

REPORT ON THREE DAYS' NATIONAL WORKSHOP

ON

"QUALITATIVE RESEARCH IN EDUCATION"

held on

23rd - 25th of September, 2019

ORGANIZED BY

SCHOOL OF EDUCATION

Under the

**CENTRE FOR PROFESSIONAL DEVELOPMENT OF
TEACHER EDUCATORS (CPDTE), PMMMNMTT**

CENTRAL UNIVERSITY OF GUJARAT

Sector – 29, Gandhinagar

Gujarat – 382030

India

RATIONALE OF THE WORKSHOP

Qualitative research is a scientific method of gathering non-numerical data. It provides some real insight to thoughtful research practitioners to explore finer nuances of qualitative techniques. Therefore, deeper understanding in the qualitative research is required for the educators for better understanding of research in the field of education.

OBJECTIVES OF THE WORKSHOP:

- To enrich the knowledge of the qualitative research paradigm in the field of education.
- To design and development of qualitative research proposal.
- To provide hands-on experiences in qualitative analysis of data.
- To familiarize about qualitative research reporting.

NUMBER OF BENEFITED PARTICIPANTS: 31 Participants

Out of 30 participants, 19 participants were from outside the Central University of Gujarat (CUG), 4 faculty members of CUG and 8 participants were from school of education, CUG.

INAUGURAL SESSION

Mrs. Jaya Mrinalini, PhD Scholar, School of Education, Central University of Gujarat welcomed all the dignitaries and chief guests on the dais. The ceremony started with the ‘Saraswati Vandana’.

Prof. H.B. Patel, PMMMNMTT, Project Director and Dean, School of Education, Central University of Gujarat presented a token of love and appreciation to honorable Prof. D.R Goel CIET- NCERT New Delhi.

Dr. G.R Angadi, PMMMNMTT, Project Coordinator and Associate Professor, School of Education, Central University of Gujarat presented the same to Prof. S.C Panigrahi, is a Professor of Education, Department of Education, Centre of Advanced Study in Education (CASE), Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara

Dr. Jaynendra Amin, Associate Professor, School of Education, Central University of Gujarat presented the same to Prof. Dibakar Sarangi, Associate professor of Education in Orissa Education service and currently serving in Dr. PM institute of Advance studies in Education in Sambalpur (Orissa), Sir has total 27years of experience in the field of Teacher Education in Mathematics and Science Pedagogy, Educational Technology , TV and computer aided learning, educational research both qualitative as well as quantitative etc.

WELCOME ADDRESS BY PROF. H. B. PATEL

Prof. H.B. Patel was invited on the dais to give his blessings. He welcomed all the dignitaries, faculties and participants from various universities and colleges. He introduced briefly about the project of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT). He also discussed the two centers “Centre for Policy Research in Education (CPRE) and Centre for Professional Development of Teacher Educators (CPDTE) which is run under this project by School of Education, Central University of Gujarat.

After that Mrs. Jaya Mrinalini, Ph.D. Scholar, School of Education, Central University of Gujarat invited Dr. Shilpa Popat Assistant Professor, School of Education, Central University of Gujarat on the dais for introducing Prof. D.R Goel.

Dr. Shilpa Popat welcomed all the dignitaries present there. She gave brief introduction about the qualitative research its methodology and how data analysis is being done.

Dr. Shilpa Popat introduced Prof. D.R Goel, he has served so many committees and commission at national level as well as international level. He was the western regional chairman of NCTE. Currently he is working as professor – Educational Technology, CIET- NCERT, New Delhi especially in the field of Educational Technology. Sir is the pioneer of developing the taxonomy of educational research. He has expertise in both qualitative as well as quantitative research

INAUGURAL ADDRESS BY PROF. D.R. GOEL

Prof. Goel has started the session by defining life. Life is defined by choices and actions and neither by degrees. Sir discuss about what is quality. It means standard and values. The attribute value of entity together helps us to define the quality. Sir explained that when we are in the realm of social sciences we talk about psychometric techniques which mean to scale the social reality.

It is the result of social experiment- generalizable to the extent that lack conditions approximately match the natural setting. He also explained about the difference between the quantitative and qualitative research and many other concepts like phenomenology, holistic enquiry, symbolic interaction, grass root theory, sampling observation interview, group discussion, and triangulation and Grounded theory. He further explains that on the basis of values we make hypothesis and reason is more important than hypothesis. Furthermore, Sir focused upon naturalistic enquiry, it means that, in order to study a phenomenon we should enquiry in natural setting. The ultimate aim of education is the development of universal being.

At the end he concluded that qualitative research- it takes us to make one verse "I like the way my teacher live and I like the way my teacher died"

Then Dr. Shilpa Papat gave thank you letter to Prof. D R Goel

While concluding the inaugural session, Dr. Y. Vijayalakshmi, Assistant Professor, School of Education, Central University of Gujarat offered a vote of thanks to all the dignitaries, guests, and audience present over there.

DAY-1: SESSION-I

Ontological and etymological assumption quantity and qualitative research

The session began with the concept of what is knowledge? It means something what we experience. Knowledge is any meaningful information which is useful. Then, the discussion started on the question - what is information? It means facts, Information put in different context, and meaning gets changed. Therefore all knowledge can be information but all information cannot be knowledge. Knowledge that is rationally justified and empirically verified that is accepted as a valid knowledge.

Sir, further explained about "The Allegory" by Plato in which he says that knowledge gained through sense is no more than an opinion and that is borrowed. To have real knowledge we must gained it through what you empirically experience.

According to Sir, knowledge is not fragmented it is singular and it can be different. In philosophical literature we get different meaning of knowledge eg: Anuman (logical inferences). It has certain steps:

1. Pratighya
2. Hetu
3. Dishtang
4. Ubonayag
5. Nigam

Qualitative research originated from the idea that there is always the unity of knowledge and therefore as a researcher it should be a primary duty to capture that unity of knowledge (integrated and holistic knowledge).

This was followed by the distinction between knowledge gained through scientific means and knowledge gained through social sciences. Knowledge shows cause and effect relationship, It should be verifiable, observable, parsimony, describable and generalizable.

Sir, also talked about objective and subjective way of reality. Further explained it with an example. Later on he explained about Nomothetic research means general laws and principles that governs the universe. Idiographic research means when a researcher tries to explain social setting and then try to understand how human .Sir also explained about objective and subjective views of reality:

Subjectivists assumptions	Bases	objective assumptions
Nominalism	Ontology	Realism
Anti-positivism	Epistemology	Positivism
Voluntarism	Human nature	Determinism
Idiographic	Methodology	Nomothetic

This was followed by the question from the participants. At the end the session ended for the lunch.

DAY-1: SESSION-II

Overview of Qualitative Research Methodology (Various Standards)

The second session was conducted by Dr. Dibakar Sarangi, Associate Professor of Dr. PM Institute of Advanced study in Education, Sambalpur University, and Odisha.

It was conducted between the time slots of 2.30 to 4.00 pm on Overview of Qualitative research methodology. The session was conducted with the help of a power point presentation and every point was explained in details.

The first slide consisted of understanding of qualitative research and how it shifts from attitude to behaviour in function, research intuition and imaginary reflections. The subjectivity of the researcher was discussed along with the findings for the research like themes, concepts, insights of the work and the understanding of the topic.

The second slide consists of the ethnography. The topic was explained through an example on the study of a cultural group/ social sub group. The focus of the study was on the observable shared pattern of behaviour and life practices. The variants were realist ethnography v/s critical ethnography.

The third slide consisted of the key elements discussed were long term field emersion, extensive observation, field work, field notes, data gathering and writing simultaneously. The research process should not be linear and the stages should not be overlapping.

The fourth slide discussed about what makes an Ethnography Educational. The analytic emphasis was on formal and informal arrangements and the contribution was on socialization or enculturation of members and on modes of knowledge transmission and practices of pedagogy.

The fifth slide consists of the generation of theory from data through grounded theory. The focus was on explaining an action, interaction or a process in terms of an abstract analytical scheme of a phenomena or underlying theory.

The sixth slide showed the difference between positivist variant by Barney Glaser which spoke about truth independent of research context, post positivist by Anselm Strauss and Corbin which spoke about socio cultural context and social constructivist by Bryant and Charmaz which spoke about relative and multiple truth.

The seventh slide consists of key elements of grounded theory like no preconceived theoretical framework, data gathering and analysis simultaneously; open coding and constant comparison and theoretical and discriminated sampling.

The eight slide consists of Phenomenological Inquiry which looks for the essence of lived in experience. The two variants discussed were: Social Phenomenology and Psychological Phenomenology. Social phenomenology focused on group experience through social interaction and life experiences. Psychological Phenomenology aims at identifying intentionality of mental concepts on an individual who lived through a phenomenon under research.

The ninth slide consists of key elements in phenomenological inquiry like long in depth interview augmented by researcher's reflection, epoch, phenomenological reduction and intuition and imagination.

The tenth slide dealt with the narrative enquiry for explaining the shaping of a person in society. It looks into the complexities of life experiences consisting of the tensions and contradictions within individual's life experiences. Variants are: biography, life-history, student narrative and theory oriented narrative.

The last slide described the key elements of The Narrative Inquiry where researcher is a learner. Construction, deconstruction and reconstruction are the three steps of dealing with individual's life experiences.

DAY-1: SESSION-III

Study of Sample-Qualitative Research Studies

Five groups were made and a time of half an hour was provided with distributing of pamphlets on some studies. 10 minutes was given to every group to explain on any one of the studies and their views were discussed. At the end of the session the participants were given the home assignment.



Inaugural Address by Prof. D. R. Goel



Welcome Address by Prof. H. B. Patel



Dr. Shilpa S. Popat introduced Prof. D.R Goel



Group Photo after Inaugural Session

DAY-2: SESSION-IV

Group Work, Presentation and Discussion

The session commenced with lecture of Dr. Dibakar Sarangi, Associate Professor, OES who had revised the last session discussion of theoretical portion briefly. The original session started with the lecture of Prof. S.C Panigrahi, M.S University of Baroda. He mentioned the history of qualitative research which comes against the domination of quantitative research which has a long and distinguished history related to positivism, post-positivism, structuralism, interdisciplinary, trans-disciplinary, and it crosscuts humanities social and physical science. In the same time, the expert focused on criticism of qualitative research. He pointed out the qualitative research followed relatively minor methodology and there is a problem of relativity. He gave examples of his own research scholars' theses in order to discuss the topic. At the mean time Dr. Sarangi interact with the participants about the chapter of research orientation which includes personal values, attitudes, beliefs, reflexivity methodology, and subjectivity in data analysis.

Prof. S.C. Panigrahi highlighted the uses and importance of conceptual and theoretical framework. Dr. Sarangi supported to clarify both the concepts about where it is to be used, when is to be used and how to frame it in the design of research. Simultaneously the expert mentioned on research questions where he focused on basic questions and sub-questions. Apart from that, he also suggested about the uses of operational definition. At the time, Prof. Panigrahi emphasized on research design where he described about the populations and sampling strategies. He mentioned that unlike qualitative study, population and sample of quantitative study is rigid and unchanged.

At the last of the session, Prof. S.C. Panigrahi described in details about the data gathering procedure by dividing into four categories as well as he informed that data collection and analysis go simultaneously in qualitative research.

DAY-2: SESSION-V

DEVELOPING QUALITATIVE RESEARCH PROPOSAL

In this session the participants were divided into four groups followed by group discussion. Sir showed a tentative outline of doing qualitative research in education. A qualitative research proposal consists of two essential elements:

1. What the researchers want to learn about (the study's conceptual framework).
2. How this will be implemented (its design and methodology).

Sir showed the format that how to frame a qualitative research proposal along with its steps and further told the participants of each group to frame a research proposal according to these steps.

For example one of the groups framed a tentative qualitative research proposal on the topic:

Role of education in social mobility: A case study

At the end the home assignment was given to the participants.

DAY-2: SESSION-VI

Understanding Qualitative Data- Fieldwork, Field Note and Ethical Issues

After group work, Dr. Dibakar Sarangi, the facilitator for the next session discusses the nature of the qualitative data. He discussed the points by raising a question as what makes a qualitative data qualitative? To which he replied that a data collected in the form of verbal records, observations, documents, and visuals are said to be qualitative data. The nature of verbal data is found in the form of descriptions and narrations of personal experiences, feelings, perceptions, opinions, and knowledge obtained from the subject. Verbatim from the interview, focus group discussions, informal talks, and interaction with the subjects also constitute the qualitative data. However, not all descriptions constitute research data (excluding in discourse and conversation analysis). A researcher filters out statements in the form of data from description and narration. Then, the discussion went on the nature of observation data which mostly contain the different aspects of observable human behavior, different life practices/ethos, habits and, rituals. Documents data are mostly related to policy, practices, clinical data and excerpts extracted from different literature. Refining data is another important task which is done through the method of reflective methodology.

In the fieldwork for qualitative research, researchers are expected to be flexible enough to bring modification in their objectives and research question as per the observation. The nature of qualitative research is emerging in nature, therefore a researcher involved in collecting data for qualitative research need not be rigid in their approach. In Ethnography, a researcher needs to work with the subjects in their natural setting to encounter the phenomenon under study as and when it happens. First-Hand experience and insight into the phenomenon before and during the conduct of the study are required during the fieldwork of qualitative research. A researcher must involve in the formal as well as informal conversation and observation including the study of popular culture, related documents, etc. Therefore, fieldwork in qualitative research involves meeting the subject, getting them into research project including formal confidence and consenting.

Field Notes in qualitative research is an integral part of the qualitative research process. Field Notes are maintained as a record of the study procedure, process, and intermediate products. They are brief and clear notes of field observations, life practices, behaviors, interviews with reference to the day, time, situation, setting, etc. Field notes keep a record of all important events and information that are important to the purpose of your study. So, field notes are the main source of data and instrument of validation. Maintaining memos in qualitative research is quite critical to the process of data collection, analysis, and writing report. Memos are maintained to capture the meaning of actions, activities, behavior, remarks, and opinions of the subjects in the specific context of its occurrence. It also keeps tracks of researcher's emergent thoughts, speculations contemplations from time to time as they progress with their engagements with the study.

While conducting qualitative research lots of moral and legal challenges need to be considered. For example, while conducting ethnography we need to be careful while representing the community's culture, lifestyle, traditions, etc. There are several ethical considerations that need to be kept in mind while conducting qualitative research. When we don't disclose the purpose of our data collection to the participant it becomes a breach of trust. So, we need to take informed consent from the participant before collecting data from them. Maintaining the confidentiality of data is also important. The process of data collection in qualitative research is a tedious task, therefore we need to be more aware of the ethical issues.

DAY-2: SESSION-VII

Qualitative Data Analysis

Under the Excellency of Prof. S. C. Panigrahi, Qualitative Data Analysis was being explained to the participants participated across the nation. The expert had talked in detail on various components of qualitative data analysis. Expert had explained the components - i) Data Reduction, ii) Data Display, iii) Drawing and Verifying Conclusion of qualitative data analysis. Expert had tried to make participants understood by giving various relate examples of data writing – data reducing – coding of the analyzed data (coding). Expert had also emphasised and said that, coding is not only to retrieve the data but later on to reflect upon the collected data.

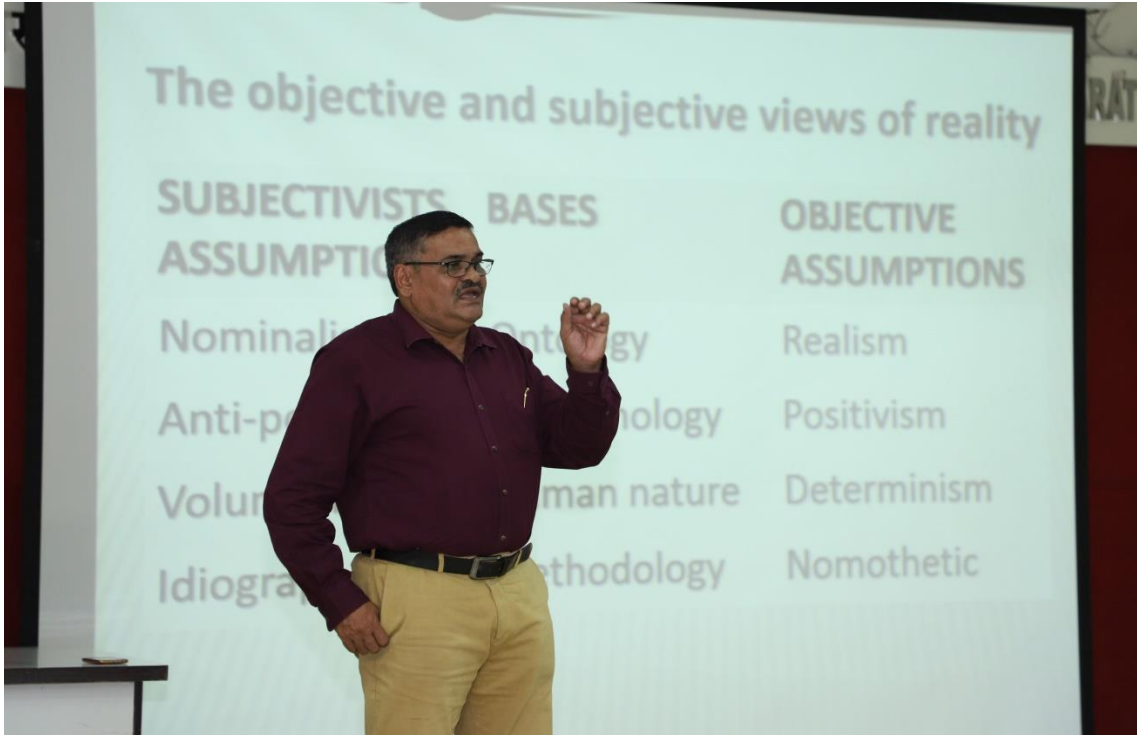
Expert had also shared the Do's and Don'ts while working on coding of the collected data.

Under the title of 'qualitative data analysis' expert had talked on the process of categorization of data and further added that, categorization does not involve assigning numerical codes.

DAY-3: SESSION-VIII

Qualitative Data Analysis

The session began with some discussions related to coding given to the participants by last session. Total eleven participants presented their coded data. The expert of the session, Prof. S.C. Panigrahi, Dept. of Education, M.S. University of Baroda, clarified the coding system in qualitative research giving several examples. The expert of the session took initiative to correct himself the codes presented by the participants. The experts also highlighted major points for the coding of qualitative data. He mentioned that 'Code the data on the basis of needs of research objectives/questions and code only those data according to need of the study'. He suggested not to interpret the collected data while coding it. He also focused to use appropriate and researchers own words for coding the data rather using established standard terminology. It was told to the participants to code the data as it is in the data without modification.



Session by Prof. S. C. Panigrahi



Group work by participants



Session by Dr. Dibakar Sarangi



Group discussion & presentation

DAY-3: SESSION-IX

Group Work on Data Analysis

The session started after tea break and it included an activity as well as a lecture on Coding, Content analysis and its different types. Prof. S.C Panigrahi, M.S University of Baroda commenced by explaining ‘Categorisation’ and its two types namely, Indigenous and analyst constructivist typologies. He also talked about classification that is, putting each group of data in a particular frame. It is a very difficult process. He quoted ‘more imagination leads to better analyses. He also focused on the concept and the types of content analysis. Different types of content analysis are summarizing, explicative and structuring. On the basis of the discussion, students were given an activity to read an abstract and to frame it into different types into content analysis.

DAY-3: SESSION-X

Discussion on Qualitative Report Writing

After the lunch break, sir start about the basic concepts of triangulation such as what does triangulation mean, when did it first introduced to the field of education have been discussed. To make triangulation understandable to the student’s sir has discussed various examples related to different types of triangulation. In 1959, triangulation was first introduced.

Next, sir has started a discussion about the type of triangulation

1. **Data Triangulation**- the use of a variety of data sources in a study.
2. **Investigator Triangulation**- the use of several different researchers.
3. **Theory Triangulation** – the use of multiple perspectives to interpret a single set of data.
4. **Methodological Triangulation** – the use of multiple methods of study in a single problem.

After introducing the four types of triangulation then sir discuss each type deeply. While talking about data triangulation sir has given the example of a school where the number of students present in the class was different from the actual number of students in class contained. Hence, both the data may vary due to various reasons. Sir informed that being a researcher we have to keep in mind about the variation and it is sometimes necessary to go to the each and individual to

know the reason behind their absence. But every time in every aspect it is not possible to walk to each an individual to collect the data.

At the same time, sir has advice the students to become independent during the time of their research work. They should know how to create an individualistic approach towards each topic. The guide is not an encyclopedia for the students. According to him, students should have to develop an argument mentality with the help of which they should make cross-question to guide. It did not judge the knowledge of guide but to improve their knowledge. From this point, sir has asked about the moral values and ethics that a student must-have.



Discussion on report writing

VALIDICTORY SESSION

Prof. H.B. Patel, Dean, School of Education, Central University of Gujarat presented a token of love and appreciation to Prof. Sarita Agrawal, Dean, School of Social Science, Central University of Gujarat.

Prof. H.B. Patel was invited on the dais to give his blessings. Sir welcomed Prof. Sarita Agrawal for the closing ceremony of the program. He was really very honoured to have mam on this occasion. Sir well described mam as a humble full of positivity and a highly collaborative attitude.

Further Sir, also address Panigrahi Sir as most humble and simple man and he is very much fortunate and lucky enough to have him as a guest.

VALIDITORY ADRESS BY PROF. SARITA AGRAWAL

Prof. Sarita Agrawal started the lecture by thanking Prof. H B Patel and also Appreciates Prof. S C Panigrahi Sir. Mam explained about learning by Phillips. According to her, language is important to express our ideas and it is common form of meaningful expression. After that she narrates a story and then she relates it with qualitative research and further she explained the distinction about the qualitative and quantitative research.

Furthermore, she stated about critical research theory, mixed method research and one should limit ourselves that when to use which research approach in a most appropriate way.

This was followed by expression of views by the participants and certificate distribution to the participants.

After the valedictory address the participants had shared their feedback conveying their gratitude to the experts and organizers. This was followed by the certificate distribution to the participants.

VOTE OF THANKS BY DR. SHILPA S. POPAT

Dr. Shilpa had expressed her gratitude to each and every one Prof. H B Patel, Prof. S C Panigrahi, Prof. Dibakar Sarangi Prof. D.R Goel, Prof. Sarita Agrawal, participants, faculty members, research scholars and non-teaching staff of school of education (CUG).

The workshop ended with national anthem.



Presenting a token of appreciation and memento



Valedictory session welcome address



Valedictory address by Prof. Sarita Agrawal



Vote of Thanks by Dr. Shilpa S. Popat

Certificate Distribution Photographs









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सत्यमेव जयते

SCHOOL OF EDUCATION

Centre for Professional Development of Teacher Educators (CPDTE)

under

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching [PMMMNMTT]

Participation Certificate

This is to certify that Prof. /Dr. /Mr. /Mrs.....from.....

.....has participated in the three days National Workshop on **“Qualitative Research in Education”** held at School of Education, Central University of Gujarat, Gandhinagar under Center for Professional Development of Teachers Educators, PMMMNMTT from 23rd - 25th September, 2019.

Programme Convener

Dr. Shilpa S. Popat

Project Coordinator

Dr. G.R. Angadi

Project Director

Prof. (Dr.) H.B.Patel

A Sample copy the certificate which was distributed during the valedictory session of the national workshop on ‘Qualitative Research in Education’.



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SCHOOL OF EDUCATION
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[PMMMNMTT]

Organizes

National Workshop
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End of Report