

QUESTIONNAIRE

METHOD

Arihant Education Foundation's

Arihant College of Education

Name of the College: **ARIHANT COLLEGE OF EDUCATION**

Name of the Student: **JESSICA PATHAK**

Roll No: **09**

DECLARATION

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Chaitali Sinha. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: Pathak.

Date: **04.05.23**

B.Ed. 204(09) Introduction to Educational Research

**Practical: PRESENTATION OF SUBJECT CONTENT IN THE FORM OF
DIAGRAMMATIC PRESENTATION.**

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Selection of topic.			✓		
2.	Accuracy of content.	✓				
3.	Description of content.	✓				
4.	Inclusion of content.	✓				
5.	Use of various diagrams, pictures, images etc.		✓			
6.	Development of graphical organiser		✓			
7.	Creativity		✓			
8.	Presentation of content in chart and report.		✓			
9.	Exhibition and Poster presentation	✓				
10.	Overall effect.		✓			
Total Marks out of 50		20 + 20 + 3 = 43				

Name of Guide: Asst. Prof. Chaitali Sinha

Sign of Guide with date:

G. Sinha
6/5/23

SELECTION OF TOPIC

The topic for my practical i.e. Questionnaire Method was selected because as a teacher I feel this is something we dabble into in our everyday life. This topic has helped me understand tremendously the importance of framing questions correctly.

I wanted to study the different types of questionnaires, the merits and how it can be useful for students and for teachers.

It also helped me understand the limitations of this method and in short or how to frame the correct questionnaire in different forms using the correct method.

MEANING

Questionnaire is a popular means of collecting all kinds of data in research. A questionnaire is either administered personally to a group of individuals or it is mailed to them to save time and money in travel. It is mostly used when the individuals from whom we desire information cannot always be contacted personally.

DEFINITIONS

1. BARR, DAVIS AND JOHNSON

"A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."

2. W. J. GOODE AND K. HART

"In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself."

CHARACTERISTIC

1. It deals with an important or significant topic.
2. Its significance is carefully stated on the questionnaire itself or on its covering letter.
3. It is as short as possible, only long enough to get the essential data.
4. It is attractive in appearance, neatly arranged and clearly duplicated / printed.
5. Directions are clear and complete.
6. The questions are objective with no clues, hints or suggestions.
7. Questions are presented in an order from simple to complex.
8. Double negatives, adverbs and descriptive adjectives are avoided.
9. The questions carry adequate number of alternatives.
10. It is easy to tabulate, summarize and interpret.

TYPES

1. STRUCTURED OR CLOSED FORM QUESTIONNAIRE

In a closed form questionnaire, the respondent merely selects a suitable answer from multiple answers supplied with the questions. It requires all the respondents to answer within the same framework i.e. such questions have a restricted set of possible responses.

A) Closed - structured questions forms:

Some examples are as follows

- a) The teachers come well-prepared. Yes/No
- b) What should be the duration of the course? One week () Two weeks () etc.

B) Unstructured open questions:

The questions are prepared in advance and are not constructed on the spot during the questioning period.

Eg: a) What are the reasons for choosing teaching as a career?

C) Types of Structured Questionnaire

The structured questionnaire may be further classified into closed-form and open-form questionnaires.

a) Closed form questionnaire

When we frame questions with very few alternatives for the respondents answer, it is called as closed-end questionnaire. It could be Yes/No.

b) Open-end questionnaire

Here, the respondents have full liberty to express their opinion in whatever style, language and length of they find suitable. Such questionnaire is mainly adopted for intensive studies.

2. NON-STRUCTURED QUESTIONNAIRE

This includes questions, which are not determined and structured beforehand. Here, the questions can be framed and adjusted keeping in view the need of question hour. eg. during interviews.

3. CODIFIED QUESTIONNAIRE

These are the questionnaires in which the expected answers given in numbers. Every question & alternatives requested by codes like 1, 2, 3. The respondents are required to write the code in the box provided or to encircle or tick code only.

4] UN-CODIFIED QUESTIONNAIRE

These are simple forms of questions without any codification. Codification may be done at the time of analysing the data, if necessity is felt.

5] PICTORIAL QUESTIONNAIRE

Another type of questionnaire, which is also used for collecting information from children or illiterate persons, is known as pictorial questionnaire.

MERITS

1] LARGE COVERAGE

This method is quite useful when the sample for the research problem is spread over a large area like over a whole of the state, country or worldwide.

2] Low Cost

This method is more economical than others like interview. As stated above, mailed questionnaire is most useful and feasible when population is thinly and largely distributed.

3] RAPIDITY IN OBTAINING INFORMATION

Questionnaires help in quick conduct of surveys. Mailing the questionnaire and getting sincere response from the respondent takes very short.

4] ENSURING ANONYMITY

A good questionnaire aims at obtaining information only and not revealing the identity of the respondent. They are free to express their own opinion free of judgement.

5] UNIFORMITY OF RESPONSES

This is ensured by adopting standardised vocabulary and syntax of questions and standardised sequence of questions. This controls the individual interpretation of sentences and words by the respondent.

6] NO PERSONAL INTERFERENCE INFLUENCE

As there is no physical interaction between the researcher and the respondent, the influence of any kind is prohibited during the collection of information.

DEMERITS

1. UNRELIABILITY

The questionnaires have been criticised for lack of reliability and validity as the opinions or views of people change with the changing times.

2. LIMITED SCOPE

The questionnaire can only be successfully adopted and applied to the educated and research conscious people who could respond sincerely.

3. POOR RESPONSES

In actual practice, it is observed that the respondents do not reply promptly. People delay the reply because of no direct connection or use of such questionnaire with them.

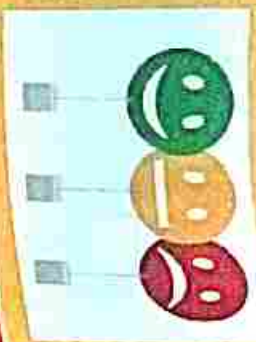
4. INCOMPLETE ENTRIES

Sometimes people do not answer

all the questions and thus these incomplete entries make the analysis meaningless.

5. ILLEGIBLE ENTRIES

Bad handwriting, use of pencil, overwriting or over-erasing makes it sometimes difficult to understand what is answered.



DEMERITS

Unreliability

POOR
RESPONSES

LIMITED
SCOPE

INCOMPLETE
ENTRIES

MERITS

Large
Coverage

Low
COST

Ensuring
Anonymity

Uniformity
of
Responses

DEFINITION

"A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."

- Barr, Davis & Johnson

Questionnaire



TYPE

Structured/Closed Form

NON-STRUCTURED

CODIFIED

UN-CODIFIED

PICTORIAL

CHARACTERISTICS

Attractive,
Arranged,
Printed

Concise,
Short as
possible

Simple to
Complex
Questions

Significance
Stated on
cover letter

No clues,
Hints or
suggestions

Adequate
number of
alternatives



OBSERVATION

METHOD

Arihant Education Foundation's

Arihant College of Education

Name of the Student: JESSICA PATHAK

Roll No: 09

B.Ed. 204(09): Introduction to Educational Research
Practical: - Seminar on any one unit of 204(09) Course

Name of Topic: OBSERVATION METHOD
EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

No.	Criteria	5	4	3	2	1
1	Preparation of PPT					
1.1	Content Relevance to the topic	✓				
1.2	Adequate No of Slides	✓				
1.3	Proper use of Space on slides		✓			
1.4	Attractiveness & Neatness		✓			
1.5	Creativity / Innovativeness		✓			
2	Presentation of PPT					
2.1	Style of presentation	✓				
2.2	Discussion and defense		✓			
3	Report Writing of Seminar					
3.1	Objectives of topic and References (Handwritten)		✓			
3.2	Content Details(Handwritten) +PPT Handouts	✓				
3.3	Student Teachers Reflection		✓			
	Total Marks (50)	20+24 = 44				

Name of Guide: Ms. Chaitali Sinha

Sign of Guide with date: G. Sinha 6/5/23.

Declaration

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Chaitali Sinha. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: J. Pathak

Date: 04-05-23

OBJECTIVES OF TOPIC

- To understand the meaning and definitions of observation method.
- To identify the need of this method.
- To understand the types of observation method.
- To explore the different merits and advantages of observation method.
- To identify the limitations, demerits and disadvantages of the observation method.

REFERENCES

- Introduction to Educational Research
(2014-09) Textbook
- <https://www.cdc.gov/brief16.com>
- <https://www.yourarticlelibrary.com>
- <https://www.aplustopper.com>

MEANING

Observation is a tool of research that deals with the overt behaviour of persons in appropriate situations controlled or uncontrolled. It is not haphazard or unplanned. It is expert, purposive, systematic, carefully focused and thoroughly recorded. For accuracy in measuring and recording, tools such as checklist, and score-card or some other inquiry forms are utilised along with cameras and tape recorders.

DEFINITIONS

1] CA. MOSER (1958)

"Observation can fairly be called the classic method of scientific study. In the strict sense, observation implies the use of eyes rather than of the ear and voice."

2] P. V. YOUNG [1977]:

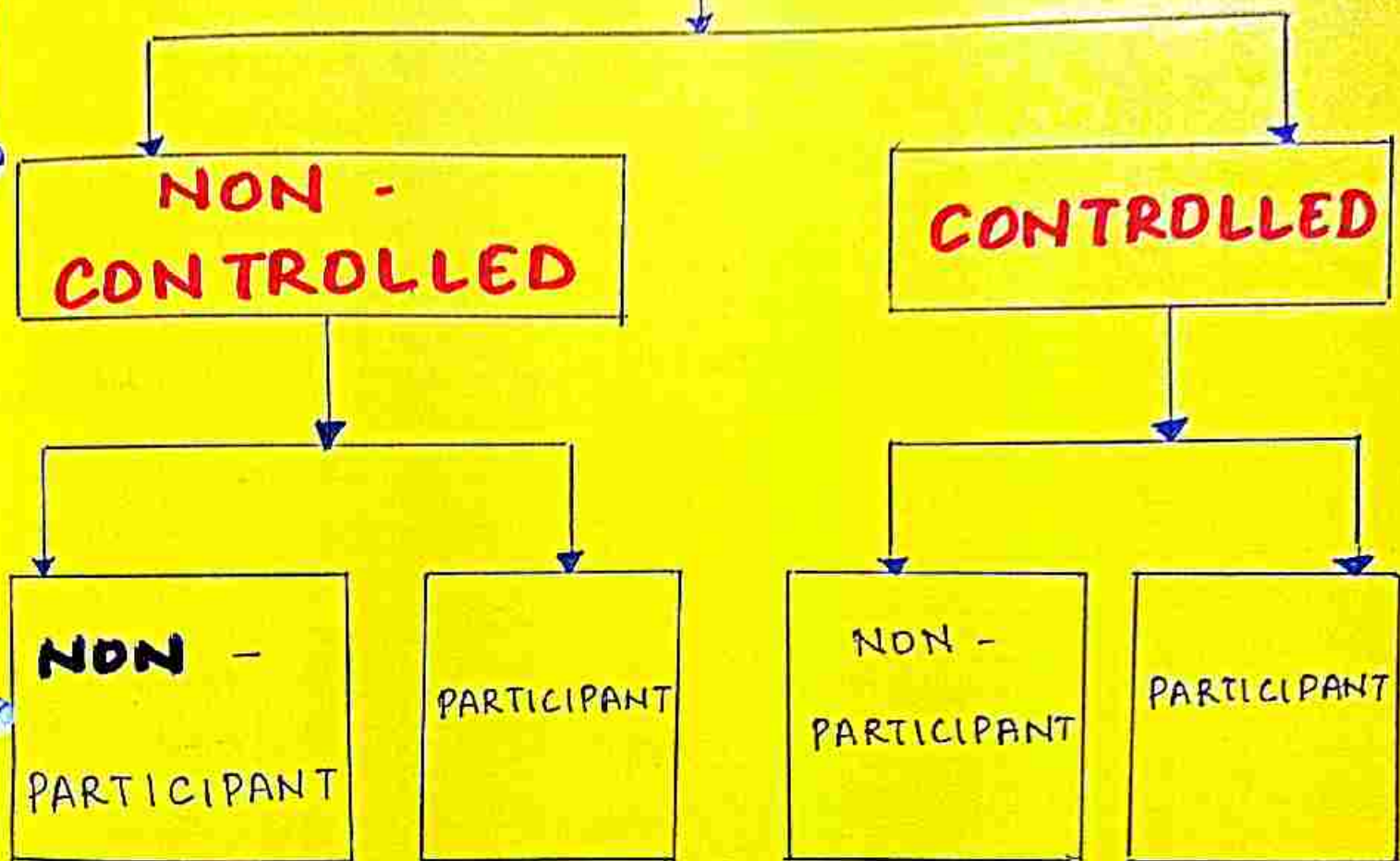
"Observation may be defined as systematic viewing, coupled with consideration of the seen phenomenon, in which main consideration must be given to the larger unit of activity."

NEED

- 1] The need to identify and guide relationships with informants.
- 2] Need to the researcher for getting the feel for how things are organized and prioritised, how people inter-relate and what are the cultural parameters.
- 3] Need to show the researcher what the cultural members deem to be important in manners, leadership, politics, social interaction and taboos.
- 4] Need to the researcher becomes known to the cultural members thereby easing facilitation of the research process.
- 5] Need to provide the researcher with a source of questions to be addressed with participants.

TYPES

OBSERVATION



TYPES

1] NON - CONTROLLED OBSERVATION

In this method, we observe the events in their natural setting, which are free from any extra influence, control or guidance. The subject is left free to act and behave under no interference.

A] Advantages of Non-Controlled Observation

- This type is very useful for studying behaviour in social science.
- Also, it may be the need of our study to be conducted in its natural way without any control.
- The observer visits the place of occurrence of events for observation.

B] Disadvantages of Non-Controlled Observation

- This type may get affected by personal biases as there is no check over observers.
- The results of observations may differ because different observers may observe differently thereby questioning the objectivity and reliability of data.
- This is further classified into two groups:
 - Uncontrolled Non-Participants
 - Uncontrolled Participant.

c] Types of Non - Controlled Observations

a) Uncontrolled Non - Participant Observation

Here, one observes not only the physical aspects of the community, but also the social atmosphere, the symbiosis (living together) and the effects of living in such a social group. They observe from a distance. They are not a part of the group and even do not try to influence the activities of the subject.

b) Uncontrolled Participant Observation

In this type, the researchers take part in the activities of the group under investigation. But it is not necessary to give their identification to the group.

2] CONTROLLED OBSERVATION

It is known as systematic observation. There are definite pre-arranged plans, which might include considerable experimental procedure. We take the help of various tools like one-way screens, mirrors, movement recorders and sound recorders. Data is collected by exercise control over the phenomenon and observation.

A] Advantages of Controlled Observation

- 1] This method is very simple and easy as the investigator is required to go to the field and observe the phenomena.
- 2] This type of data ensures greater accuracy.
- 3] It is helpful in framing Hypothesis.
- 4] The validity of the data can be proved.

B] Disadvantages of Controlled Observation

- 1] When we visit the field to study the behaviour, we may be attracted by some striking features of the same.
- 2] The observers view the phenomena often in light of their cultural background the reliability of information.
- 3] The phenomenon is to occur at its own speed. It is a slow process.
- 4] Erratic behaviour of our sense organs may affect the observation.
- 5] Psychological investigations have proved that our state of body and mind is the control factor.

MERITS

1) Observation forms the Basis of any Scientific Enquiry.

It is the primary mode of acquiring knowledge about the environment. Through systematic observation and a process of induction, the investigator forms hypothesis.

2) Carefully Scrutiny and Evaluation

The results obtained through other scientific methods need to be in conformity with the outcomes of skilled observation and needs to be carefully evaluated and scrutinised.

3) Helps to Get Real Picture of Behaviour

The experimental and other laboratory based methods study behaviours under artificially controlled conditions.

4) Helps to Understand Accessed and Proper Phenomena

Certain phenomena can be accessed and properly understood only through observation.

DEMERITS

1] Little control over the situation
The major problem with observational methods is that the investigator has little control over the situation he is interested to observe.

2] Time Consuming and Labour Intensive
In many cases, the observer has to wait until the appropriate event takes place. Some types of observations are time-consuming and labour-intensive.

3] Observer - Bias

Observer-bias is one of the important problems in observational research. The personal philosophy, attitudes, beliefs, convictions and sometimes the personal interests of the observer are most likely to colour his perception of the event.

4] Affects by Process Itself

The observer himself during the course of observation may be affected by the process itself. His initial neutral disposition may be affected and distorted during observations.

REFLECTION

08/05/2022

After completing this practical that is seminar on Observation Method, I got to know the different tools and techniques with the help of which Educational Research can be conducted.

Observation method is a tool which is used universally and it can be used anywhere, anytime and by anyone who wishes to conduct a research.

As a teacher, this technique will be very useful to me to study child behaviour and to help my students through observation. As teachers, need to constantly keep a watch and observe the behaviour of the students, this practical equipped me with different steps, merits, demerits and the different types of observation that I will be able to use in my classroom.



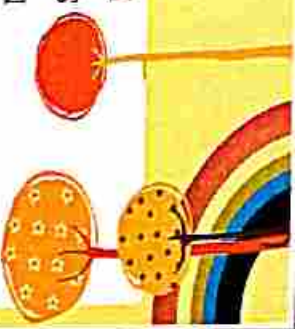
204

**INTRODUCTION TO EDUCATIONAL
RESEARCH**

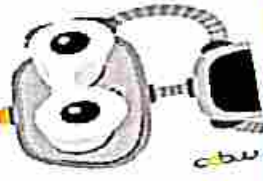
NAME: JESSICA PATHAK

STD: S.Y B.ED

ROLL NO: 09

**OBSERVATION
METHOD**




INTRODUCTION

- In simple terms, viewing or seeing.
- Commonly used in behavioral science.
- Process of recording the behaviour patterns of people, objects or occurrences without interference.
- Oldest and most used method of research
- Widely used by school teachers and counsellors.

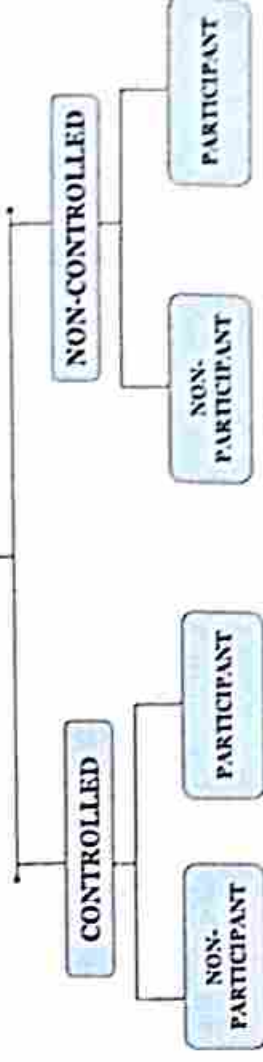
Definitions

- C.A Moser
"Observation can fairly be called the classic method of scientific study. In the strict sense, observation implies the use of eyes rather than the ear and voice."
- Koul
"Observation is the process in which one or more persons observe what is occurring in some real life situation and they classify and record pertinent happenings according to some planned scheme."

WHY TO OBSERVE?

- Allows the researcher to study people in their natural surroundings without any external influence.
- Allows to observe in both controlled and uncontrolled situations.
- It is not haphazard or unplanned.
- Expert, purposive, systematic, carefully focused and thoroughly recorded.

TYPES OF OBSERVATION



1. NON - CONTROLLED OBSERVATION

- Events observed in their natural settings.
- Free from any extra influence, control or guidance.
- Subject is let to free to act and behave.

ADVANTAGES

- Useful for studying social science.
- Study can be conducted in a natural way.

DISADVANTAGES

- May get affected by personal biases.
- Observations may differ in case of multiple observers.



TYPES OF NON - CONTROLLED OBSERVATION

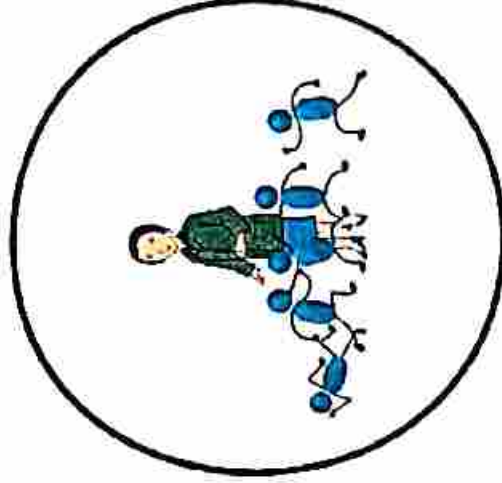
- a. Uncontrolled Non - Participant Observation
 - Observation of physical and social atmosphere.
 - Observation from a distance.
 - They are not a part of the group and do no influence any activities or subjects.
 - Observer is unattached, impartial and objective.

b) Uncontrolled Participant Observation

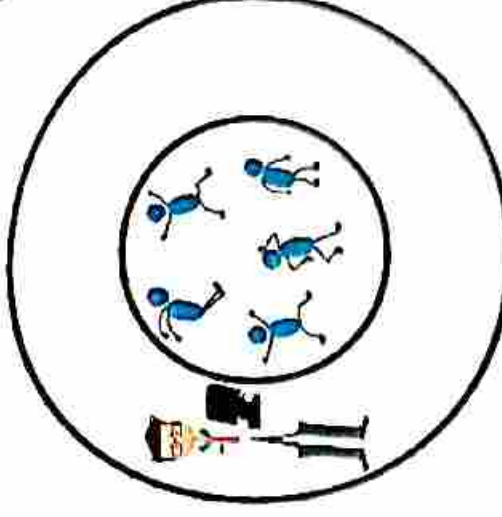
- Observer takes part in the activities of the group.
- Identification can remain anonymous and disguise themselves.
- Natural, spontaneous picture of the subjects as they are not aware of the presence of the observer.
- Cannot be always used.



Participant observation



Non-participant observation



2. CONTROLLED OBSERVATION

- Also called as systematic observation.
- Definite pre-arranged plans, might include experimental procedure.
- Eg. Child behaviour
- Precise, accurate and objective data.
- Devices used: one-way screens, mirrors, movement recorders and sound recorders.



a) ADVANTAGES

- Simple method
- Greater Accuracy
- Helpful in forming hypothesis
- Validity of information

a) DISADVANTAGES

- Attraction by appealing features
- Culture bias
- Slow process
- Enable behaviour of our sense organs

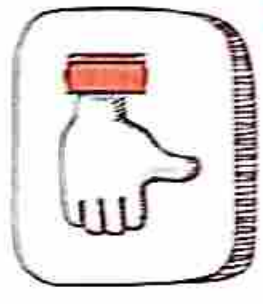


MERITS OF OBSERVATION



1. Simplest Method
2. An Universal Method
3. Helps to get a real picture of the behaviour
4. Less cooperation of the respondent is needed
5. High Accuracy

DEMERITS OF OBSERVATION



1. Little control over the situation.
2. Time consuming and labour intensive
3. Observer bias
4. Observer may influence the phenomenon
5. Expensive



ARIHANT EDUCATION FOUNDATION

NAME OF COLLEGE: Arihant College of Education
 EXAMINATION: Written Test
 COURSE NO.: 204 (09)
 COURSE NAME: Introduction to Educational Research
 ROLL NO.: 09
 DATE: 13-04-2023
 INVIGILATOR'S SIGN: [Signature]

Q.NO.	01	02	03	04	05	06	07	08	09	10	Total Marks (In-Figures)	Total Marks (In-Words)	Signature
Marks Obtained	12	11	13	13	13	—	—	—	—	—	62 80	62 Sixty Two	[Signature]

(Start Writing From This Page)

Q.1. [Ans: 1] REVIEW OF RELATED LITERATURE:
 Review of Related literature is an account of the findings of a research conducted by someone other than the person writing the review. It includes the summary, strengths and weaknesses of the research. It is secondary and not original.

* SOURCES OF REVIEW OF RELATED LITERATURE.

1. PRIMARY SOURCES:

Primary sources provide first-hand evidence. It is written by the person who is the original author and who has experienced the event or conducted

research himself.

2. SECONDARY SOURCES

Secondary sources are the second-hand evidence. It is written on primary sources, by someone who has not experienced the event. One event can have more than more secondary sources. It makes it easy to understand the complex original work of the author. Review of related literature is a secondary source of knowledge.

3. OTHER SOURCES :

i. Encyclopedia

Encyclopedia provides a lot of knowledge on different subjects and fields. It helps to understand and gives information of different topics.

ii. Specialised Dictionaries

Specialised dictionaries provide meanings on complex words, terms related to research. It is very useful and can be referred by researchers while conducting their research.

(iii) Books.

Different books can be referred before research. It gives a lot of information on preferred topics. It is easily accessible and can be referred by anyone.

(iv) Dictionaries, Textbooks.

Textbooks of different subjects and dictionaries of people can be referred.

(v) Biographies.

Biographies of different historical persons, who have been great researchers and the people we might need to quote can be very helpful and insightful.

(vi) Periodicals

Periodicals are issued weekly, monthly, bi monthly, quarterly, yearly etc. They are publications which gives updated knowledge. Researchers can stay abreast of upto date knowledge with the help of periodicals.

(vii) Almanacs, Yearbooks, Guides, Handbooks.

The different above publications are a great source of knowledge. Almanacs provide miscellaneous information.

about different topics, Yearbooks provide information on major topics. Guides gives information of upcoming and in current publication.

Viii) Newspapers.

Newspapers are a great source of knowledge. It gives information which is current, authentic and true. It talks about varied topics and is very easily accessible.

ix) Internet.

Internet and various websites in it provide information on different researches. Some researches publish their research and findings online which can be referred by anyone who needs it.

x) Research Information Centres.

These centres provide a lot of authentic information on different researches conducted by different people.

xi) Government Websites / Source.

The Government also publishes a lot of research information which can be reviewed.

* Need and Importance of Review of Related Literature.

- 1) Avoids Unintentional duplication
Review of related literature helps the researcher to avoid the topics and questions on which there are already valid and positive findings. It avoids repetition.
- 2) Avoids unfruitful research methodologies.
It helps to understand which tools, methods and techniques are fruitful and will not result fruitless. It helps to know which tools are valid and most useful.
- 3) Gives Recommendations.
The most important need of reviewed literature is that it gives different recommendations to the person conducting research.

1) Great source of knowledge
It is a great source of knowledge for people to refer and review. It provides necessary inhand information to the researcher.

2) Cheap Inexpensive source of knowledge.
It provides knowledge which is easy and not expensive to attain.

Q2)

Ans: 2)

ACTION RESEARCH

This term was given by Stephen M. Corey. He thought that teachers who are the closest to children can bring about effective changes in the educational institution.

Action Research means the systematic application of scientific method to solve educational problems.

It means to find solution to problems relating to an educational institution by using scientific methods. It is a new and popular research method relating to educational research.

* Uses of Action Research.

1. Action Research is used to improve the efficiency of an educational system/institution.
2. It is used to improve the effectiveness of different teaching strategies, techniques, tools or material teaching-learning aids.
3. It is used to inculcate scientific

thinking in teacher as well as students.

4. To improve the administration of educational institution.
 5. To improve spellings, vocabulary and avoid spelling mistakes of students.
 6. To decrease the rate of copying in an examination.
 7. To understand the reasons and work towards the decrease in drop out rates, students coming late to school.
 8. To understand and work towards the difficulties of students facing in different subjects.
 9. To help the poor students and provide different facilities.
 10. It is used to make the school environment a healthy environment conducive to learning.
- * Use of action Research in my day to day teaching.
- If I want to use action research in my teaching I will follow the steps of action research.

Identification of Research Problem / Question

Finding out the causes

Finding the probable reasons

Formulating Hypothesis

Testing the Hypothesis

Follow-up

If I find out in my English class that the handwriting of my students is very bad and I want to improve it, I will do it in the following ways:

* Identification of the Problem.

If I want to find out how many students are suffering from bad handwriting I will take a test of writing a paragraph to gauge their handwriting. If more than 50% have bad handwriting I will decide to conduct a research. I will define the problem question by dividing into class, period, subjects etc.

Research on Improvement of English Handwriting of Grade 6 students.

2. finding out the causes...
after identifying the problem, I will find out why the causes: Eg
 - No proper benches
 - No proper books
 - No proper writing tools etc.
3. find out probable reasons.
The reasons will then be found out:
 - No proper writing specimen before
 - The previous English teachers
 - No cursive writing practice etc.
4. Formulating Hypothesis
Hypothesis means finding out a probable solution. I will then find out different ways / techniques in which I can help the students improve their English handwriting.
5. Testing Hypothesis
If I select the hypothesis, eg using a cursive writing book and making students practice it, I will then test it.
I will make students practice it daily and after a few days I will again take

a test to find out if
it was successful or not.

6. Follow up. I will then compare
the test taken at the initial
stage and the test at the
final stage. If the handwriting
has improved significantly, I
will use it and if not, I
will find new activities to
improve their handwriting.

11

HISTORICAL METHOD OF RESEARCH.

a. CONCEPT

Historical method of research is the study of past events to understand the present and to help predict the future. The past events, sources of history, documents are studied to understand and to throw light on the present.

In education, this research is also important to study the educational history and to find solutions to present contemporary educational problems.

It helps to find out where the root of the problem is and how we can change it in the present and not repeat in the future.

b. NEED

1. To understand the past

Historical method of research helps to understand the past and to know what and how things went wrong.

2. To predict the future to some degree. Understanding the past helps to predict and to some degree helps to

control the future.

3. To solve educational problems.
By understanding the root of the problem, this method helps to find solutions to some modern, contemporary educational problems.

4. Link between present and future.
History is the link between present and the future. Study of history is important to understand the present and to predict future.

5. Brings different etc forgotten cultures into light.
Deep historical research helps to bring into limelight the different cultures and traditions that prevailed in India. A study of the above can prove to be beneficial.

6. Opens up different fields of study.
It can open different fields like archaeology, manuscriptology, numismatology, palaeography, study of inscriptions etc.

C. LIMITATIONS.

1. The sources of history can be very difficult to find. Since, experimental method cannot be used, researchers have to depend on artifacts, documents, reports to find information.
2. Information can be highly unreliable. There is no way to prove with certainty that this or that happened for sure without any concrete evidence.
3. The researcher may have to travel to different destinations to find the information.
4. Writing a report is a very lengthy and tedious job. It includes the chain of events and has to follow a accurate timeline.
5. It can be an expensive research method because the historical artifacts are not easily available.
6. All in all, historical research method is a very lengthy process and the researcher may find roadblocks and will have to wait for the next information.

d. STEPS

1. Selecting and defining the problem.
The problem/question/topic and will be identified and defined in a statement in simple words.

2. Collection of Data
The data required will be collected through different sources.

- Primary Sources
Primary sources are sources which provide first-hand information about an historical event. It is true, authentic and reliable.
Eg: artefacts, diaries, letters etc.

- Secondary Sources
Secondary sources provide second-hand information about an historical event. It is written by someone who has not experienced the event.
Eg: book reviews, duplicate painting of mona lisa, ~~auto~~ biographies etc.

3. Criticising the data.

The data which is collected is then criticized by the researcher. There are two types of criticism.

- External Criticism
- Internal Criticism.

* EXTERNAL CRITICISM

~~Exter~~ External Criticism tests and finds out the authenticity of the sources/ data. It finds out how true, genuine, authentic and reliable the data is.

* INTERNAL CRITICISM

Internal criticism finds out the validity of the data. It tells how ~~worth~~ the worth the data is going to be in the research and how useful will it be.

4. Interpreting the Data

The data and its findings will be interpreted in simple words.

5. REPORT WRITING

The last step will be report writing. The researcher has to be very careful while he is generalising and all the information should be correct and accurate.

Q47
Ans 47

QUESTIONNAIRE

Questionnaire is a method of finding information by asking questions and recording the answers.

a. Characteristics of good questionnaire

1. A good questionnaire is always short and to the point, it is not lengthy.
2. Neatly arranged and numbered.
3. The questions range from simple to complex.
4. It provides information about the questionnaire at the beginning or on the cover page.
5. It provides multiple answers/options to select from.
6. It should be unbiased.
7. It should not provide clues, hints, suggestions for answers.
8. Legible and clear to understand.
Easy to understand.

ARIHANT EDUCATION FOUNDATION

COLLEGE: Arihant College of Education
 SECTION: Written Test
 DATE: 20/01/2024
 TOPIC: Introduction to Educational Research
 ROLL NO.: 09
 DATE: 13-11-23
 INVIGILATOR'S SIGN.: _____

PAGE	01	02	03	04	05	06	07	08	09	10	Total Marks (In- Figures)	Total Marks (In- Words)	Signature
10/10													

(Start Writing From This Page)

1. It should not contain any spelling / grammatical questions.

10. It should seek information related to the topic only.

11. It is duplicated / printed.

b. MERITS.

1. It covers a wide range of population at a time.

2. It is inexpensive as the same tool is used to ask questions.

3. It saves time and efforts. After preparing the questionnaire, the researcher only has to give it to the people.

4. It is an effective tool of seeking

information. It is anonymous and hence can seek unbiased answers.

5. Different types of questionnaires can be used to obtain information.

Eg. Pictorial questionnaire can be used for children and illiterate people.

c. DEMERITS.

1. The information can be unreliable because the person solving it might not have complete knowledge.

2. It can be time-consuming to prepare the questionnaire.

3. All the questions relating to the topic might be impossible to cover in the questionnaire with fear of making it too long.

4. The person solving it at times may leave it incomplete.

5. Sometimes people will tick answers just for the sake of solving it.

6. It can sometimes be expensive.

especially if it is not online, printing costs might be costly.

Guidelines

Valid

The questionnaire should be valid. It should be useful in seeking information.

Authentic

all the questions should be true and genuine.

3. It should not be long.

4. It should contain questions essential to the topic only.

5. Questions should range from simple to complex.

6. The cover page or the beginning should have information about the questionnaire.

7. A proper questionnaire should not contain any clues or hints to obtain unbiased opinion.

138 13. It should be numbered and neatly arranged in order.

$$5 \quad 3\frac{1}{2} \quad 3\frac{1}{2} \quad 3 \quad 3\frac{1}{2} = 13$$

Q3. Write notes.

Ans: f. Characteristics of Educational Research.

1. A Sound Philosophical Basis.

Educational Research requires intelligence, common sense and a sound, competent philosophical basis.

2. Inter-disciplinary Approach.

It does not study only elementary or isolated facts. It studies the complex relationships between more than two variables.

3. Not ^{only for} specialised field.

Teachers or anyone can conduct educational research. It doesn't only have to be a specialised person with a specialisation in educational research.

4. Not a mechanical process.

Educational research is not a mechanical process. It is conducted by people who wish to explore and make better changes.

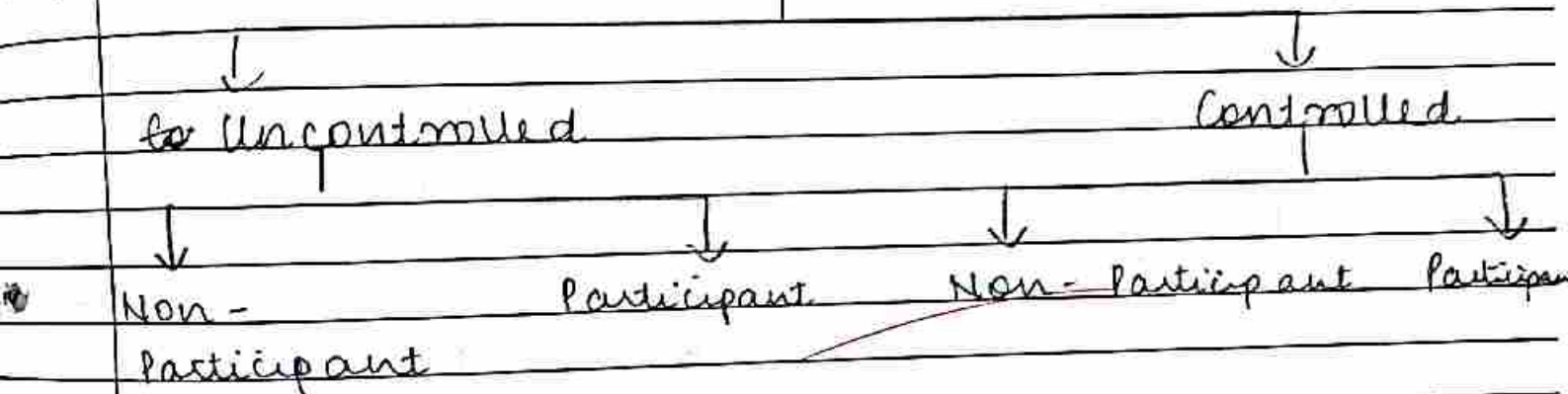
b. Inexpensive method.

i.e. students, some tests, writing material is required to conduct research. It is not expensive.

c. Desires to do things better.

It strives to bring changes for the better, to improve educational system, tools, techniques and increase the effectiveness of teaching-learning process.

Ques b) TYPE S OF OBSERVATION



1. UNCONTROLLED OBSERVATION

This type of observation is done in the natural settings without any interference, disturbance or changes. The observer observes everything without interfering. It happens naturally and the subject is left alone to do as he wishes.

i) Non-participant

A non-participant is an observer who does not take part in the life of the subject. He will observe everything from a distance and not partake into anything. It helps to remain objective and unbiased.

ii) Participant

A participant is the one who takes part in his research. He will often do it in disguise so that the people around him act naturally and he can observe people in their natural settings.

2. CONTROLLED OBSERVATION

A controlled observation is where the research is carried out in a controlled environment. All the aspects of the research are controlled and it does not take place naturally. This type of observation is more reliable and likely to provide fruitful results/findings.

EXAMPLES.

a) Uncontrolled Observation

If a teacher wants to observe a child's discipline on the playground, gauge his natural behaviour with his friends, she will use uncontrolled observation. She will observe the child's behaviour from a distance without any interference.

b) Controlled Observation.

If an Indian soldier wants to observe the Pakistani terrorist's activities closely, he will infiltrate their territory, disguise himself as them and carry out the observation.

NEED OF SURVEY METHOD.

Survey method means to obtain information through different tools like questionnaire, interview etc.

1. Survey method is needed in educational research because it helps to understand the different opinions of people.

2. All the participants in the educational system like students, parents, teachers can be asked questions to gain their opinions.
3. It is helpful in bringing out much needed changes in the educational system.
4. It is needed to understand the effectiveness of any teaching strategy, learning tool.
5. It improves the educational system because the answers can be used.
6. An effective tool and to an extent inexpensive to conduct research.

3.

Arihant Education Foundation's
ARIHANT COLLEGE OF EDUCATION (ACE) (B.Ed), PUNE

Examination : Tutorial / First Team
 Roll No. : 09

Roll No. (In words) : Nine

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Paper No. : 204

Section No. :

Subject Name : Introduction to Educational Research

Invigilator's Signature :

Q. No.	01	02	03	04	05	06	07	08	09	10	Total Marks	Total marks In words	Signature
Marks Obtained :													

(Start writing from this page)

RATING SCALE

A rating scale is an effective tool of data collection. The people can rate their answers and give their opinions in an interesting way.

TYPES

i) Numerical Rating Scale

A numerical rating scale ranges the answers from 0-10 or 10-0. It used numbers and the person has to encircle / tick the number.

- 05 - Excellent
- 04 - Very Good
- 03 - Good
- 02 - Average
- 01 - Poor

2. Graphical Rating Scale
 A graphical rating scale uses vertical/horizontal lines for answers, in joined or separated segments. It is very popular.

Good V. Good Excellent Exemplary

Good Very Good Excellent Exemplary

3. Tabular Rating Scale
 This rating scale is in the form of a table and different criteria is given.
 Eg:

	01	02	03	04
Good		✓		
Very Good			✓	
Excellent	✓			
Exemplary				✓

4. Guess - who

Guess who is a game where the qualities / criteria are spoken aloud and the children take the name of the person who fits the criteria.