

DYDW 3207

**Asia Regional Module 3
New HRD Module on Action Research**

কৃষি ও পল্লী উন্নয়ন স্কুল

School of Agriculture and Rural Development



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়

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The Commonwealth Youth Programme's Vision and Mission :

CYP works towards a society where young women and men are empowered to :

- Develop their potential, creativity and skills as productive and dynamic members of their societies.
- Participate fully at every level of decision-making and development, both individually and collectively, successfully promoting Commonwealth values.

Acknowledgements

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DYDW 3207

New HRD Module on Action Research

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**Commonwealth Youth Programme — Diploma in
Youth in Development Work**

Learning Contract

This learning contract is to be used as a basis for a discussion with your tutor before you begin work on this module. At this discussion, you and your tutor negotiate:

- the learning activities you will undertake on your own
- the learning activities you will undertake as part of a group
- the evidence you will produce to prove that you have met the learning outcomes for the module.

There is space at the back of this contract for any comments you wish to make about this module.

Complete this learning contract with your tutor for this module before you begin to work through the Study Guide. You should attach a copy of it to your work when you hand it in for assessment.

**Commonwealth Youth Programme — Diploma in
Youth in Development Work**

Learning Contract

Name:

Module name and number:

Name of tutor:

Module learning outcomes

The specific module outcomes you are required to meet are identified here. Full details of the module are included in the curriculum document.

Knowledge

When you have completed this module successfully, you should:

1. be able to develop and understand the meaning, need and importance of research and a range of research techniques
2. have a detailed knowledge of action research.

Skills

When you have completed this module, you should also have acquired the following skills. You should be able to:

3. plan action research on the basis of need analysis
4. frame action research hypotheses
5. select sample from the population
6. prepare research tools for collecting data
7. collect data scientifically and systematically by using various techniques of data collection, for instance, questionnaire, interview schedule and observation schedule
8. analyse the data and interpret the results.

Personal outcomes

You will analyse the various stages of action research and make a critical analysis of an existing research proposal. You will also reflect on and accept the concept of personal accountability in your research work.

**Commonwealth Youth Programme — Diploma in
Youth in Development Work**

Learning Contract

To produce the evidence required I will undertake the following learning activities:

Learning outcome number	Evidence
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I will produce all evidence for this module by:(Date)

Commonwealth Youth Programme — Diploma in
Youth in Development Work

Learning Contract

Declaration

The work I have produced is entirely my own. I have acknowledged all sources of information, which have contributed to my work.

Agreed and signed by student.....Date.....

Agreed and signed by tutor.....Date.....

New HRD Module on Action Research

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New HRD Module on Action Research

Module Overview

Welcome to New HRD Module on Action Research.

Youth form the vibrant and dynamic component of society. They are increasingly facing more challenges than ever before. Recent events have drastically changed the experience of youth, in some ways making it quite complex and demanding. Despite the extensive changes, there still appear to be human needs that are enduring and crucial for survival and healthy development. It is with this realization that in almost all nations specific programmes for youth are being carried out to develop youth as well as to tap their vibrant energies. Youth programmes and activities are being operated by the agencies both government as well as non-government to equip and train youth with the right attitudes, skills and knowledge to enable them to become productive members of the society and enter adulthood with confidence. Further, these programmes are aimed at mobilizing youth agencies in the national development process.

While, there are indeed great many programmes for youth organized by almost every sector of the world, the pertinent question that needs to be asked is how relevant and how effective these programmes have been in fulfilling youth needs as well as achieving national aspirations.

In the extensive focus on activities and programmes, there has been extremely limited attention paid to

actual research to determine and understand scientifically the needs and aspirations of youth as well as to determine how effective the implemented programmes have been in fulfilling these needs. While youth are the critical focus of all development efforts, very little, if at all, has been done actually to understand the profile and characteristics of the target group.

Keeping in view these facts, this module has been designed to help you to develop your knowledge and skills pertaining to research: its need, formulation of action research design, sources of information, sampling and research tools, and data analysis and interpretation of results.

This module includes practical examples. As students of this course are from many parts of the Commonwealth and from a wide variety of societies and cultures, the examples chosen may not be familiar to you. But the examples are only used to show underlying principles. You will need to make adjustments to be able to transfer these principles to your own situations.

Learning outcomes

Learning outcomes are statements telling you what knowledge and skills you should have when you have worked through the module.

Knowledge

When you have completed this module successfully, you should:

1. be able to develop and understand the meaning, need and importance of research and a range of research techniques
2. have a detailed knowledge of action research.

Skills

When you have completed this module, you should also have acquired the following skills. You should be able to:

3. plan action research on the basis of need analysis
4. frame action research hypotheses
5. select sample from the population
6. prepare research tools for collecting data
7. collect data scientifically and systematically by using various techniques of data collection, for instance, questionnaire, interview schedule and observation schedule
8. analyze and interpret the results.

Assessment

This module is divided into sections called units. Each unit will address some of the learning outcomes. You will be asked to complete a number of tasks so that you can demonstrate your competence in the learning outcomes. The Study Guide will help you to succeed in your written assessment tasks.

Methods

You will be required to complete a written assignment after you have worked through the whole module.

This will be a critical commentary on action research plan. The module assignment comprises your formal assessment in this module.

Check yourself

Take a few minutes to try this self-test. If you think you already have some of the knowledge or skills covered by this module and can answer yes to most of these questions, you may be able to apply for credits from your learning institution. Talk to your tutor about this.

Self-test

Put a tick (✓) in the appropriate box in answer to the following questions:

	Yes	No
➤ Can you describe the meaning of research?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know the characteristics of research?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can you define action research?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can you distinguish between action research and other research methods?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know about different sources of information regarding action research?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know the various steps of action research?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know the process of data collection?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Can you differentiate sample from the population?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know coding scheme?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know how to prepare research tools?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you have knowledge about the statistical methods?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you know how to analyse the data and interpret the results?	<input type="checkbox"/>	<input type="checkbox"/>
➤ Do you have knowledge regarding report writing?	<input type="checkbox"/>	<input type="checkbox"/>

Note: This is not the full challenge test to be held by your learning institution for Recognition of Prior Learning.

The learning contract

You will be asked to negotiate a learning contract with your tutor from your learning centre. The contract is designed to help you and your tutor identify the knowledge and skills you already have and those that will need developing through the module. The learning contract aims to help you negotiate a programme of personal outcomes and monitor your progress towards them. It also allows you to devise with your tutor agreed methods of demonstrating the competence you achieve in the learning outcomes.

You will find a copy of the learning contract for this module at the end of this section. Contract your tutor and arrange a time and place for your discussions.

About this module

This module "*New HRD Module on Action Research*" is divided into five units. Each unit will provide you knowledge and skills pertaining to action research.

Unit 1: Introduction to Research and its Need

In this unit, you will learn various methods of acquiring knowledge through research, importance and types of research and identification of research problems. You will also find some examples to

explore research methods relating to your own society and community.

Unit 2: Formulation of Action Research Design

This unit examines the importance of action research, action research process and how to begin action research design. It also explores some practical examples to familiarize with the concept and formulation of action research design.

Unit 3: Sources of Information

In this unit, we introduce you to a number of methods to collect data – primary and secondary. The special emphasis on sources of primary and secondary data and their choices have been discussed.

Unit 4: Sampling and Research Tools

This unit will provide you various sampling methods and their applications. The concept and sample size and selection of appropriate method of sampling have also been high lighted. Sampling ends by discussing a number of factors such as, nature of problem, size of population, time, money, labour etc. which would influence a particular method of sampling.

Unit 5: Data Analysis and Interpretation of Results

In this unit, you will be introduced to various schemes of coding, organization of data, data entry and data cleaning. You will also learn about types of measurements and variables. Various statistical techniques are discussed in detail along with their interpretations.

The main tools of research i.e. questionnaire method, interview schedule and case study have been discussed in this unit. The guidelines of field research through planning and execution approaches have also been emphasised.

Prerequisites

There are no prerequisites for this module.

How long will it take?

It should take you about 37 hours to work through this study guide. The time should be spent on studying the module, doing any extra reading and completing the activities, self-help questions and assessment tasks.

References

We suggest that you go through the references given below to enrich your understanding of the subject.

Babbie, E. (1985) *The Practice of Research*, California.

Bell, J. (1999) *Doing Your Research Project*, O.U. Press.

Mann, P. (1988) *Methods of Social Inquiry*, Oxford.

Mayut, P. & Moorehouse, R. (1994) *Beginning Qualitative Research: A Philosophic and Practical Guide*, London: Falmer.

Selltiz, J. (1959) *Research Methods in Social Relations*, New York.

Silverman, D. (1997) *Qualitative Research: Theory, Methods and Practice*. London: Sage.

Stacey, M. (1989) *Methods of Social Research*, London.

Young, P. (1956) *Scientific Social Surveys and Research*, New Jersey.

If you need help

If you have any difficulties with your studies, contact your local learning centre or your tutor. S/he can help you.

Note: You will find more detailed information about learner support from your learning institution.

Learning tips

You may not have studied by distance education before. Here are some guidelines to help you.

About the study guide

This Study Guide booklet provides you with a unit by unit guide to the module you are studying. Each unit includes information, case studies, activities and self-help questions for you to complete. These are all designed to help you achieve competence in the learning outcomes stated at the beginning of the module.

Activities, self-help questions and case studies

The activities, questions and case studies are part of a planned distance education programme. It is vital that you take time to complete the activities and self-help questions as they occur in the Study Guide. Make sure you write full answers or take notes of any discussions. We recommend you have a notebook specifically for this purpose and keep it with your study materials as a record of your work. The activities may be reflective exercises designed to get you thinking about aspects of the subject matter, or practical tasks to undertake either on your own or with fellow students. Answers may be provided to some activities. The self-help questions are usually more specific and require a brief written response. Answers to them are given at the end of each unit.

Icons

In the margins of the study guide you will find these icons that tell you what to do:



Self-help question

Answer the questions. Answers are provided at the end of each unit.



Activity

Complete the activity. Activities are often far reflective learning, so answers may not be provided.

Studying at a distance

There are many advantages to studying by distance education - a full set of learning materials is provided,

and you study close to home in your own community. You can also plan some of your study time to fit in with other commitments like work or family.

However, there are also challenges. Learning at a distance from your learning institution requires discipline and motivation. Here are some tips for studying at a distance.

Plan — Give priority to study sessions with your tutor and make sure you allow enough travel time to your meeting place. Make a study schedule and try to stick to it. Set specific days and times each week for study and keep them free of other activities. Make a note of due dates for 'assessment' pieces and plan for extra study time then.

Manage your time — Set aside a reasonable amount of time each week for your study programme - but don't be too ambitious or you won't be able to keep up the pace. Work in productive blocks of time with regular rests.

Be organized — Have your study materials organized in one place and keep your notes clearly labelled and sorted. Work through the topics in your Study Guide systematically and seek help for difficulties straight away. Never leave this until later.

Find a good place to study — Most people need order and quiet to study effectively, so try to find a suitable place to do your work-preferably somewhere where you can leave your study materials out until next time.

Ask for help if you need it — This is the most vital part of studying at a distance. No matter what the difficulty is, seek help from your tutor or fellow students straight away.

Don't give up — If you miss deadlines for assessment pieces, speak to your tutor-together you can work out what to do. Talking to other students can also make a difference to your study progress. Seeking help when you need it is a key way of making sure you complete your studies - so don't give up!

We wish you all the best with your studies.