

Curriculum Framework M.Phil.

M.Phil. (EDUCATION) 2017 – 2019
COURSE I
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

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. Identification and Conceptualisation of Research Problems: 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. Sampling, Sampling Techniques - sampling error and standard error, Hypotheses: types of hypotheses, testing of hypotheses, Errors in Hypotheses Testing - Levels of Significance - degrees of freedom - Testing the significance of difference between the groups: for independent and correlated samples.

Unit - III: 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. Quasi-Experimental Designs: Non-equivalent Comparison Group Design, Time-Series Design - Internal and external validity of research tools. Ex post-facto research - design, Simple cases of Causal - Comparative and Correlational Research.

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

Qualitative Research: Meaning, Steps and Characteristics - Qualitative research approaches Phenomenology, Ethnography, Naturalistic enquiry and grounded theory. Mixed Research –

Meaning Fundamental Principles, Types, Strengths and Weakness. Genetic Method: Cross sectional and Longitudinal - Analytic and Comparative Studies.

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.

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:

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- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
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- 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

ELECTIVE - M Phil

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:

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. *Journal of Educational Planning and Administration*. Vol.VII (2).
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- Narayan, D. (2005). Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
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DISTANCE EDUCATION

Elective - M.Phil

Objectives

After the completion of this course student will be able to

- define the concept of distance education
- list the objectives and principles of distance education
- distinguish between traditional correspondence education and open education.
- appreciate the growth and development of distance education in general and in India in particular.
- describe the procedure to be adhered to in developing courseware for distance education.
- explain the teaching methodology used in distance education and their relative merits
- list basic issues of educational evaluation in distance education
- delineate the criteria for evaluation in distance education
- explain how to establish distance education Institutes in Universities.
- appreciate the need for regional centres and counseling services in Distance education
- familiarize with technology in distance education.
- develop the skill of writing Self Instructional Modules.

UNIT I Distance Education- Philosophy, Theories, Objectives and Principles- Comparison between traditional correspondence and open Education.- Present status – Growth and Development of Distance Education in India.

UNIT II Developing courseware for Distance Education-
1. Developing a Curriculum – Assessing Educational needs –
2. Course planning – organizing the content – Models of presenting the content – assessment and Feedback.

UNIT III Distance Education Teaching Methodology – the Methods – the multimedia approach – Teacher – Students interaction – Role of Distance Education – Tutor and Tutor comments.

UNIT IV Evaluation in Distance Teaching – basic issues of educational evaluation – tests Construction – grading and question banking. Assignments, Projects- Guidance and evaluation – Criteria for Evaluation.

UNIT V Establishing Distance education Institutes in Universities – the prerequisites – target group courses.

UNIT VI Organization of student services in Distance Education
1. Regional study Centres – Models and operation.
2. Counselling services.

UNIT VII Technology in Distance Education – the role of Media, Online courses, Internet and Web Resources, Virtual Classroom and Virtual University Research in Distance Education – Past, Present and Future perspective.

References:

- Rathore, H.C.S. (1993). Management of Distance Education in India. New Delhi: Ashish Publishing House.
- Seward, D., Keegan, D., and Holmberg, B. (1983). Distance Education: International Perspectives. London and New York: St. Martin's Press.
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