

CURRICULUM FRAME WORK M.Phil.

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Marks: 100

Objectives:

The student teacher at the end of the course will be able to:

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain sampling and hypothesis appropriate for educational research.
- understand the concept of experimental research designs
- Explain the characteristics of quantitative, qualitative research.
- Understand the use of statistical parameters for testing the hypothesis.
- Develop competency in preparing a research report.

Unit - I: Research in Education: Conceptual Issues [10 hrs]

Research as a phenomena-educational research: Meaning, purpose and types. Source of knowledge, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions. Identification and Conceptualisation of Research Problem: statement of problem, purpose, and questions in research. Sources of research problems, Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources. Plagiarism detection soft wares, Impact factor.

Unit - II: Enquiry Forms, Sampling and hypothesis in Research [10 hrs]

Positivism-anti-positivism-constructivist and interpretive approaches -understanding reality principles: ontological, epistemological, axiological, philosophical, educational, phenomenological and human related research perspectives-objectivist and subjectivist polarizations. Probability and non-probability sampling techniques-sampling error-Hypotheses- types – hypothesis testing-hypothetical errors: type 1 and type 2 errors-interpretations and hypothetical inferences.

Unit - II Scientific Research Methods [10 hrs]

Scientific methods: assumptions underlying scientific methods-steps in scientific methods. Quantitative Research: Meaning, concept, steps and characteristics. Nature, scope and trends of quantitative research- Experimental Research designs: Single - Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and - Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design- Internal and external validity of research tools. Ex post-facto research -design and variables, Simple cases of Causal-Comparative and Correlational research -Factorial Design.

Unit - III: Qualitative Approaches and Research Methods [10 hrs]

Qualitative research model – Themes: Design strategies, Data collection, Fieldwork strategies, analysis strategies – Theoretical Traditions: Ethnography, Phenomenology, Heuristic inquiry, Ethno-methodology, Symbolic interaction, Hermeneutics, Triangulation, Narrative analysis,

Ecological psychology, Systems theory, Grounded theory, Feminist inquiry – Research strategies: Document or Content analysis – Case study, Ethnographic studies, Meta analysis – Data collection techniques: Observations, Interviews, Review of Documents.

Unit - V: Data Analysis: Descriptive and Inferential [10 hrs]

Parametric and Nonparametric data-Measures: central tendency, dispersion, relationship, positional statistics and its interpretations-Normal distribution: interpreting the normal probability distribution, practical applications of the normal curve-statistical inference-students t-distribution-Z- test, Analysis of variance and Co- variance (ANOVA and ANCOVA), CHI-square test-correlation-Regression Analysis - concept, assumptions, significance, interpretation and applications. Analysis: Path analysis, Multi-level analysis, Predictor analysis, Profile analysis, Correspondence analysis, Discriminant analysis, Factor analysis and Item analysis – Matrix display tactics for drawing conclusions.

Unit - VI: Research Reporting Techniques [10 hrs]

Presentation of research report: Style manuals – Format of the research report: Main body of the report, References – Thesis (or) Dissertation: Style of writing (APA 6th Edition), – Ethical concerns in research reporting – Plagiarism – Problems related to quoting, reviewing and presenting internet based information sources.

Task oriented assignment:

- Write abstracts of any two dissertations.
- Evaluation of two dissertations on the basis of Title, objectives, hypotheses, analysis and interpretations and structure of reports.
- Develop a Research Proposal on an identified research Problem

References:

- Aggarwal, Y.P. (1998). Statistical Methods Concept, Application and Computation. New Delhi: Sterling Publishers (Pvt.) Ltd.
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- Best J.W. (2005) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
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- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Flick, U. (2012). An Introduction to Qualitative Research. London: Sage Publication.

- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Garrett Henry V. (1990). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Sons Pvt. Ltd.
- Gay, L.R., Mills, G. E., and Airasian, P. (2009). *Educational Research. Competencies for Analysis and Applications*. New Jersey: Merrill and Pearson.
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- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Srivastava, G.N.P. (1994) *Advanced Research Methodology*, New Delhi: Radha Publications.
- Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition)*. London: MacMillan.

EDUCATIONAL PLANNING AND ADMINISTRATION

Marks: 100

Objectives

At the end of this course the students will be able to:

- identify the need, scope and purpose of Educational Planning in terms of national and community needs
- understand the different approaches of Educational Planning
- explain the role and contribution of different agencies in Educational Planning.
- appreciate the need for decision making in Educational Administration
- understand the importance of Financial Management in Educational Institutions.
- analyse the strategies in Educational Supervision
- explore the scope for Man-power planning and Man-power forecasting
- identify the leadership styles in Educational Administration

Unit - I: Concept and Nature of Educational Planning [7 hrs]

Concept-Need-Scope and Importance of Educational Planning-Types of Educational Planning; Process of Educational Planning in India including Micro and Macro level planning; Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic); Educational Planning-Educational Administration - Educational Management.

Unit - II: Principles and Techniques of Educational Planning [6 hrs]

Principles of Educational Planning - Approaches to Educational Planning - Social demand approach, Man-power approach, Return of Investment approach; -Tools for Planning

Unit - III: Planning Machineries [8 hrs]

Central Machinery (CABE, NCTE, UGC, NCERT, NAAC, MHRT) State Machinery - (SCERT, Directorate of Education, DIET) for Educational Administration - Organization and functions of Directorate of Education- Role of Central Govt., State Govt., and local bodies in Education at all levels.

Unit - IV: Educational Administration and Finance Management [8 hrs]

Meaning, need and functions of Educational administration-difference between general and educational administration- Educational administration at the central and state level-Decision Making – Nature, division of work, Centralization and Decentralization of decision making, their merits and limitations; Management by Objectives; (MBO)Importance of finance in Educational institutions-Source of income-Govt. Private , Community, Grant - in - aid.

Unit - V: Quality Management in Education and Educational Supervision [7 hrs]

Institutional climate -SWOC Analysis-Assessments and Accreditation-Total Quality Management (TQM) - Concept and development; Changing concepts in Educational supervision- Different techniques of supervision and their effectiveness- Educational supervision and human relations- Functions of a supervisor

Unit - VI: Institutional Planning

[8 hrs]

Institutional planning, its importance, steps in Institutional Planning; Man Power planning, Man power Forecasting-Principles of personal administration-Role of agencies in effective institutional administration - Stake Holders - Management , Teachers, Parents, Guardians-Place of inspections and supervision in the development of the institution- Handling administrative problems

Unit - VII: Educational Leadership

[6 hrs]

Meaning and Nature of Leadership- Theories of leadership and their relevance in education- Styles of leadership, Traits and skills for effective leadership – Role of Head of Institution.

Practical Oriented Assignment

- Identify the SWOC analysis of any one Educational Institution of your choice. (Compulsory)

Any one of the following

- Critical analysis of the Educational Policies at the National and State level
- Identify the Institutional Climate of any three Educational Institutions

References:

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