31	A	S.Mondaiah,	Lecturer, Govt, OIET, Karimnagar	CERM2020TS01S.Mondaiah .	9490580840	sriram.mondaiah@gmail.com
32	B	K.NarendarReddy,	Staff Tutor, ELTC, Govt, DIET, Nalgonda	CERM2020TS02K. Narendar Reddy .	9866209476	narendarnlg@gmail.com
33	C	T. Bhanu Prakash Goud,	Staff Tutor, ELTC, Govt, DIET, Nalgonda	CERM2020TS03Bhanu Prakash Goud .	9490852001	bhanuthandu@gmail.com
34	D	J. Krishna Nagamani,	Faculty, SCERT, Hyderabad	CERM2020TS04J. Krishna Nagamani	9908308441	telangana96l9@gmalcom
35	E	P. Bhoomaiah,	Faculty, SCERT, Hyderabad	CERM2020TS05P. Bhoomaiah .	8184855346	bhoomaiahzpss@gmail.com
36	E	G, Venkat Reddy,	Faculty, SCERT, Hyderabad	CERM2020TS06G. Venkat Reddy .	9848373318	gvrdiet@gmail.comp
Additional Candidates						

37	B	Dr.Padmanabha C H	Asst Prof, College Of Edu, Srinivas Univ, Mangaluru 575001	CERM2020KAOTH01Padmanabha .	7619581864	haipadmanabha@gmail.com
38	C	Smt. Archana Gupta	Teacher, Vahe Global Academy,Kachmaranhalli, Varthur- 560087	CERM2020KAOTH02Archana Gupta .	8600968628/83 90274447	archanaguptabrijesh@gmail.com
39	D	Mohamed Rafi	Principal, Sigma public school, Madurai Main road, TRICHY - 12	CERM2020TNOTH01Mohamed Rafi	9894636967	mohamedrafi10995@gmail.com
40	E	P. Anilkumar	School Asst, ZPHS Boys High School Jogipet, Andole Dist., Sangareddy, Telangana	CERM2020TSOTH01P. Anilkumar .	9441718301	anilpadma111@gmail.com

(V D Bhat)
Co-ordinator

List of Resource Persons

Sl. No.	Name and Address	Phone Number	Mail ID
1	Dr. Sharad Sure Azim Premji University, Bangalore	9845644337	sharad.sure@apu.edu.in
2	Dr. Biju K Central University of Tamil Nadu, Thiruvarur	8943327651	bijukvr@gmail.com
3	Dr. V. Ramdas Professor, RIE Mysuru	994599573	vrdash@gmail.com
4	Dr. Somshekhar Associate Professor, RIE Mysuru	9611703249	tvsrie@yahoo.co.in
5	Dr. Anil Kumar Professor, RIE, Mysuru	9448459768	dranilkumar67@gmail.com
6	Dr. M. U. Paily Professor, RIE Mysuru	9482549206	mupaily@yahoo.com
7	Dr. A. Ramesh Asst. Professor, Govt. Victoria College, Palakkad, Kerala	9387856260	aroramseh@gmail.com

2.2   PROCEEDINGS OF THE WORKSHOP

THE INAUGURAL SESSION

On the first session was inauguration of the programme and the session commenced at 9.00 a.m. Prof. Y Sreekanth, Principal of the Regional Institute of Education, Mysuru who is also the chairman of IUCTE presided over the inaugural session. The participants were provided individual user id and password and they got registered online to the course at the RIE Institutions website. Then the information brochures of the Certificate in Educational Research Methodology programme were distributed to everyone.

At the commencement of the session, Dr. Vasant. D. Bhat, Coordinator of the programme welcomed the participants and each participant introduced themselves in the workshop to others. He then went on to explain details regarding the contact programme, the workshop and the objectives to be achieved in the workshop.

In his inaugural address, Prof. Sreekanth said that such courses are very important to develop research-based activities, reflection and thinking in needed in researchers. Such courses are practically useful in evidence based learning in the field of research.

Activities of Day 1:

- All participants were oriented about the course structure, transactions, units, assignments, discussion forums, quiz, pretest and post-test.
- Pre-test was administered to all participants to assess the entry level knowledge and understanding of educational research methodology.
- Participants were divided and grouped in to five groups A, B, C, D, and E. Mentors were allotted to each group which had a maximum of eight participants.
- An activity-based plugin 'Discussion forum' was oriented by Dr. Sharad Sure and Dr. Biju for live discussion on Moodle platform on topic - "Self introduction".
- The first assigned work under CERM-5 'the Project Work' was undertaken by the participants in their respective groups by analyzing the Educational context in which they are working with a view to identify two problems or issues or challenges faced by them. They were asked to make a presentation as Assignment -1. Participants were also provided a practice to upload this assignment in an appropriate place on the moodle platform.

Activities of Day 2:

- Project Topic and variables was discussed by Dr. Sharad Sure and the participants were helped to finalise the topic they would pursue as project work in the programme.
- Two persons from each of the five groups made presentations of the topic and the context of research identified by them and each presentation was discussed.

- Mentors gave suggestions and feedback on the title of the project in their respective groups.
- Uploading of the title of the project was done by the participants as Assignment-2.
- A presentation on how to develop theoretical/conceptual basis to the identified topic through Internet browsing was done by Dr. V. D. Bhat.

Activities of Day 3:

- ✓ Discussion on 'Need and Importance of Review of related literature' was undertaken by all the resource persons.
- ✓ Dr. Sharad Sure gave a presentation on Review of Online Literature and he spoke on
  - What is Literature review?
  - What are the sources of review?
  - How to finalize sources for the data collection depending on the project title.
  - How to write references according to APA style.
  - What is plagiarism and its implication to research and researcher.
- ✓ Presentations were done by two groups on literature review with respect to the identified Topic.
- ✓ Making a posting in the Discussion forum and replying to post was practiced by the participants.

Activities for the Day 4:

- Discussion on 'Writing the objectives and research questions/ hypotheses' for the identified project was the first session of the day.

- Participants were helped to clarify the objectives, research questions and hypotheses related to their topic.

- Mentors helped the participants to finalise the objectives and hypotheses.

- Presentations were made by remaining two persons from each group.

- Presentation on 'Methods and tools of research' was done by Dr. V. D. Bhat on deciding the methods and tools as per the objectives of the research.

Activities of Day 5:

- Discussion on 'Sampling and preparing a plan of data gathering, data management and data analysis with time line' was undertaken.

- Posting at least one question on discussion forum on sampling, data gathering and data management plan was the work assigned to the participants.

- Presentation and submission of the draft proposal of project work was done by the participants.

- Submission dates for various Assignments under different modules during the online learning period were planned, discussed and finalized.

2.4 PLANNED FUTURE OUTCOMES FROM THE WORKSHOP

o The second contact programme dates were finalised after a discussion. It was decided that the second contact programme would be held from 6th July to 10th July for 5 days.

o The 2nd contact programme will have individual unit-wise tests, presentation of draft report of the Project work, and viva-voice.

o During the second contact programme the project work could also be submitted by the participants even though more time is provided for it in the programme guide.

o The timeline for the Course completion with scheduled dates is given below.

TIME LINE FOR CERM SUBMISSIONS

Course	Task/Activity	Submission begins	Submission ends	Cut-off date	Grade
Project Work	Submission of final project plan	13th January	20th January		
	Review of related literature	20th January	30th January		
	Submission of tools	6th February	15th February	20th February	
	Data collection	16th February	05th March	10th March	
	Data analysis	15th March	30th March	10th April	
	Draft report	05th June	30th June	5th July	
CERM-1	Assignment 1	10th January	20th January	30th January	
	Assignment 2	20th January	30th January	5th February	
Practicum-1		30th January	5th February	10th February	
CERM-2	Assignment 3	6th February	29th February	5th March	
Practicum-2		30th February	5th March	10th March	
CERM-3	Assignment 4	6th March	30th March	5th April	
Practicum-3		30th March	5th April	10th April	
CERM-4	Assignment 5	6th April	30th April	5th May	
Practicum-4		30th April	5th May	10th May	
CERM-5	Submission of the Project Report	6th May	30th June	5th July	
Second Contact Programme		6th July (Monday)	10th July	-	
CERM-1 Test		6th July Morning			
CERM-2 Test		7th July Morning			
CERM-3 Test		08th July Morning			
CERM-4 Test		09th July Morning			
Presentation of Project Work		7th to 10th July Afternoons only			
Viva-voce		7th July	10th July (Morning)		

APPENDICES

Copy of a letter requesting deputation of candidates

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
(National Council of Educational Research and Training)
Regional Institute of Education, Mysuru - 570006

Government of India
Ministry of Human Resource Development

DR. Y. Sreekanth
Chairman IUCTE and Principal,
Regional Institute of Education (NCERT)   F. No IUCTE/VDB/CERM/1
Mysuru – 570006   4-12-2019

Dear Shri H N Gopalakrishna,

      Subject: Deputation for the blended learning Certificate in Educational Research
                Methodology course at Mysuru -regarding

You might be aware that the MHRD, Govt. of India has established two Inter University Centres for Teacher Education in the country of which one is located at the Regional Institute of Education, Mysuru with southern India as its jurisdiction. Since its inception, the IUCTE, RIE Mysuru has embarked on several initiatives and programmes to achieve the objectives for which it has been established. You may like to see the programmes organised by the IUCTE on our web site at http://iucte.zolipe.com/ .

I am happy to inform you that an initiative to contribute to the knowledge base of teacher educators and other educational functionaries will be launched from 30th December 2019 in the form of a six months programme titled *Certificate in Educational Research Methodology (CERM)*. This is a blended learning programme and most of the transaction of the programme would happen online on the moodle platform. The registered participants will have to attend two workshops of 5-Day duration each at the beginning and the end of the programme. Please find details in the brochure attached. The first workshop is being held at the Inter University Centre for Teacher Education, Regional Institute of Education (NCERT), Mysuru for 5-Days from **30th December, 2019 to 3rd January, 2020.** The IUCTE, Mysuru will provide the TA/DA as per NCERT norms for the participants and their stay will be arranged in the RIE Hostel and they would be provided working lunch. However, **each selected participant will be required to pay Rs. 2000=00** at the time of registration to meet the expenses on the course material, assessment of assignments, online support and conduct of viva-voce and examination at the end of six months. Successful candidates will be issued the Certificate by the NCERT, New Delhi.

The certificate programme has a total of 40 seats and they have been distributed among different agencies and universities in the five South Indian states of Andhra Pradesh, Kerala, Karnataka, Tamil Nadu and Telangana.

It is in this regard that you are requested to depute six candidates under your jurisdiction as follows:

1. From SCERT – One candidate
2. From CTEs – Two candidates

3. From DIETs – Three candidates

Please inform us the details of the deputed candidates along with their mail-id and phone numbers within 15 days i.e. by 19th of December, 2019 either by post of by mail at riemysore@rediffmail.com

For further information you may contact the programme co-ordinator Dr. V. D. Bhat on 9663168393 or on bhatvd@yahoo.co.in . Kindly inform the candidates to be present at the venue by 9.00 a.m. On 30th December, 2019

With kind regards,

(Dr. Y. Sreekanth)

Shri H N Gopalakrishna,
Director, DSERT,
Hosakerehalli,
Bengaluru.
dpi.dsert-ka@nic.in, **dpi.dsert@gmail.com**

P.S. : The candidates will receive a separate communication from the coordinator after receiving the deputation details.

Copy of the letter sent to the Participants before attending the Contact Programme

Dr. Vasant D. Bhat   F. No. IUCTE/VDB/CERM/2
Professor of Teacher Education   20 - 12 - 2019

Dear_____,

You are aware that the MHRD, Govt. of India has established a Inter University Centres for Teacher Education (IUCTE) at the Regional Institute of Education, Mysuru with southern India as its jurisdiction. One among its programme is a Certificate in Educational Research Methodology (CERM) programme which is blended learning programme with two contact programmes, one at the beginning and the other at the end of the programme. This 16 credit programme has four modules and a project work. Transaction for the first batch of this programme is going to be started from 30th December for 5-days till 3rd January 2020 at the Computer Application Laboratory, Technology Block, Regional Institute of Education (RIE) Mysuru. The participants for this programme are from selected Central and State Universities, SCERTs, CTEs, DIETS and B. Ed. Colleges from all the five southern states namely, Karnataka, Andhra, Telangana, Tamil Nadu, and Kerala.

I am happy to know that you have been deputed for this programme by your institution. The programme will commence at 9.00 a.m. on 30th December and hence you may like to be at RIE, Mysuru by 29th evening itself or early morning of 30th so that you can be on time for the programme. Your stay arrangement has been made in the Krishna Hostel on the RIE campus. Since you will be paid TA/DA by the IUCTE, please retain the onward and return travel tickets for reimbursement. You may also pay the hostel rent at the hostel office for the same to be attached with your TA/DA claim.

Since the programme is for all five states of south India, the medium of instruction and assessment is English. During the five days you will be registering online and practicing various provisions on the moodle platform. Also, necessary details would be provided to you regarding the discussion forum, assignment submission, online testing etc. Since you would be working extensively on computer during the five-day contact programme, you are requested to bring a laptop along with you.

Attached here with is the information brochure of CERM. If you have any queries, you may contact me on my e-mail: bhatvd@yahoo.co.in or over phone 9663168393.

With regards,

                                                              Yours' sincerely,

                                                              (Vasant D. Bhat)

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INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
REGIONAL INSTITUTE OF EDUCATION, MYSURU
(NCERT, NEW DELHI)

CERTIFICATE IN
EDUCATIONAL RESEARCH METHODOLOGY
(CERM)

A blended learning programme with a focus on educational research methods

Offered by the

INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION
REGIONAL INSTITUTE OF EDUCATION
Mysuru-570006

ABOUT THE 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 16-credit programme, organised under four modular courses and a project work, 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 a Web-based blended learning programme, wherein the major instructional inputs are provided online on a moodle platform. 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.

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.

OBJECTIVES

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.

DURATION

The programme is of six month duration. During the course of the six months, there will be two contact programmes of five days duration, one at the beginning and the other at the end of six months.

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 exposure to research methods and/or dissertation as a component of the master's degree programme.

PROGRAMME OUTLINE

The CERM is organised under 4 modular courses and a project work. Each modular course consists of four units and thus the programme has a total of 16 units and a project work. Each module is of 3 credits and the project work has 4 credits. Thus the total number of credits for the programme is 16 credits.

PANORAMA OF MODULAR COURSES, CREDITS AND TRANSACTION SCHEDULE

Sl. No	COURSE CODE	TITLE	Credits		Assessment*	Transaction Schedule
			Th	Pr		
1	CERM-1	Planning for Research	2	1	- Unit End Assignments, - Participation in discussion forums, - Practicum, - Quizzes on the units, - Term End Viva-voce	First month after orientation
2	CERM-2	Methodology of Research	2	1		Second month after orientation
3	CERM-3	Collecting and Analysing Data	2	1		Third month after orientation
4	CERM-4	Proposal and Report Writing	2	1		Fourth month after orientation
5	CERM-5	Project work on Preparing Research Report	-	4	· Assessment of the research report · Viva-voce	Sixth month after orientation
			8	8		

Assessment will be done on a 10 point grading system as recommended by the UGC

AWARD OF THE CERTIFICATE

The certificate shall be awarded at the end of the programme to those students who have fulfilled all conditions and requirements.

Award of grades and grade points shall be done in the following manner.

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

A candidate obtaining grade 'F' shall be considered failed and will be required to reappear in that course

SYLLABUS OF THEORY AND PRACTICUM

CERM-1: PLANNING FOR RESEARCH

Unit 1: Introduction to Research: Nature and Types

Sources of knowledge: experience, deductive reasoning, inductive reasoning; What is the nature of educational research: empiricism, systematic process of research, the validity of educational research, the reliability of educational research; Classification of educational research: basic research, applied research, action research; Quantitative research methods: descriptive survey research, correlational research, causal-comparative research, experimental research; Qualitative research methods; when to use qualitative methods; Steps and elements of research: planning - elements in each step of planning, execution- elements in each step of execution: instrumentation, sampling, coding, spread sheets preparation, data entry, data screening, data analysis, reporting- elements in each step of reporting, scheme of chapters, theoretical framework, research gaps and theoretical confusions, methodology, results, argumentation (discussion), conclusions, implications.

Unit 2: Identification of a Research Problem

What is a research problem, Identification of Research Problem, Things to note while selecting a research problem/topic: Practicability, Competencies, Usefulness, Theoretical framework, Research gap; Sources of research problems: Experience, Theory, Previous Research; Generating Empirically Testable Research Questions, Formulation of a Research Problem, Writing the title of your research, Evaluation of research problem: Contribution to the body of knowledge in education, Scope for further research, Researchability, Novelty, Suitability to particular researcher.

Unit 3: Review of Related Literature

What is literature review?, Reasons for doing literature review, Review of literature as an end in itself, Types of literature reviews: Narrative literature review, Systematic literature review; Learning to identify relevant studies for systematic review, Where to find the research literature, Noting down the bibliographic information , Synthesis of literature identified for review: Narrative synthesis, The quantitative synthesis (meta-analytical synthesis); Writing the review: Introduction, Main body, Conclusion; Relationship between review of related literature, research questions and hypotheses.

Unit 4: Variables and Formulation of Hypotheses

Nature of Variables, Demographic Variables, Types of Variables: Independent and Dependent Variables; Extraneous Variables; Relationship among Variables, Correlation does not imply causation, Variables and theoretical framework of the study, What is a hypothesis, The characteristics of a hypothesis: Prediction, Testable; Incorrect hypotheses; A research question is not a hypothesis; Forms of Hypotheses: the null hypothesis, the non-directional hypothesis, the directional hypothesis; How do researchers come up with a hypothesis, Operationizing the hypothesis, Hypothesis Formation in Qualitative Research.

PRACTICUM – 1

1) Select a topic of research that you would work on further in this certificate programme and write the following after library work.

a) Detailed Analysis of the problem being studied and the rationale for undertaking the study

b) The theoretical/conceptual/empirical basis of the study

c) Variables and their operational definition

2) On the topic detailed in practicum 1,

a) Write a review of related literature

b) Write the objectives/research questions

c) Write the hypothesis, if any

d) Method of research proposed (quantitative/qualitative and descriptive/experimental etc.

ASSESSMENT:

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

CERM-2: METHODOLOGY OF RESEARCH

Unit 5: Methods of Research

What is the difference between Research Design and Research Method?; The Survey Method: Sample Surveys - *Longitudinal Survey and* cross-sectional survey; *Comparing Longitudinal and Cross-sectional Surveys*; Use of Questionnaire in a Survey; Use of Interview in a Survey. The Experimental Method: Characteristics of Experimental Research; *The Single-group Design*, *Parallel or Equivalent-Group Design, Rotation-Group Design,* Factorial Designs; *T*reatment of Extraneous Variables*: Equalization, Counterbalancing,* and *Randomization.* Correlational Research Method. Mixed Methods Research

Unit 6: Sampling

Main Concepts in Sampling: sampling, population, target population, accessible population, sampling frame; Need for sampling, Steps involved in sampling, Sampling methods, Types of sampling: Probability sampling, Non-probability sampling; Types of probability sampling: Simple Random Sampling, Systematic Sampling- Steps involved in systematic sampling, Stratified sampling- Steps in Stratified sampling; Cluster sampling, Types of Non-Probability Sampling: Convenience sampling, Purposive sampling, Quota sampling: Steps in quota sampling, Snowball sampling, Sample size, Sampling Error, Sampling in qualitative research.

Unit 7: Tools and Techniques of Research

Techniques and Tools of Data Collection: Interview- Tool, Preparation, Questionnaire: Types of Questions- Closed-ended question: Dichotomous questions, Multiple -choice questions, Scaled or rating questions, Open-ended question; Development & Administration; Check List, Rating Scale: Types of Rating Scales- Numerical Rating Scale, Graphic Rating Scale, Descriptive Graphic Rating Scale; Guidelines for Developing Good Rating Scales, Online Tools; Observation; Focus Group

Discussion (FGD): Preparation, Identification, Facilitation, Summarization, Document Analysis, Testing, Summing Up, Tool Selection.

Unit 8: Scales of Measurement and Basics of Statistics

Classification of variables, Scales of measurement: Nominal scale, Ordinal scale, Interval scale, Ratio scale; Implications of scales of measurement for analysis and interpretation, Introduction to basic statistical ideas, Statistical concepts to summarise data: Frequency, Further Analysis of frequencies; Graphical representation of frequencies/percentages; Central Tendency: Mean, Median; Variability in the data: Standard deviation, Quartile deviation, Quartiles; Graphical representation of mean.

PRACTICUM - 2

On the topic selected by you in module 1, write the methodological details consisting of the following:

a) Population, Sample, Sampling procedure and Sample Size

b) Decide the Tools to be used in the study and their nature (both selected and developed by the researcher) and develop/select the tools

c) Delimitation of the study

ASSESSMENT:

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

CERM-3: COLLECTING AND ANALYSING DATA

Unit 9: Managing Data Collection

Knowing the Data we seek, Accessing Data, Organising the data for analyses: Preparation of the Database, Preparing the Database for Statistical Analyses, Preparation to generate inputs for presenting results, Automating Data Entry; Quality and Integrity of Data, Protecting the Respondent.

Unit 10: Analysis of Quantitative Data: Parametric

Difference between parametric statistics and non-parametric statistics; t-test or independent samples t-test; analysis of variance (ANOVA); two way ANOVA; analysis of co-variance (ANCOVA); Difference between correlation and association; assumptions underlying partial correlation; Multiple correlation; Assumptions underlying multiple correlation; Regression analysis, Assumptions of linear regression analysis; Regression equation.

Unit 11: Analysis of Quantitative Data: Non-Parametric

Assumptions of chi-square test; Use of chi-square goodness of fit test; Mann Whitney U-test: introduction, assumptions of Mann- Whitney U-test; Kruskal-Wallis One Way Analysis of Variance by Ranks - introduction, assumptions.

Unit 12: Qualitative Data Coding, Authenticity and Analysis

Nature of Qualitative Data, Coding and Categorization of Qualitative Data: Attribute coding, Descriptive coding, Pattern coding; Authenticity, Iteration, Standards, Triangulation, Checking interpretation through Member Checks, Memoing, Holding Case Analysis Meetings, Weighting Evidence, Checking out alternative explanations, Analyzing for negative cases, Examining the audit trail, Ethical Issues, Qualitative Data Analysis.

PRACTICUM - 3

Administer the tools on a sample and perform statistical analysis using a software for quantitative data and perform coding and analysis of qualitative data

ASSESSMENT:

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

CERM-4: PROPOSAL AND REPORT WRITING

Unit 13: Writing a Research Proposal

Purpose of research proposal, Components of a research proposal: Front matter, Introduction, Conceptual framework, Review of related literature, Background and Significance, Statement of the problem, Definition of key terms, Research Questions, Objectives and Hypotheses, Methodology, Plan of Action, Budgeting, Reference List.

Unit 14: Ethics of Research

Areas of ethical issues in Research, What are research misconduct?, Need for ethical requirements in research, Documented research misconduct: Plagiarism, Data fabrication/cooked data, Data misinterpretation - data manipulation (adding or deleting data), Incompetence and faulty analysis and interpretation of data, Protection of research participants to prevent information to be made public, Pressure on researchers, Ethical Issues: Informed consent, Harm, Privacy, Deception, Code of Ethics developed by American Educational Research Association (AERA), AERA Ethical Standards

Unit 15: Writing a Quantitative Research Report

Importance of Research Report, Structure of Research Report: Introduction, Methodology, Results, Discussion, Reporting Results and Interpretation of Data: Use text and visual aids properly, Interpretation of results, Use headings and sub-headings, Use language of reporting appropriately, Refer to figures correctly, Formatting and Style of Research Report: American Psychological Association (APA) Style, General Format, Language, Aptness, Citation, Writing qualitative research reports

Unit 16: Writing a Journal Article

The Nature of a Journal Article - *theoretical/conceptual, empirical* and *policy relevant;* The Contents of an Article and Writing it: Title, Authors, Key word list, Abstract; The body of the text – Introduction, Method, Results, Discussion and Conclusion; Acknowledgements, References. How Dissertations differ from Journal Articles; Bowen's seven rules for writing, submitting, and revising papers for publication; Typical manuscript review format; Tips for academic publishing by Inquiries Journal; A typical author information from a journal; Reasons why a research article is rejected by journals.

PRACTICUM - 4

1) Prepare a research proposal on a research problem selected in the earlier practicum. You can use the format of the research project suggested by ERIC (NCERT), or UGC, or ICSSR.

2) Prepare an executive summary including implications based on the results obtained in the analysis performed in Practicum 3.

ASSESSMENT:

Items of Assessment	Weightage
Unit End Assignments	25
Participation in discussion forums	10
Practicum	30
Quizzes on the units	25
Term End Viva-voce	10

CERM-5: PROJECT WORK ON PREPARING RESEARCH REPORT (4 credits)
This module would take the candidates through the following activities whichculminate into submission of a research report

- Selecting a research problem of one's own interest
- Undertaking a review of related literature
- Formulating objectives, research questions and hypotheses
- Deciding the method of research and Preparing a research desing
- Developing Instruments
- Selection of Sample
- Data collection and data analysis
- Preparing the research report
- Presentation of the findings of the research

Note: Course 5 pertaining to project work shall be completed within 6 months i.e. stipulated time of the Certificate programme. However, candidate may be allowed flexibility in submitting the project report to the maximum of 3 more months with prior approval of the programme coordinator.

SCHEME OF EVALUATION

Total Credits: 16 Credits

Mode of evaluation will be as stipulated for each modular course and following modes will be employed for deciding the CGPA for the entire programme. Unit End AssignmentsPracticumParticipation in discussion forums Presentation of the Research ReportAssessment of the Research ReportQuizzes on the unitsTerm End Viva-voceEach modular course shall have 20 percent weightage in deciding the final grade.

TRANSACTION METHODOLOGY

The CERM is offered as an online programme with two contact programmes, one at the beginning and the other at the end of six months. The gap of time between the two contact programmes is meant for completing or undertaking assigned activities, which are at an application level and form an essential part of the continuous assessment. A candidate who has enrolled for the CERM would be provided with an access to the learning material specially designed on all the units of the programme. The student has to complete the assigned activities under each of the units/modules as per instruction provided.

ABOUT THE INSTITUTION

The MHRD, Govt. of India has established two Inter University Centres for Teacher Education in the country of which one is located at the Regional Institute of Education, Mysuru with southern India as its jurisdiction. Since its inception, the IUCTE, RIE Mysuru has embarked on several initiatives and programmes to achieve the objectives for which it has been established. You may like to see the programmes organised by the IUCTE on our web site at http://iucte.zolipe.com/.

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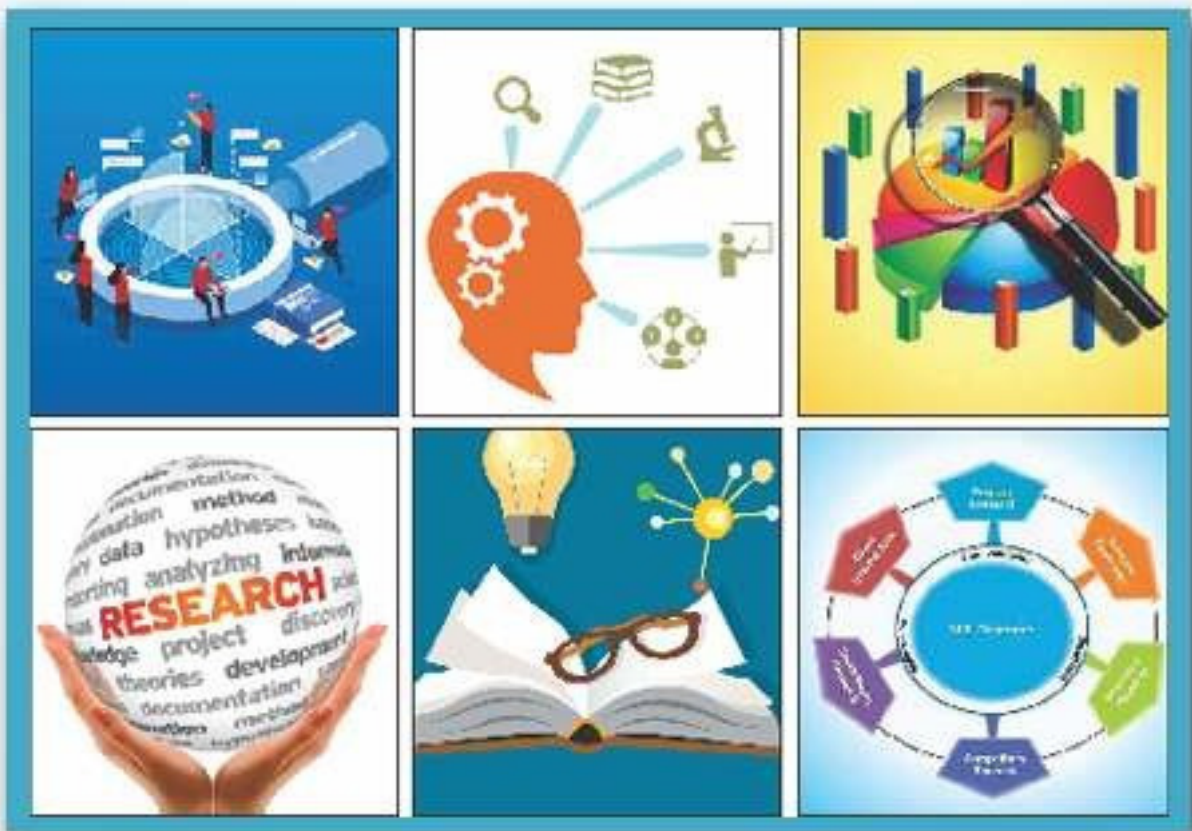**DR. M. S. Talwar**

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