



M. Phil. and Ph. D. Programmes

CURRICULUM GUIDE



NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION

17-B, Sri Aurobindo Marg, New Delhi 110016

M. Phil. and Ph. D. Programmes

Curriculum Guide



National University of Educational Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016

National University of Educational Planning and Administration (NUEPA)
(Declared by the Government of India under Section 3 of the UGC Act, 1956)
17-B, Sri Aurobindo Marg, New Delhi – 110016

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VISION

Evolving a humane learning society through
advancement of knowledge

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MISSION

To become a centre of excellence in educational policy, planning
and management by promoting advanced level teaching,
research and capacity building in national and global contexts

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M. Phil. and Ph.D. Programmes

Introduction

The National University of Educational Planning and Administration (NUEPA) is a premier organization in South Asia, engaged in capacity building and research in policy making, planning and administration of education. The University is fully maintained by the Ministry of Human Resource Development, Government of India. The major objectives of the University are capacity building, research, consultancy and dissemination pertaining to education. The University is also engaged in preparing certified manpower through its M.Phil. and Ph.D. programmes for planning and management of education in the country. It has opened its doors for young minds to join research programmes for discovering and disseminating new knowledge essential for nation building.

NUEPA is organized into ten departments – i.e. Department of Educational Planning; Educational Administration; Educational Policy; School and Non-formal Education; Higher & Professional Education; Educational Finance; Comparative Education & International Cooperation; Inclusive Education; Educational Management Information System and Foundations of Education.

NUEPA maintains a state-of-the-art library, which caters to the needs of scholars interested to work in the area of educational planning and administration and related inter-disciplinary subjects. NUEPA library has a collection of more than 60,000 books. It regularly subscribes to about 240 Indian and international journals and periodicals. The library is fully computerized and it provides referencing services through Internet, ERIC and DELNET based virtual library mode.

NUEPA's Documentation Centre has a rich collection of more than 18,500 volumes on educational planning and administration. The Documentation Centre has an extensive collection of official reports, documents and other government publications such as state gazetteers, state census reports, world handbooks, educational surveys, five-year plans, etc. It also holds the dissertations of the University's Diploma Course in Educational Planning and Administration (DEPA) and International Diploma Course in Educational Planning and Administration (IDEPA). The University is well equipped in terms of basic infrastructure to promote teaching and research. It has modern classrooms, state-of-the-art ICT labs with internet connectivity, a well-equipped gym, and other such facilities.

M. Phil. and Ph. D. Programmes

The University offers M. Phil and Ph.D. programmes in educational planning and administration from a broader inter-disciplinary social science perspective. The three programmes leading to M.Phil. and Ph.D. degrees are:

- i. Full-time Integrated M.Phil.-Ph. D. Programme

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- ii. Full-time Direct Ph. D. Programme
- iii. Part-time Ph. D. Programme

These programmes are designed to build the research capacity of scholars from varied backgrounds and provide a strong knowledge and skill base in areas of educational policy, planning, administration and finance. The research studies completed under the integrated M. Phil.-Ph. D. and Ph. D. programmes are expected to provide critical inputs for policy formulation, implementation of reform programmes and capacity building activities. The broad areas of research under the field of education are:

- Educational Policy
- Educational Planning
- Educational Administration
- Educational Finance
- Educational Management Information System
- School Education
- Higher Education
- Equity and Inclusion in Education
- Gender Issues in Education
- Education of the Minority
- Comparative Education
- Education and Globalization

Programme Duration

Full-time Integrated M. Phil-Ph.D. Programme

Under this programme, the University offers M. Phil degree (two-years duration) which may lead to the Ph.D. degree subject to fulfillment of the requirements as laid down in its rules and regulations. The two-year M. Phil. programme comprises one year of course work followed by one year for dissertation work. Of the scholars who successfully complete the M. Phil. programme of the University and also display a certain standard of performance (to be decided by the University on year to year basis) would be considered for registration to the Ph. D. programme. Such scholars are eligible to submit their Doctoral thesis only after two years of registration for the Ph. D. programme.

Full-time Direct Ph. D. Programme

Scholars admitted to the Direct Ph. D. Programme are expected to complete the one year course work before confirmation of Ph. D. registration after which they are eligible to submit their thesis after two years from the date of confirmation for registration to the Ph.D. programme.

Part-time Ph. D. Programme

A part-time Ph. D. scholar would be eligible for submission of his/her Ph. D. thesis after a minimum period of four years from the date of confirmation for registration to the Ph. D. programme.

Notes:

- (a) A scholar, in consultation with his/her supervisor(s), shall identify, prepare and submit the research synopsis latest by the end of the first year of his/her programme of study.
- (b) He/she shall work on the approved research topic for a minimum period of one year to be eligible to submit his/her M. Phil. Dissertation, and two years after registration in the Ph. D. programme, to be eligible to submit his/her Ph. D. thesis.
- (c) The scholar shall submit through his/her supervisor(s) five copies of the M. Phil. Dissertation along with five copies of the abstract within 12 months from the date of confirmation of registration to the Full-time Integrated M. Phil. - Ph. D. programme.
- (d) The scholar shall submit through his/her supervisor(s) five copies of the Ph. D. thesis not prior to two years (for Full-time scholars) and four years (for Part-time scholars) from the date of confirmation of registration to the Ph. D. programme. Besides, the scholar shall also submit five copies of the abstract of the thesis in not more than 2500 words. He/she shall also be required to make a presentation of the research work in a seminar at least three months prior to submission of the thesis.
- (e) All the three programmes will be governed by the rules and regulations of the National University of Educational Planning and Administration.

Programme Structure

Full-time Integrated M. Phil.-Ph.D. and Direct Ph.D. Programmes

Full-time Integrated M. Phil.-Ph. D. and Direct Ph.D. Programmes will be offered in three parts:

Part I	Course Work
Part II	Dissertation work
Part III	Thesis work

Part I: Course Work

Part I comprises of course work of one year duration. Three Compulsory Courses and two Optional Courses(to be opted from a list of sixteen courses) are of four credits each except the Compulsory Course on Research Methodology and Statistics which will carry eight credits and field study of two credits; totaling to 30 credits. Each scholar will take two courses from the list of Optional Courses. The four Compulsory Courses will be transacted in the first eight months while the optional courses will be covered in the last four months of the first year. Courses in the First Year will be of 30 credits. The courses offered are as follows:

Core Courses

Courses	Title	Credits
CC-1	Education and Development	4
CC-2	Research Methodology and Statistics	8

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CC-3	Educational Policy and Planning	4
CC-4	Educational Management	4

Optional Courses*

Two Optional Courses to be taken, each of four credits

Paper	Title
OC-1	Advanced Planning Techniques in Education
OC-2	Community Participation and Local Governance in Education
OC-3	Comparative Education
OC-4	Early Childhood Care and Education (ECCE)
OC-5	Education Management Information System (EMIS)
OC-6	Education, Democracy and Human Rights
OC-7	Education, Gender and Development
OC-8	Education, Literacy and Lifelong Learning
OC-9	Equity and Multicultural Education
OC-10	Economics and Financing of Education
OC-11	Globalisation and Education
OC-12	Health, Nutrition and Schooling
OC-13	Inclusion in Education of Persons with Disabilities
OC-14	Professional Development and Management of Teachers
OC-15	Project Planning and Management in Education
OC-16	Organizational Development and Leadership in Education

* The University will offer an optional course subject to the specialization of the available faculty and also when at least 3 students opt for it.

Field Attachment

Field Attachment Programme (Two Credits) as an integral part of the course work will be for about two weeks. The major objective of the field attachment programme is to understand the empirical context of the concepts, theories and principles and to relate theoretical knowledge of planning and management with the context specific practices. This will give the research scholars an opportunity to understand educational planning and management as executed at the national, state and sub-state levels. It will provide an opportunity to practice some of the concepts in research and education development besides reflecting on field experiences. This will also help them to develop a deeper insight in carrying forward their research work. All the scholars are expected to present a reflective report in a seminar and share their experiences with peers and faculty members.

In special circumstances field attachment can be replaced by an alternative programme of equivalent credits.

Seminar Presentation and Participation

Seminar participation and presentation is not only considered as methodology for transacting the courses but also provide a forum to research scholars for sharing and deliberating on diverse issues pertaining to education. M.Phil. Scholars will be required to participate in the seminar presentations of the Ph. D. scholars and vice-versa.

Part II: Dissertation

After the successful completion of course work the scholar is required to work for the Dissertation, from the beginning of the second year which will lead to M. Phil. degree. He/She will also be required to make presentations on the research work at least twice before the final submission.

Part III: Thesis

The scholars registered for Ph. D. Programme will work on an approved topic and submit the thesis under an identified supervisor. After evaluation successful scholars shall be awarded

Ph. D. degree.

Transacting Course Work

All the courses will be transacted through lecture-cum-discussion, case analysis (primary and secondary sources) and seminar presentations. The course work would encourage the scholars to engage in reflective discussions, critical thinking, self-reading and supervised study.

Scholars are also expected to complete required reading assignments and come prepared with questions and comments to engage in seminar and discussions.

Evaluation of the Course Work

The Course Work will be assessed through Continuous and Comprehensive Evaluation (CCE) which will be based on multiple sources, criteria and techniques of assessment. It would provide enough feedback and space for improvement. The inputs would be obtained from the faculty members about the aptitude, motivation and preparedness of each scholar for undertaking research.

Scheme of Evaluation will involve assessment on the basis of Seminar Presentation, Term Paper (evaluated by two faculty members) and one Book Review evaluated through class / group presentation. Field Attachment report (reflective report) and presentation would be evaluated through peer review and interaction with the faculty. All the three activities namely book review, term paper and seminar would carry a weightage of 10, 20 and 20 respectively. These processes will together have 50 per cent weightage. There shall be written examination in each course which will carry 50 per cent weightage (modality to be decided by the University). The University follows the Ten-point grading system as under:

Range (%)	Letter Grade	Grade point
85 and above	O	9
75-84	A ⁺	8
70-74	A	7
65-69	A ⁻	6
60-64	B ⁺	5
55-59	B	4
50-54	B ⁻	3
45-49	C ⁺	2
40-44	C	1
Below 40	C ⁻	0

Grade point Average (GPA) of 0.5 and above to be rounded off to the next number for the purposes of awarding the final grade.

Note:

- Scholars will be awarded Letter Grade based on their performance. Range (%), as mentioned above is only for the purposes of declaring equivalence after completion of the respective programme(s) and will be so mentioned at the back of the final grade sheet.*
- While 'C⁺' will be the minimum qualifying grade in each course, the overall qualifying grade required for pursuing the next stage of the programme (dissertation/thesis work) will, however, be 'B⁻'.*
- Students securing less than 'B⁻' grade may be given an opportunity to improve their grades on both the components of the CCE. Such an opportunity for improvement of grades will, however, be extended only in 3 out of 6 courses. The modus operandi for the same may, however, be decided by the course co-coordinators.*

It is mandatory for the Full-time Integrated M. Phil.-Ph. D. and Full-time Direct Ph. D. scholars to clear the course work. In case the Full-time Integrated M. Phil.-Ph. D scholar is unable to clear the course work in the first year, he/she will be allowed to proceed for the dissertation work. However, clearing the course work is mandatory before the final submission of the Dissertation. The Full-time Direct Ph. D. scholars will also need to complete course work prior to their registration for Ph. D.

Board of Examiners/ Committee constituted for the purpose will give the final recommendation on the award of grade for the Course Work and recommend for continuation or offer an opportunity to improve one's grades and then join the next phase of the programme (Dissertation in case of *Full-time Integrated M. Phil.-Ph. D. and Registration for Ph.D. for Direct Ph.D. Scholars*).

Dissertation for Full-time Integrated M.Phil.-Ph. D. Programme

The M. Phil. Dissertation will be evaluated jointly by the internal supervisor and an external examiner. This will be followed by a viva-voce to be convened by the supervisor and conducted along with the external examiner. On successful completion of the viva-voce, the candidate will be recommended for the award of M. Phil. degree.

Award of M. Phil. Degree

The M. Phil. Degree will be awarded on obtaining at least B⁻ grade in the Course work and B grade on the ten point scale in Dissertation.

Approval of Ph.D. Proposal

This is applicable to Full-time and Part-time scholars registering for the Ph.D. Programme. Research preparation will be assessed through specific research seminars to be organized tentatively during July-August every year. The basic purpose of this exercise is to present the draft proposal for peer review and faculty observations. The final version of the proposal, duly approved by the supervisor is to be submitted to the designate Committee. This will be a necessary condition for confirming the registration of the full-time Ph.D. scholar.

Registration and Award of Ph.D. Degree

Once confirmed as a Full-time scholar for the Ph.D., he/ she will work for a minimum period of two years to be eligible to submit his/ her Ph.D. thesis. Minimum duration to be eligible to submit his/ her Ph.D. thesis for the Part-time scholars is four years.

He/she shall also be required to make two seminar presentations of the research work prior to submission of the thesis. The scholar shall submit through his/her supervisor five copies of the thesis not later than four years (for full-time candidates) from the date of confirmation of registration for the Ph.D. programme. Besides, the candidate shall also submit five copies each of the abstract of the thesis in not more than 2500 words.

The thesis will be sent to two outside examiners for evaluation. The examiners will be appointed from a panel of experts suggested by the supervisor. If both the outside examiners recommend that the thesis be accepted for award of the degree, the candidate would be

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asked to defend the thesis in an open viva-voce. The Ph.D. thesis will be evaluated jointly by the internal supervisor and two external examiners. This will be followed by a viva-voce to be convened by the supervisor and conducted along with one of the external examiners who evaluated the thesis. On successful completion of the viva-voce, the candidate will be recommended for award of the Ph.D. degree.

Core Courses

CC-1: Education and Development

Introduction

This course on Education and Development comprises of two major sections. Section one explores education and development from the perspective of its foundations which lie in philosophy, sociology and psychology. It also explores the political, economic and cultural dimensions of the development of education. Section two traces the development of education in India from a historical perspective. It looks at pre-independence and post-independence periods to the present era of globalization. In the light of this historical development of education in India, the course examines some contemporary issues in education. Educational development is also deliberated in a comparative framework in terms of both national as well as international perspectives.

Objectives

The objectives of the course are to familiarize the scholars with key concepts, debates and diverse perspectives in education and development and to build on the foundational bases on education. This course would enable scholars to critically reflect on contemporary discourses and issues in education.

Course Content

Contemporary Theories on Education and Development

a. *Conceptualizing Education and Development*

This part of the course would provide a broader framework to deliberate and discuss various concepts and definitions of the terms relating to Education and Development.

b. *Philosophical, Historical and Contemporary Thoughts on Education*

The philosophical bases of education would be dealt by acquainting scholars with original works of renowned thinkers and philosophers on education, to enable scholars to compare and contrast diverse contemporary perspectives of education. This part of the course would be conducted in seminar mode through presentation and discussion on perspectives in education related to:

- i. Education of the Poor: works of Paulo Friere.
- ii. Work Education and Swaraj: works of M.K. Gandhi.
- iii. Education and Nature: works of Rabindaranath Tagore.
- iv. Education and Holistic Development: works of Sri Aurobindo.
- v. Democracy and Education: works of John Dewey.
- vi. Capability and Social Welfare Perspective: works of Amartya Sen.

c. *Education and Development*

This part of the course would provide an introduction to the different sociological, cultural, political and economic perspectives on education and development.

i. Social Change and Cultural Perspective

Key concepts related to social change such as Stratification, Inclusive Society and the Individual, Social Inequality, Gender issues, Education and Social Reproduction, etc. would be introduced in this section. Scholars would be able to engage critically in current debates on 'Education for Social Inclusion or Social Reproduction', issues related to 'Gender' and 'Access and Achievement in Education', etc. Further, the role of culture and education would be discussed within the broader framework of socio-cultural perspectives of education.

ii. Human Development Perspective

The course would focus on understanding holistic development of the individual through the theoretical concepts of Child Growth and Development, Learning Theories (special focus on Social Constructivist Approach to Learning), Motivation, Personality Development, and current research on Brain Development.

iii. Economic Development

Key concepts such as Human Capital Formation, Quality of Life and Economic Growth, Poverty and Income Inequalities, Human Development Index, Development Planning Perspectives etc. would be introduced in this section.

iv. Political Perspective

Political perspectives of education would reflect on the intricate relationship between education and political agendas such as Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

Education and Development: Indian Context and Comparative Perspectives

This section will familiarize scholars with the historical bases of education by examining the evolution of education system at all levels in India.

- a. The historical perspectives of growth, development and legacy of education in India with reference to pre-independence, post-independence post-modernization and globalization in education.
- b. Role of different providers and funding agencies in education in relation to role of the state.
- c. The development of education in India will be examined in comparative perspective: Educational development across the states in India, Developed and developing countries with special focus on issues like Universalizing Elementary Education, Gender and Equity, Role of state and private sectors, Decentralization planning and financing of education. Special focus would be

on comparing progress of education in India with education in China and South Africa.

(Some parts of the course would be conducted in seminar mode through presentation and discussions by the scholars).

Essential Readings

1. Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
2. Bhagwati, Jagdish (1973). Education, Class Structure and Income Equality. *World Development* 1 (5) (May): 21-36.
3. Blaug, Mark (1972). *An Introduction to Economics of Education*. Allen Lane, London, Penguin.
4. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
5. Dewey, J (1916). *Democracy and Education. An Introduction to the Philosophy of Education* (1966 ed.), New York: Free Press.
6. Friere, Paulo (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
7. Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
8. Kumar, Krishna and Oesterheld, J (ed) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
9. Naik, J.P (1975). *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Bombay: Allied.
10. Sen, Amartya (1999). *Development as Freedom*. Oxford: Clarendon.
11. Shukla, Suresh C (ed.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya.
12. Sri Aurobindo (1924). *A System of National Education*, Calcutta: Arya Publishing House.
13. Tagore, Rabindaranath (1961). *Towards Universal Man*, Bombay: Asia.
14. Tilak, J. B.G (1994). *Education for Development in Asia*. New Delhi: Sage Publications.
15. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied.

Suggested Readings

1. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
2. Baker, M.A (1976). *Union and the States in Education*. New Delhi: Shabd Sanchar.
3. Béteille, A (1995). Universities as Centres of Learning, *Journal of Higher Education* 18 (3) (Monsoon): 385-406.
4. Blaug, Mark (1975). The Economics of Education in English Classical, Policy Economy: A Re-examination, in *Essays on Adam Smith* (eds. A.S. Skinner and T. Wilson), Oxford: Clarendon Press, pp. 568-99.

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5. Budd L. Hall and J. Roby Kidd (eds.) (1978). *Adult Education: A Design for Action*. Julius K. Nyereres, *Development is for Man, by Man and of Man* in The Declaration of Dares Salaam', Oxford: Pergamon.
6. Blaug, Mark (ed.) (1992). *The Economic Value of Education*. Hants, England: Edward Elgar.
7. Carnoy, Martin (1995). Structural Adjustment and the Changing Face of Education, *International Labour Review* 134 (6): 653-73.
8. Cohen, Daniel. (1998). *The Wealth of the World and the Poverty of Nations*. Cambridge, MA: MIT Press.
9. Coleman, J.S., (ed.) (1965). *Education and Political Development*. Princeton, NJ: Princeton University Press.
10. Coombs, Philip H., Ahmed, M (1974). *Attacking Rural Poverty: How Non-Formal Education Can Help?* London: Johns Hopkins.
11. Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
12. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration* 9 (1) (January): 1-26.
13. Egger, Paul, D (1998). *Learning and Teaching*. London: Allyn and Bacon.
14. Psacharopoulos, M Woodhall (1985). *Education for Development: An Analysis of Investment Choices*. New York: Oxford.
15. Government of India (1950). *Constitution of India*. New Delhi.
16. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).
17. Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
18. Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
19. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
20. Haq, Mahbub ul, and Khaliya Haq (1998). *Human Development in South Asia*. Karachi: Oxford University Press.
21. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
22. International Commission on Education for the Twenty-first Century (Delors Commission) (1996). *Learning: The Treasure Within*. Paris: Unesco.
23. Kurrien, J (1983). *Elementary Education in India*. New Delhi: Vikas.
24. Mehrotra, Santosh, P.R. Panchamukhi, Ranjana Srivastava, and Ravi Srivastava, (eds). (19) *Universalising Elementary Education in India: Uncaging the 'Tiger' Economy*, New Delhi, Oxford.

25. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249-69.
26. Ministry of Education. (1966). *Report of the Education Commission (1964-66)*, Education and National Development, Govt. of India, New Delhi.
27. Mukerji, S.N (1964). *Education in India - Today and Tomorrow*.
28. Mukerji, S.N (1961). *History of Education in India (Modern Period)*. Baroda: Acharya Book Depot.
29. Myrdal, Gunnar (1968). *Asian Drama: An Inquiry into the Poverty of Nations*. Volume III. New York: Twentieth Century Fund.
30. M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach , *Comparative Education Review*.
31. Narullah, S. and Naik, J.P (1951). *A History of Education in India*. Bombay: Macmillan.
32. Pai, Young (1990). *Cultural Foundations of Education*. Columbus: Merrill.
33. Sen, Amartya K (1970). *Crisis in Indian Education*. Lal Bahadur Shastri Memorial Lectures. Hyderabad: Administrative Staff College of India.
34. Tilak, Jandhyala B.G (ed.) (2003). *Education, Society and Development*. New Delhi: APH Publishing Corporation for National Institute of Educational Planning and Administration.
35. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
36. Tilak, Jandhyala B.G (2006). Education: A Saga of Spectacular Achievements and Conspicuous Failures in India: *Social Development Report*. New Delhi: Oxford University Press Council for Social Development, pp. 33-49.
37. Tilak, J. B.G (2007). Kothari Commission and Financing of Education, *Economic and Political Weekly* 42 (10): 874-82.
38. Tilak, J. B.G (1992). Education and Structural Adjustment. *Prospects* 22 (4), 84: 407-22.
39. UNDP (1990). *Human Development Report*, New York: Oxford University Press.
40. World Bank (2001). *Constructing Knowledge Societies: New Challenges for Tertiary Education*. Washington DC.

CC-2: Research Methodology and Basic Statistics

Introduction

This course on Research Methodology will introduce the scholars to the concepts and planning of social science research. The scholars will gain basic understanding of research process, its designs and ethical issues involved both in fundamental and applied research. The scholars would be able to formulate the research proposal.

Objectives

The course on research methodology and basic statistics aims to develop an understanding of social science research in general, while providing essential knowledge and skills for conducting research in educational planning and administration in particular. It will also equip the researchers with knowledge in basic statistics. The underlying aim is to sharpen their abilities of analyzing information, critically examining research in education, documentation and articulation of ideas.

Course Content

Perspectives in Social Science Research

- Purpose, scope and key features of research in the social sciences
- Social Science Research: Epistemological dimensions, paradigms and theorization
- Education as part of social enquiry/social science research

Illuminating Research Processes

- Observing, querying, reviewing, hypothesizing and experimentation
- Exploring sources of information
- Reading and representing socio-cultural meanings
- Sampling, classifying and quantifying
- Reliability, Validity, Objectivity-Subjectivity

Approaches in Educational Research

- Basic versus Applied Research approaches
- Quantification and use of Basic Statistics in educational research
- Quantitative and Qualitative Research methods and approaches to understanding educational reality
- Quantitative Research - Descriptive survey research, experimental research, Causal and impact study, Comparative research, Co-relational research

- Qualitative Research - Case Study, Ethnographic Study, Grounded Theory, Biographical Research, Narrative Inquiry, Research Diaries, Conversational and Discourse Analysis, Interview and Focus Group Discussion
- Action Research, Programme Evaluation, Triangulation of Research and Meta-Analysis

Revisiting Basic and Descriptive Statistics

- Quantify social phenomenon: Scales of measurement
- Measures of central tendency and variability
- Graphic representation of data
- Normal distribution and skewness, percentiles and quartiles
- Measures of correlation

Inferential Statistics for Differences and Relationship

- Inferential Statistics: Looking for generalization and differences in relationships
- Parametric and non-parametric techniques
- Test of significance
- Regression and prediction

Reporting and Communicating Educational Research

- Construction, reconstruction and deconstruction of research knowledge
- Critical writing--difference between academic writing, dissertations, sponsored projects' reports for policy makers, evaluative research etc.
- Writing review articles, book reviews
- Understanding and developing a research proposal

Use of Computer for Data Analyses

- Introduction to large scale data base in India
- Use of large scale data in educational research
- Use of software packages SPSS and Excel

Essential Readings

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1. Denzin, N.K and Lincoln, Y.S (eds.) (1994). *Handbook of Qualitative Research*, Thousands Oaks, CA: Sage.
2. Garrett, H.E (1981). *Statistic in Psychology and Education*, Bombay Vakils Feffer and Simons Ltd., India.
3. Keevis, J (1988). *Educational Research Methodology: An International Handbook*, Oxford: Pergamon.
4. Mills, C.W (1959). *The Sociological Imagination*, New York: Oxford University Press.
5. Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*, New York: Continuum.
6. Somekh, B and Lewin, C (2005). *Research Methods in Social Sciences*, New Delhi, Vistar Publications, India.

Suggested Readings

1. Allen, R.G.D (1949). *Statistics for Economists*, London: Hutchinson University Library.
2. Creswell, J.W (2002). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New Jersey: Merrill Prentice Hall.
3. Elhance, D.N (1975). *Practical Problems in Statistics*. Allahabad: Kitab Mahal.
4. Ellis, L (1994). *Research Methods in Social Sciences*. Madison: Brown and Benchmark.
5. Ferguson, G. A (1959). *Statistical Analysis in Psychology and Education*, New York: McGraw-Hill Book Company.
6. Hadin. C (1987). *Research Design: Strategies and Choices in the Design of Social Research*. London: Allen and Unwin.
7. Hamburg, M (1979). *Basic Statistics: A Modern Approach*, (2nd ed.). New York: Harcourt Brace.
8. Healey, J.F. (2002). *Statistics: Tool for Social Research*, (6th ed.), Australia: Wadsworth.
9. Johnson, P.O (1961). *Statistical Methods in Research*, New Jersey: Prentice Hall.
10. Kendall, G.M (1982). *Dictionary of Statistical Terms*, London: Longman,
11. Kerlinger, Fred N (1973). *Foundation of Behavioural Research*, New York: Rinehart Winston.
12. Kish, L (1967). *Survey Sampling*, New York: John Wiley.
13. Korin, B.P (1977). *Introduction to Statistical Methods*, Cambridge: Intrhrop Pub.
14. Kothari, C.R (1990). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: Vishwa Prakashan.
15. Kurtz, A. K. (1980). *Statistical Methods in Education and Psychology*. New Delhi: Narosa Publication.
16. Levin, R.I (1978). *Statistics for Management*, New Jersey: Prentice Hall.
17. McCall, R. B (1970). *Fundamental Statistics for Psychology*, New York: Harcourt Brace Jovanovich, Inc.

18. Mertens, D. M (1998). *Research Methods in Education and Psychology - Integrating Diversity with Quantitative & Qualitative Approaches*. New Delhi: Sage.
19. Moser, C.A (1958). *Survey Methods in Social Investigation*, London: Heimann Education Book Ltd.
20. Siegel, S (1965). *Non-Parametric Statistics for the Behavioural Sciences*, Tokyo: McGraw Hill.
21. Srivastava V. K (2001). *Methodology and Field Work in India Readings in Sociology and Social Anthropology*, Oxford University Press.
22. Van, M. J (1983). *Qualitative Methodology*, Beverly Hills: Sage.

CC-3: Education Policy and Planning

Introduction

This course on Educational Policy and Planning is intended to introduce the scholars to the concepts and the societal context of educational policy and planning. The scholars will gain some basic understanding of educational policies and planning in the Indian context. The course will help them to understand the structure and the directions in which the education system has progressed on various issues related to policy and planning. The scholars should be able to identify suitable research questions to be pursued in the course of their doctoral studies.

Objectives

The specific objective of this course is to equip scholars with the core understanding of policy making and planning in education. It will further provide a foundation in educational policy and planning in the Indian context and enable scholars to identify research problems on issues related to policy and planning.

Course Content

Education Policy

Theoretical Aspects of Policy, Planning and Implementation

Sessions around this theme will discuss the theoretical frameworks that shape policy formulation in social sector. With specific reference to education, the course will focus on parameters of policy determination. It will explore the relationship between research and policy, policy and planning and its implementation.

Framework for Policy Making in Education in India

Issues related to this theme are societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. Role of bureaucracy, Constitution and judicial interventions on education policy formulation shaping the policy guidelines in education will be transacted. This theme will also include policy reforms through Commissions and Committees. The role of the National Development Council and Central Advisory Board of Education (CABE) in policy formulation will also be transacted.

Dynamics of Policy Making: Sectoral Issues

While discussing the theme, attempts will be made to identify issues pertaining to elementary, secondary and higher education. Some of the issues would be related to right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy, issues of policy on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.

Educational Planning

Conceptual Framework for Education Planning

The basic concepts of planning, types and approaches to planning will be covered. Role of planning in educational development, the evolution of planning from centralization to decentralization, participatory planning and effective role of stakeholders and PRIs will also be covered under this theme.

Techniques and Methods of Planning

The session under this theme will cover different methods of population and enrolment projections and estimates of teacher and other supply parameters, including budgetary estimates. This section will focus on project planning, micro planning, school mapping and various steps in planning, including plan appraisal.

Education Planning in India

Since independence, the planning process in education has been institutionalized through five-year plans. Various plan periods have highlighted the priorities to provide clear directions to the development process in education. This section will cover the evolution of education programmes and schemes through the plan periods.

Planning and Finance

The principles determining the financial allocations and the actual pattern of financing will be reviewed. The education finance will be examined in the overall context of societal needs, fiscal situation and the recent context of privatization and liberalization. The issue of resource mobilization also constitutes the important dimension of planning and finance.

Essential Readings

1. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
2. Blaug, Mark (1972). *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
3. Caillods, F. (1990). *The Prospects of Educational Planning*, Paris, International Institute of Educational Planning (IIEP).
4. Cook, W.D (1982). *Planning Process in Developing Countries: Techniques and Achievements*, New York, North Holland Pub.
5. Coombs, P.H (1969). *What is Educational Planning?* Paris, International Institute of Educational Planning (IIEP).
6. Hough J.R (1984). *Educational Policy – An International Survey*, London, Sydney, New York. Croom Helm.
7. Kaufman, Herman, Watters (eds.). (1996) *Educational Planning: Strategic Tactical Operational, Technomic*.
8. Les Bell and Howard Stevenson (2006). *Education Policy: Process, Themes and Impact*, Routledge.

9. Naik, J.P (1965). *Educational Planning in India*. New Delhi: Allied.
10. Olssen et.al (eds.) (2004). *Education Policy: Globalisation, Citizenship and Democracy*, Sage.
11. Phillips D and Walford G (eds.) (2006). *Tracing Education Policy*, Routledge.
12. Prakash, Shri & Sumitra Chowdhury (1994). *Expenditure on Education*, New Delhi: NIEPA.
13. Psacharopolous, G (1985). *Planning of Education : Where Do We Stand?* Washington, World Bank.
14. Psacharopoulos, G (ed.) (1987). *Economics of Education : Research and Studies*, Oxford: Pergamon.
15. Varghese, N.V (1987). *Set of Modules on District Planning in Education*, New Delhi: NIEPA.
16. Zajda Joseph (2005). *International Handbook on Globalisation, Education and Policy Research – Global Pedagogies and Policies*. Springer, The Netherlands.

Suggested Readings

1. Ball Stephen J (2003). *Class Strategies and the Education Market, The Middle Classes and Social Advantage*, Routledge Falmer, Taylor & Frances Group.
2. Bell & Bell (2006). *Education Policy and Social Class*, Routledge.
3. Blaug, Mark (ed.) (1992). *The Economic Value of Education*. Hants, England: Edward Elgar.
4. Bottery Mike (2000). *Education, Policy & Ethics*, Continuum, London.
5. Boyd W L & Kerchner CT (eds.) (1987). *The Politics of Excellence and Choice in Education*; New York: The Falmer Press.
6. Chambers, F. & Forth, I (1995). A Recipe for Planning a Project : A Novice Manager's Guide to Small Research Project Design, *International Journal of Educational Development*, 15 (1).
7. Fitz J, Davies B. and Evans J (2006). *Educational Policy and Social Reproduction: Class Inscription and Symbolic Control*. London and New York: Routledge Taylor & Francis Group.
8. Goedegebuure L., Kaiser F., Maassen P., Meek L., Vught F. and Weert E (1994). *Higher Education Policy: An International Comparative Perspective*. Center for Higher Education Policy Studies, The Netherlands.
9. Hallack, J (1977). *Planning the Location of Schools: An Instrument of Educational Policy*, Paris, International Institute of educational Planning.
10. Hallack, J (1990). *Investing in the Future*, New York: Pergamon (for IIEP).
11. Hough J.R (ed.) (1984). *Educational Policy - An International Survey*, Croom Helm, London.
12. Lauglo, Jon (1995). Forms of Decentralization and Their Implication for Education, *Comparative Education*, 21 (1).
13. Magnen, A. (1991) *Education Projects: Financing, Primary and Management*, Paris, International Institute of Educational Planning.
14. Naik J.P (1982). *The Education Commission & After*, Allied Publishers.

15. Psacharopolous, G. et.al (1983). *Manpower Issues in Educational Investments: A Consideration of Planning Processes and Techniques*, Washington, World Bank.
16. Rondinelli, D.A., Middleton, J. and Verspoor A.M (1990). *Planning Education Reforms in Developing Countries: The Contingency Approach*, London, Duke University Press.
17. Tan, Jee-Peng, and A. Mingat (1992). *Education in Asia: A Comparative Study Cost and Financing*. World Bank Regional and Sectoral Studies. Washington DC: World Bank.
18. Tilak, J.B.G (1977). Approaches to Educational Planning and their Applications in India, *Indian Economic Journal*, 24 (3).
19. Tilak, J.B.G (1987). *Economics of Inequality in Education*. New Delhi: Sage.
20. Tilak, J.B.G (1988). *Costs of Education in India*". International Journal of Educational Development 8 (1): 25-42.
21. Tilak, J.B.G (1992). *Educational Planning at Grassroots*. New Delhi: Ashish.
22. Tilak, J.B.G (1993). Investment Decision-Making in Education and the Internal Rate of Return, *Indian Journal of Industrial Relations*, 16 (3).
23. Trowler P.R. (2002). *Higher Education Policy and Institutional Change: Intentions and Outcomes in Turbulent Environments*. Philadelphia, The Society for Research into Higher Education and Open University Press., USA.
24. UNESCO (1984). *Economic and Social Aspects of Educational Planning*, Paris, UNESCO.
25. Varghese N.V. and K. Biswal (1999). *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*, Orissa, Mimeo. New Delhi: NIEPA.
26. Varghese, N.V (1981). Some Conceptual Problems in Manpower Planning, *Manpower Journal*, 17 (2).

CC-4: Educational Management

Introduction

The course intends to familiarize the scholars with the concept, structure and practices of educational administration and management in elementary, secondary and higher education in India. An overview of the historical development of educational administration would help to identify issues in administration, planning and management in education in pre- and post-independence India. Policy responses to such issues will be explored in terms of their impact on public administration of education, on educational planning and management of educational services. The role and innovative initiatives of central and local government in the administration, planning and management of education will be examined. Alongside an understanding of the roles of NGOs/public private partnership / Resource management / Right to Education and Institutional building etc will be explored.

Objectives

Scholars would be able to acquire knowledge of the theory and concept of educational administration as well as structural arrangements for educational administration at the national, state and sub-state levels for all sectors of education. They would also be exposed to critical analysis of internal management structures and processes that characterize educational administration at different levels and sectors and also to some critical issues in contemporary educational administration. They would also develop an understanding of the issues and practices related to human resource management and institutional development.

Course Content

Theory and Concepts in Educational Administration and Management

- Evolving theory and concepts in educational administration and management.
- Evolution of educational administration from colonial system to present times in India. Post-1986 policy developments, decentralization, and centrally sponsored schemes.

System of Governance

- Constitutional provisions, legal enactments and concerns affecting educational administration (Role of Planning Commission, MHRD, UGC, other Central Level Organizations, etc.).
- Centre-state and local relationships in educational administration.
- State Education Acts, codes, rules and procedures.

Internal Management Structures

- Educational Institutions - diversity and variety: small and large schools, composite schools, special schools, residential institutions, colleges (including autonomous

colleges), types of universities, institutions of national importance, open learning system.

- Structural arrangements for administering and monitoring education objectives, priorities (regulatory, supervising and academic resource support arrangements such as state departments, inspection and supervision arrangements, Regional offices of UGC, NAAC, Rehabilitation Council of India, State commissioner of disabilities, tribal and social welfare, minority commission, regional committees of NCTE, textbook bureaus, SCERTs, SIEMATs, Boards of school education etc.), institutional linkages and networking.
- Role and Functions of Government, Local Bodies, Private Institutions and NGOs at national, state and sub-state levels.

Management of Finances

- Introduction to Financing of Education in India.
- Administration of plan and non-plan schemes and programmes of centre/states.
- Public-private partnership in financing of education, grant-in-aid provision, etc.
- Monitoring performance and utilization of funds, accounting and auditing.

Human Resource Management

Human Resources cover Institutional Heads, Teaching Faculty and Support Staff at Elementary, Secondary and Higher Education.

- Academic staff recruitment and cadre management policies and practices covering transfer and posting, remuneration, cadre management and contract jobs, motivation, accountability, performance appraisal, grievance redressal mechanism and teachers' union.
- In-service education and professional development policies, programmes and practices, welfare schemes.
- Support Staff - Evolving roles and functions, induction policies, opportunities for professional growth.

Organizational Development

- Leadership, decision making, human relations and communication, conflict management, motivation.
- Management of change.
- Organizational diagnosis.

Management of Development Projects

(Illustrative listing to indicate variety in management of development projects)

- Management of SSA – National Mission and State implementation partners.

- Teacher education schemes and programmes.
- Centrally sponsored scheme for inclusion (disability, minority, women and SC/ST).
- Area and Target specific development projects (tribal sub-plans, NACs for North-east, special programmes for girls, SC/ST and other minorities etc).

Contemporary Issues in Educational Management

- Sustainability of programmes.
- Intra- and inter-sector coordination.
- Voucher system and formula funding.
- Administration of public examinations.
- Autonomy and accountability.
- Community participation in educational administration.
- E- Governance.
- Education monitoring systems.
- Right to Information Act.
- Education as a Fundamental Right.

Essential Readings

1. Hoffman, Allan M. and Summers Randal W (eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*. Westport, Bergin, and Avery.
2. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New, Delhi, The European Commission.
3. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd ed.) New York, Longman.
4. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
5. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
6. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
7. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
8. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
9. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Suggested Readings

1. Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. *Journal of Educational Planning and Administration*, VII (2), April, pp. 197-214.
2. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
3. Bray, Mark, (2000). *Double Shift Schooling: Design and Operation for Cost-effectiveness* (2nd ed), Paris: UNESCO, IIEP.
4. Fullan, Michael (2005). *Fundamental Change: International Handbook of Educational Change*, Springer, The Netherlands.
5. Gronn, Peter (2003). *New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*, London: Paul Chapman.
6. Hoffman, Allan M. and Summers Randal W (eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*, Westport: Bergin, and Avery.
7. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi: The European Commission.
8. Latchem, C. and Hanna, D (2001). *Leadership for 21st Century Learning: Global Perspectives from Educational Innovations*, London: Kogan Page.
9. Moon, Bob, Butcher, John and Bird, Elizabeth (eds.) (2000). *Leading Professional Development in Education*. London: Routledge.
10. Naik, J.P (1982). *The Education Commission and After*, New Delhi: Allied Publication.
11. National Institute of Educational Planning and Administration. *Survey Reports of Educational Administration in different States and UTs 1991-2001*, New Delhi.
12. Owings, William A and Kaplan, Leslie S (2003). *Best Practices, Best Thinking, and Emerging Issues in School Leadership*. California: Sage.
13. Pareek, Udai. Institution Building: the Framework for Decision-making, in Ravi Mathai, Udai Pareek and T. V. Rao (eds.). *Institution Building in Education and Research: From Stagnation to Self-Renewal*, All India Management Association, New Delhi.
14. Shukla P.D (1983). *Administration of Education in India*, New Delhi: Vikas Publishing House.
15. Trowler, Paul R., (ed.) (19--). *Higher Education Policy and Institutional Change*, Buckingham: U.K.

Optional Courses

OC-1: Advanced Planning Techniques in Education

Introduction

Rigorous empirical analysis of the education system by adopting quantitative as well as participatory techniques is essential for strengthening educational planning. With the growing importance of evidence-based decentralized planning, the techniques related to planning such as diagnostic techniques, projection techniques, school mapping, micro planning, school improvement planning, students' flow, internal efficiency of education system and manpower planning have acquired increasing importance in planning for educational development at various levels. This advanced course will aim at developing an in-depth understanding and application of various techniques applied in planning for development of education.

Themes

1. District Planning in Education
2. Appraisal of Educational Plans and Projects
3. School Mapping
4. Micro Planning
5. School Improvement Planning
6. Manpower Planning
7. Use of Microsoft Project in Planning and Monitoring of Education Development Projects

District Planning in Education

Decentralisation of Planning and Management of Education is one of the major strategies adopted to achieve the goal of universal elementary education. At present, the district is considered as the spatial unit for decentralised planning. This course will focus on discussing the concept, context and essential steps in district planning in education. Besides it will introduce the scholars with the data requirements for educational planning and the development and use of various techniques and indicators used for diagnosing educational situation at various levels and making enrolment and teacher projections.

Appraisal of Educational Programmes and Projects

An important step involved in planning that comes towards the end of any planning exercise is known as 'Negotiation'. Under this process of negotiation the plan proposals are discussed at length. However, with respect to the negotiations of the plan and specially for negotiating educational programmes and projects, the approving authorities negotiate on the proposal through its team of professionals and experts in order ensure that the plan/programme/project proposal is technically sound, financially viable and administratively feasible. This process, as part of negotiation, is known as 'Appraisal' of the plan/programme/project. A few sessions will be devoted in this course on discussing the concept, process and methodology of appraisal of educational plans and programmes. This will be specifically discussed with respect to the appraisal of district elementary education plans as envisaged and operationlized under Sarva Shiksha Abhiyan programme in the

country. In the course the sessions related to this theme will be mainly comprising group work and presentations.

School Mapping

School mapping is a useful technique used in the context of decentralized planning to rationalize the geographical distribution of school places. It helps in leveling out inequalities in public provision of educational facilities and resources across regions by prioritizing the location of educational facilities in such a way as to result in a balanced development of education across all regions. This theme will aim at introducing the concept of school mapping and also equip the scholars with the methodology of school mapping.

Micro Planning

Micro-planning denotes planning that is carried out at the lowest level of implementation of a programme. The lowest unit can be a village or a cluster of villages. Micro-level planning exercise helps in drawing up decentralized plans and implementing them. The focus in micro-planning is to ensure optimum utilization of educational provisions. Micro-planning is initially a participating process of local monitoring of educational performance. This theme will focus on the methodology of micro-planning besides introducing the concept of micro-planning in education.

School Improvement Planning

School improvement planning is considered as an effective instrument for improving the quality of education. It aims at enhancing the quality of education by identifying the needs and the consequent efforts to fulfill those needs by reforming and/or restructuring the strategies. This course will aim at introducing the concept and familiarize the scholars with the process (including indicators) of school improvement planning

Manpower Planning

There are three major approaches of planning for education. These are (i) Social Demand Approach; (ii) Rate of Return Approach and (iii) Manpower Requirement Approach. Of these three approaches, manpower requirement approach is adopted more frequently in many developing countries, especially at those levels and categories of education, which are more job oriented in nature. The manpower planning model assumes that enrollment will be decided on the basis of the job opportunities that will be emerging in the production sectors of the economy including education. This course will aim at exposing the scholars to various dimensions including the methodology related to planning for education based on manpower requirements.

Use of Microsoft Project in Planning and Monitoring of Education Development Project

The Microsoft Project Software comes with a rich collection of features especially designed to enhance the ability to schedule, collaborate with resources, track progress and communicate status on the education projects. The essential features of MS Project is to

support project management at the workgroup level; task scheduling, resource management, tracking, reporting, work group collaboration, customization and flexibility. This theme will aim at enriching the scholars with the knowledge and skills to initiate, plan, execute, monitor and control education projects by using the Microsoft Project Software.

Curricular Transaction and Evaluation Modalities

The methodology of curricular transaction would include lecture-discussion and Lab/group work. Since, this will be a skill-oriented course, emphasis will be given on practical exercises and group work where the scholars will learn by doing themselves. The course evaluation will be based on the performance in the group work, assignments and written examination.

Suggested Readings

1. Behrman, Jere R. et al. (2002). *Conceptual Issues in the Role of Education Decentralisation in Promoting Effective Schooling in Asian Developing Countries*. ERD Working Paper No. 22, Asian Development Bank, Manila, Philippines.
2. Bertrand, Oliver (2004). *Planning Human Resources: Methods, Experiences and Practices*. Paris: International Institute for Educational Planning, Paris.
3. Chau, Ta-Ngoc (2003). *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
4. Hallack, J (1977). *Planning the Location of Schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
5. Institute for Health Sector Development (2005). *Sector-wide Approaches in Education*. London, U.K.
6. Lauglo, Jon (1995). "Forms of Decentralisation and Their Implications for Education". *Comparative Education*, Vol. 31, No. 1.
7. Litvack, Jennie, Ahmed, Junaid and Bird, Richard (1998). *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
8. Nanjundappa, D.M. (1995). *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*, B.N. Yugandhar and Amitabh Mukherjee (ed.) New Delhi. Concept.
9. Narayan, D (2005), *Local Governance without Capacity Building: Ten Years of Panchayati Raj*. *Economic and Political Weekly*, June 25, pp. 2822-32.
10. Scheerens, Jaap (2000). *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
11. UNESCO Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.
12. Varghese, N.V., and Biswal, K. (1999). *School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa*, Mimeo, National Institute of Educational Planning and Administration, New Delhi
13. Varghese, N.V. (1997). *School Mapping, Module 9, in Modules on District Planning in Education (Ed.)*, National Institute of Educational Planning and Administration.

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14. Varghese, N.V., and Biswal, K. (1997). Planning for Implementation, Module 4, in *Modules on District Planning in Education (Ed.)*, National Institute of Educational Planning and Administration, New Delhi
15. Varghese, N.V., and Zaidi, S.M.I.A. (1997). Micro-Planning in Education, Module 8, in *Modules on District Planning in Education (Ed.)*, National Institute of Educational Planning and Administration, New Delhi

OC-2: Community Participation and Local Governance in Education

Introduction

Community participation and Social Mobilization in Education have become essential pre-requisites for Universalization of Elementary Education in India. The National Policy on Education and Programme of Action 1992 envisage Village Education Committees to be the part of the organizational arrangements to facilitate community participation in education. The National Policy on Education specifically states that “local communities will play a major role in programmes of school improvement. The Village Education Committees are expected to ensure that every child in every family participates in primary education on the one hand, and the schools function regularly and efficiently on the hand.

While the broad purpose of the course would be to understand the role of community and Panchayati Raj Institutions in the management of schools, it will also attempt to provide an understanding of the conceptual contours of participation, the structures for participation, and participation as a technique in the process of planning. The course will also attempt to understand the status of Panchayati Raj Institutions in different states and their contribution to the management of education.

Themes

The course will focus on the following themes:

- Concepts of decentralization, mobilization, involvement and participation
- Rationale and need for participation
- Enabling provisions in the policy (73rd and 74th Amendment and NPE)
- Organisational structures to facilitate participation
- Assessment of the present status of PRIs vis-à-vis school management
- School and Community : The Conceptual Framework
- Community School Interface : Gender, SC/ST, Minorities, Urban Slums
- Capacity building for community leaders and Panchayati Raj functionaries
- Participation in Planning
- Impact of participation in improving access, retention, equity and quality
- Participation of the disadvantaged
- Community contribution to quality education

Transaction and Evaluation

The course will be transacted through lectures and discussion mode, with an emphasis on reflection and debate. The scholars will also be provided with some exposure to collection of household information, which are relevant to some of the themes as transacted in the course. The scholars will be required to prepare short assignments, book review and term paper. The term paper will also be presented in a seminar mode. There will be written test

at the end of the course. The course will be evaluated on the basis of the book review, term paper, seminar presentation and written test.

Suggested Readings

1. Behar, A (1999). Initiatives for Decentralisation of Governance in Madhya Pradesh: *Economic and Political Weekly*, 6 November.
2. Bhushan, Satya, Brahm Prakash, V.A. Kalpande, Yash Aggarwal, Pramila Menon (1987). *Micro-level Educational Planning and Management; Case Studies from India*, By Warren Mellor (ed), Bangkok, Unesco, 104 p.
3. Blair, H (2000). Participation and Accountability at the Periphery: Democratic Local Governance in Six Countries, *World Development* 28(1): 21-39.
4. Crook, R. C. and Manor, J (1998). *Democracy and Decentralisation in South Asia and West Africa*. Cambridge: Cambridge University Press.
5. Deze, J. and Sen, A (1996). *India: Economic Development and Social Opportunity*. Delhi: Oxford University Press.
6. Meenakshisundram, S.S (1999). Decentralization in Developing Countries, S.N. Jha and P.C. Mathur (eds.) *Decentralisation and Local Politics: Readings in Indian Government and Politics* (2), London: Sage, pp.54-69.
7. Menon P (1994). *Decentralisation and Participation in Educational Development*. IIEP Report, Paris. UNESCO.
8. Menon P (1998). *Functioning of Village Education Committees: A Study of Selected VECs in Haryana*, New Delhi, NIEPA.
9. Menon P (2001). *Content Analysis of Training Modules for Village Education Committees: A Study of Seven DPEP States* (Part I).
10. Varghese, N.V (1996a). *Decentralization of Educational Planning and the District Primary Education Programme*, Occasional paper 22, New Delhi, NIEPA.

OC-3: Comparative Education

Introduction

This course on Comparative Education focuses on exploring global, national, regional and local issues of education in relation to cultural, economic and political dynamics as a multi disciplinary field and as key area for educational research. The course provides an overview of theories and methods applied in the field of comparative education, defined as the systematic study of similarities and differences in educational issues, education systems or sub-systems across regions, countries, cultures and institutions as well as over time. It introduces to the nature and significance of comparative education, their role in intra and inter-educational analyses of problems and issues in education, and their relationships to the contexts within which they occur. It further addresses on the organization and functioning of formal and alternative forms of education in developed and developing countries in general and selected countries in particular.

Objectives

The objectives of this course are to enable the scholars to reflect, analyse and understand critically, for dealing with education related issues and phenomena in comparative perspectives, within and across the countries.

Themes

- The nature and development of comparative education: Theories, methods, major concepts and current trends in comparative education, use /abuse of comparisons.
- Educational development, contemporary issues in education, disparities and various facets of societies that impact the educational system in developing and developed countries with special reference to Canada, South Africa, Australia, China and India.
- Comparative analysis of educational policies, planning and practices and status and preparation of education workforce (with special focus on administrators and teacher management) in selected countries from South Asia, East Asia, Latin America and African Countries.
- Major international comparative studies and their relationship to policy making and practices.

Transaction and Evaluation

Scholars are expected to complete the required reading assignments before relevant contact sessions and come prepared with questions and comments to engage in seminar and discussions related to issues raised in, but not limited to, the content of the respective required and recommended readings. In addition, three position papers, each of about 8-10 pages (5000 words), need to be written, based on readings and discussions.

Suggested Readings

1. Arove, Robers F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). *Emergent Issues in Education: Comparative Perspectives*, New York, State University.
2. Altbach P.G, Aronove R, Kelly G (eds.) (1982). *Comparative Education*, New York, Macmillan.
3. Alexander Robin (2000). *Culture and Pedagogy: International Comparisons in Primary Education*, Oxford, Blackwell.
4. Barber B (1973). Science, Salience and Comparative Education: Some Reflections on Social Scientific Inquiry. In Edwards R, Holmes B, Van de Graaff J (eds.), *Relevant Methods in Comparative Education*. Report of a meeting of international experts, Hamburg, UNESCO Institute for Education.
5. Beauchamp Edward, R. (2003). *Comparative Education Reader*, New York, Rutledge Falmer.
6. Bourdieu, P (1977). Cultural Reproduction and Social Reproduction. In Karabel J. and Halsey A. H. (eds.) *Power and Ideology in Education* (pp.487-511), London, Oxford University Press.
7. Bradshaw and York W (eds.) (1997). *Education in Comparative Perspective: New Lessons From Around The World*, New York, E.J. Brill.
8. Bray, M (1997). Education and Colonial Transition: The Hong Kong Experience in Comparative Perspective. *Comparative Education*, 33(2), 157-169.
9. Bray, M (2003). *Comparative Education: Continuing Traditions, New Challenges and New Paradigms*, London, Kluwere Academic Publishers.
10. Bray, M., Xiaohao, Ding and Ping Huang (2004). *Reducing the Burden on the Poor: Household Costs of Basic Education in Gansu*, Comparative, China.
11. Brickman W.W (1960). *A Historical Introduction to Comparative Education*. *Comparative Education Review*, 3:6-13.
12. Carnoy M (1974). *Education as Cultural Imperialism*, New York, Mckay.
13. Carnoy M., and Levin, H. M (1985). *Schooling and Work in the Democratic State*. Stanford, Stanford University Press.
14. Chabbott Colette (2003). *Constructing Education for Development: International Organizations and Education For All*, New York, Rutledge Falmer.
15. Goedegburre and Leo (eds.) (1994). *Higher Education Policy: An International Comparative Perspective*, Oxford, Pergamon.
16. Hans, N (1967). *Comparative Education: A Study of Educational Factors and Traditions*, London, Rutledge and Kegan Paul.
17. Holmes B (1981). *Comparative Education: Some Considerations of Method*, London, George Allen & Unwin.
18. Kubow Patricia, K and Fossum, Paul R (2003). *Comparative Education: Exploring Issues in International Context*, New Jersey, Merill Prentice Hall.
19. Nigam, B. K. and Sharma S. R (1993). *Principles and Methods of Comparative Educational System*, Delhi, Kanishka Publishers.
20. Noah, H.J., and Eckstein, M. A (1998). *Doing Comparative Education: Three decades of Collaboration*, Hong Kong, Comparative Education Research Centre.

21. Patricia K. Kubow and Paul R. Fossum (2003). *Comparative Education – Exploring Issues in International Context*, New Jersey, Pearson Education Inc.
22. Schugurensky, D (1998). *The Legacy of Paulo Freire: A Critical Review of His Accomplishments*. *Convergence*, 31 (1-2), 17-29.
23. Thomas R., Murray (eds.) (1990). *International Comparative Education: Practices, Issues And Prospects*, Oxford, Pergamon.
24. Trethewey, A. R (1976). *Introducing Comparative Education*, New York, Elmsford, Pergamon Press.
25. Trivedi P. R., Singh U.K and Sudarshan K. N (eds.) (1994). *Global Education: An Analysis*, New Delhi, Commonwealth.
26. Watson Keith (2001). *Doing Comparative Education Research: Issues and Problems*, Oxford, Symposium Books.
27. Young R (1997). Comparative Method and Post-modern Relativism. *International Review of Education*, 43 (5-6), 497-505.

OC-4: Early Childhood Care and Education

Introduction

This course on Early Childhood Care and Education aims at enhancing an understanding of scholars about significance of early childhood period in human development, various theoretical perspectives on child development and the concept of critical periods. Policy – framework for ECCE in India and other countries and the contexts for the same will be studied to develop a comparative understanding. Besides covering the existing provision of different types of ECCE in the country, the course will focus on building an appreciation of all issues relating to planning and management of early childhood education for access, equity, quality and transition to primary stage.

Themes

- Significance of early childhood and theoretical perspectives on development.
- Development - motor, cognitive, socio-emotional and language/ critical periods.
- Policy framework in developed and developing nations.
- Planning for access, equity, quality and transition.
- Public, private and non-governmental provision of ECCE in different States.
- Teacher education for early childhood educators.

Transaction and Evaluation

Transaction will be mainly through an interactive style. Scholars will be guided about the sources of information and would be expected to conduct library and Internet search to access the relevant literature, read the same, and prepare critique for some topics, before detailed discussions during contact sessions.

Evaluation of scholars will be made on the basis of a written assignment and a seminar presentation, both carrying an equal weightage.

Suggested Readings

1. *Economic and Political Weekly* (2006). Child Development – Overcoming Persistent Under-Nutrition. XLI (12), March 25-31, New Delhi: A Sameeksha Trust Publication.
2. Myers, R. G (1995). *The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World*, Ypsilanti, Mich., High/ Scope press.
3. M. S. Swaminathan Research Foundation (1995). *Suraksha* - Monograph Series 1-9. Madras.
4. National Institute of Public Cooperation and Child Development (1992). *National Evaluation of ICDS*. New Delhi.
5. National Council of Educational Research and Training (1993). *Impact of ECE on Retention in Primary Grades – A Longitudinal Study*. New Delhi

6. National Council of Applied Economic Research (2001). *Concurrent Evaluation of ICDS - National Report*. New Delhi.
7. Neuman, M.J. (2000). *International Journal of Educational Research – Early Childhood Education and Care Policy: International Trends and Developments*. Vol. 33, Number 1. U.S.A, Pergamon.
8. Sood, N (2003). *Planning and Management of Early Childhood Education: A Case of Himachal Pradesh. Occasional Paper 32*, New Delhi: National Institute of Educational Planning and Administration.
9. UNESCO (2002). *Integrating Early Childhood into Education: the Case of Sweden*. Paris, (UNESCO Policy Brief on Early Childhood, 3).
10. UNESCO (2006). *Cross-national Compilation of National ECCE Profiles*. Geneva: UNESCO International Bureau of Education.
11. World Bank (2007). *EFA Global Monitoring Report – Early Childhood Care and Education*. Washington D. C. World Bank.
12. World Bank (2004). *Reaching Out to the Child: An Integrated Approach to Child Development*. New Delhi, Oxford University Press.

OC-5: Educational Management Information System

Introduction

For successful implementation of any programme concerning education, effective monitoring framework and efficient EMIS is essential without which the programmes cannot be implemented efficiently nor can they be efficiently monitored. The course deals with EMIS with following as its main objectives:

- To sensitize the scholars about the role of information systems in decision-making process;
- To examine the various types of information systems in education; and
- To demonstrate the use of information systems in educational planning and management.

Themes

- Introduction to information systems: concept and meaning.
- Educational management information system in India.
 - Manual collection of information system: a case of MHRD.
 - All India school education survey: coverage and organization.
 - District information system for education (DISE).
 - Recent State-specific initiatives in the field of school information system in India; and
 - Household surveys being conducted by different agencies.
- Data requirements for developing education plans.
- Developing data capture formats for EMIS.
- Project management information systems (PMIS).
- Strengthening of EMIS and developing an integrated information system.
- Role of computers in MIS.
- Group work on developing DCF and suggestive framework for an EMIS.

Transaction and Evaluation

Scholars will be required to develop plan for a computerized EMIS. Depending upon the number of scholars, they will be divided into groups to work on EMIS. Each group will make its presentation.

Suggested Readings

1. Aggarwal, Yash (1997). *Educational Management Information System: Planning Management and Monitoring Strategies for DPEP*, NIEPA.
2. Ahituv, N (1990). *Principles of Information System Management*. Boulevard, Wm. C. Brown Publishers.
3. Davis, G.B. and M.H. Olson (1985). *Management Information Systems: Conceptual Foundations, Structure and Development*, New York, McGraw Hill.
4. Mehta, Arun C (2005). *Elementary Education in India: Analytical Report*, New Delhi, NUEPA & MHRD.
5. NIEPA (1998). *User's Manual, District Information System for Education*.

OC-6: Education, Democracy and Human Rights

Introduction

Link between education and democracy is a consistent theme from both the national and international perspectives. A commonly prescribed role for education is that it should foster a set of values and ethics that protect and promote a democratic culture. The National Policy on Education, 1986 (Revised, 1992), described the role of education in terms of “*furthering the goals of socialism, secularism, and democracy enshrined in our Constitution*”. (Para 2.2). Further, consequent legislation, policies and strategies should also uphold the values of democracy and human rights. In order to fully implement a democratic and rights-based perspective in education, well-functioning systems of legislation, planning, information and statistics are important. It is important for the scholar to understand both the fundamental concepts of education and democratic functioning; for the administrator, knowledge, laws and conventions and their implementation in practice; for the activist, their role in information dissemination and support of the rights; and for the researcher the fact that all of these depend on meticulous library and field research.

Themes

- Dynamic interface between education, democracy and human rights.
- Different conceptions of democracy and human rights.
- Human Rights Treaties relevant to the right to education.
- Major standard-setting instruments on the right to education.
- Implications of human rights for education.
- Implementing the human rights framework in practices at all levels of education.
- Role of legislation, regulations, procedures and implementation strategies.
- Advocacy and enforcement of rights: Role of government, civil society and other stake-holders.

Transaction and Evaluation

This course shall be conducted through lectures and discussion group mode, with an emphasis on reflection, debate, development of synthesis papers, and seminar presentation. The course shall be evaluated through preparation of a dissertation and presentation of a seminar.

Suggested Readings

1. Donders, Y. and Vladimir Volodin (eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.
2. Drèze J. and A. Sen (1995). *India Economic Development and Social Opportunity*, Oxford, Oxford University Press.

3. Dreze, Jean and Sen, Amartya (1995). Basic Education as a Political Issue. *Journal of Educational Planning and Administration*. Vol. IX (1).
4. Green A (1990). *Education and State Formation*, Basingstoke, Macmillan.
5. Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence, Italy
6. J. Galbraith (1996). *The Good Society: the Humane Agenda*, Houghton Mifflin Company.
7. K. Watkins (1998). *Economic Growth with Equity: Lessons from East Asia*, Oxford, Oxfam.
8. Little, A (1994). *Beyond Jomtien: Implementing Primary Education for All*, London, Macmillan.
9. Tomasevski, K (2001). *Governmental Human Rights Obligation in Education. Right to Education Paper No. 3*. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
10. Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
11. Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.

OC-7: Education, Gender and Development

Introduction

The aim of this course is to sensitize the scholars to gender issues in development in general and education in particular. Knowledge will be imparted on the policy framework in India as well as international policies and measures for women's empowerment. While planning and management issues for girls' and women's education will be emphasized, the course also provides a critical perspective on the gendered structure of society and covers an array of sectors including demography; health and nutrition; education; economy; political participation; law and human rights; employment and labour etc. Exploration of institutional elements of families, education, the work place and the State will offer an understanding of the social, economic and cultural factors that shape our lives as men and women and the way these structural forces and institutions shape the experiences of groups of men and women who are placed differently within them.

Themes

- Demographic profile of women and human development indicators
- Constitutional provisions, policies, programmes for women
- International policies and women's movements
- Health and nutrition
- Women's education in India: present status and challenges ahead
- Gender, economy and work participation
- Gender development index
- Participation in decision making through decentralization
- Evaluation of programmes for girls' education
- Gender, law and human rights
- Methodologies for research on women
- Gender and disability
- Women's education and economic development
- Gender, globalization and education
- Gender budgeting

Transaction and Evaluation

Transaction will be through a variety of methods. For example, one method would be reading relevant material and culling out issues before contact sessions. Group discussions on research articles will be another strategy. Scholars would also be required to prepare review of research on the subject. Evaluation will be done through two short assignments and one seminar presentation.

Suggested Readings

1. Chen, Martha (1995) "A Matter of Survival: Women's Right to Employment in India and Bangladesh", in: Nussbaum Martha and Glover, Jonathan (Eds), *Women, Culture and Development: a study of human capabilities*, Clarendon Press, Oxford, 37-57.

2. Jain, V. K. and Arora, A. P (1995). "Effect of School Level Variables on Achievement Gap between Boys and Girls, *Indian Educational Review*, Special Number DPEP. 30(1). January.
3. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
4. Kandaswamy Deepa (2005). Gender Insensitivity in School Education, in *Education Journal-Gender and Education Internet Version*.
5. King, Elizabeth M. (1990) *Educating Women and Girls: Investing in Development*, World Bank, Washington DC.
6. King, Elizabeth and Hill, Anne M. (1993) *Women's Education in Developing Countries: Barriers, Benefits and Policies*, John Hopkins Press/World Bank, Baltimore.
7. Kingdon, Geeta Gandhi (1998b). Does the Labour Market Explain Lower Female Schooling in India? *Journal of Development Studies*, 35(1), 39-65.
8. Kingdon Geeta Gandhi (2001). *The Gender Gap in Educational Attainment in India: How Much can be Explained?* Department of Economics. University of Oxford, August.
9. Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia, in *Economic and Political Weekly*, March 11, p-912-918.
10. Ramachandran, Vimala (1998). *Girls' and Women's Education: Policies and Implementation Mechanisms*. Case Study: India. Bangkok, UNESCO.
11. Ramachandran, Vimala (2003a). *Through the Life Cycle of Children: Factors that facilitate/impede successful primary school completion*, Delhi, Education Resource Unit.
12. Ramachandran, Vimala (ed.) (2004a). *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi, Sage Publications.
13. Ramachandran, Vimala (2004b). Why do Girls Benefit Enormously? Fostering opportunities to Learn At An Accelerated Pace: *Unicef Working Paper, 2005, 2(1), 7-35*.
14. Sharma M. C. and Sharma, A. K (eds) (2003). *Discrimination based on Sex, Caste, Religion And Disability Addressing Through Educational Interventions, A Handbook for Sensitizing Teachers and Teacher Education*, NCTE and Human Rights Commission. 24-27.
15. Silova and Magno (2005). Gender Equity Unmasked: Democracy, Gender and Education in Central / Southeastern Europe and Former Soviet Union. *Comparative Education Review*, 48 (4). 417-442.
16. Subrahmanian, Ramya (2005). Gender Equality in Education: Definitions and Measurements in *International Journal of Educational Development*, 25(4), 395-407, July.

OC-8: Education, Literacy and Lifelong Learning

Introduction

Education prepares an individual for a variety of human activities and situations and plays a central role in sustaining as well as changing cultures and values of communities. Education is an increasingly important means for countries to prosper in a competitive world economy and it is often the key to a better life for an individual. In the era of globalization and liberalization, people are expected to use their knowledge and skills effectively and contribute to the society in many different social settings. Developments in technologies and markets over the last decades have put new pressure on education system and government is expected to deliver 'quality education' and 'competencies for life' to all people. Although acquiring basic literacy skill is as important as other basic needs to survive in this world, the number of illiterates in the world exceeds 800 million and an estimated one in every five children are deprived of access to even the most basic education. The Challenges for education system, therefore, is not only to acquire literacy but also to create an enabling environment to encourage learning throughout life using the system of formal learning as well as non-formal and informal opportunities because learning takes place both in formal as well as non-formal system. In addition, suitable approaches to literacy improvement and lifelong learning will help reduce the educational divide between different social groups and also between 'have' and 'have not', leading to sustainable development of society.

The course will provide an in-depth understanding about different initiatives that have been undertaken to promote literacy and lifelong learning. It will also familiarize the scholars with the changing contours of literacy and provide inputs for establishing a linkage between literacy and lifelong learning

Themes

Literacy and Societal Development

Conceptual framework for developing a literate society through mass literacy programmes and how the experience of total literacy programmes has helped adult education and also impacted primary education.

Literacy, Human Development and Empowerment

Discussion on how literacy works as an essential tool for the establishment of individuals, and the impact of literacy on different indicators such as infant mortality, maternal mortality, morbidity and nutrition. The term empowerment will also be discussed in detail and the process of empowering people particularly women and marginalized groups so that they could actively participate in decision making processes and economic activities as well.

Literacy and Lifelong Learning

This theme will focus on the concept of a learning society through the expansion of the right of education to all, irrespective of age, sex, caste, class etc. in rural as well as urban areas. Attempts will also be made to share the experiences of mobile library, link library programme, community library programme, book corner, book fair, along with post literacy and continuing education programmes.

Lifelong Learning, Cognitive Development and Knowledge Worker Society

Interventions for continuing education through programmes like adult literacy and education of adolescents and youth will be discussed. The policies and programmes to spread literacy and promote continuing education will also form a part of this theme.

Transaction and Evaluation

The course will be transacted through tutorials and presentations of seminars by scholars.

Suggested Readings

1. Adler Mortimer J (1986). *Guidance to Learning: For a Lifelong Pursuit of Wisdom*, New York, Macmillan, 163p.
2. Bhola H. S (1988). Policy Analysis of Adult Literacy Education in India, *Perspectives in Education*, 4(4), p. 213-228.
3. Chand Prem (2001). Analysis of Literacy Situation in India, *Indian Journal of Adult Education*, 65(1), 75-91.
4. Daswani C.J (2000). Adult Literacy in India, *Man and Development*, 22 (4), 37-48.
5. Evans Norman (2003). *Making Sense of Lifelong Learning: Respecting the Needs of All*, London, Routledge Falmer.
6. Jarvis Peter (2004). *Adult Education and Lifelong Learning: Theory and Practice*, London, Routledge Falmer.
7. Longworth Norman (2003). *Lifelong Learning in Action: Transforming Education in the 21st Century*, London, Kogan Page.
8. Mishra Lakshmidhar (1992). Total Literacy Campaign: Still an Unwritten Chapter in Indian History. *Mainstream*, 30(47), 20-28.
9. Patel, V (ed.) (1978). *Lifelong Education and Community Learning: Three Case studies in India*, Hamburg. UNESCO Institute for Education.
10. Pattanaik, B.K (1993). Literacy, Education and Agricultural Development: A Study of Orissa, *Journal of Education of Social Change*, 7(1) 29-36.
11. Saldhana Denzil (1999). Residual Illiteracy and Uneven Development, *EPW*, 34 (27 and 28) p- 1773-1789 and 1907-1939.
12. Scott, William and Gough Stephen (2004). Key Issues in Sustainable Development and Lifelong Learning: A Critical Review, London, Routledge Falmer.

OC-9: Equity and Multicultural Education

Introduction

The course on Equity and Multiculture Education aims to develop an understanding of multiculturalism in the pluralistic Indian context in general while providing equity perspective in particular. Further, the course addresses diversions embedded in multicultural context along with provision of affirmative actions and regional imbalances.

Themes

Contextualisation of Multicultural Education in India

- Understanding multicultural education
- Historical developments, dimensions and practice
- New directions: complexities and boundaries
- Understanding inequality: different perspective

Issues, Trends and Developments

- Access and achievements: inequalities that endure the change
- Assessment, standards and equity
- Knowledge construction: culture-centred knowledge and language issues

Approaches and Theory

- Social class and schooling, quest for equal educational opportunity, equity in heterogeneous classrooms
- Intergroup contact and effects of school desegregation

Multiculturalism and Core Curricula

- Ethics, class, caste, genders studies, race – alongwith multicultural teacher education

Mapping Divergence and Dealing with Inequity

- Regional, socio-cultural education, income and gender equity; across nations focussing on state provisions of affirmative actions and quotas.

Transaction and Evaluation

This course on Equity and Multicultural Education will be transacted through tutorials and presentations of seminars by scholars. The scholars will be required to prepare short essays or term paper, with reference to the proposed dissertation and Ph. D. thesis.

Suggested Readings

1. Baptiste H. Prentice, Waxman, Hersholt C., de Felix, Judith Walker and Anderson, James E., (eds.) (1990). *Leadership Equity and School Effectiveness*, -London, -Sage.

2. Dikshit, H.P, Suresh, Garg (2002). *Access and Equity: Challenges for Open and Distance Learning*, New Delhi, Kogan Page.
3. Gewirtz, Sharon, Ball, Stephen J. and Bowe, Richard (1995). *Markets, Choice and Equity in Education*, Buckingham, Open University Press.
4. Hawley, Willis D (ed.) (1981). *Effective School Desegregation: Equity, Quality and Feasibility*, London, Sage.
5. Hutmacher, Walo, Cochrane, Douglas & Bottani, Norberto, Bottani (Eds.) (1997). *In Pursuit of Equity in Education: Using International Indicators to Compare Equity Policies*. Boston: Kluwer, Academic.
6. Lee W.O (2004). *Equity and Access to Education: Themes, Tensions and Policies*, ADB, Manila.
7. Lerotholi, Liteboho Maqalika (2001). *Tuition Fees in Primary and Secondary Education in Lesotho: The Levels and Implications for Access, Equity and Efficiency*, Paris, IIEP.
8. Lindsay, Beverly and Justiz, Manual (2001). *Quest For Equity In Higher Education*, New York, State University Press.
9. Mehta, G.S (1990). *Equity Role Of Education In Economic Opportunities Between Scheduled Castes/Tribes And General Caste Segments*, Lucknow, Giri Institute of Development Study.
10. OECD (2004). *Equity in Education: Scholars with Disabilities, Learning Difficulties and Disadvantages*, Paris, OECD.
11. OECD (2005). *School Factors Related to Quality and Equity: Results from PISA 2000*, Paris, OECD.
12. Ramachandran, Vimala, Shukla, Subir, Cohen, Philip, Alexander, Robin and Mercer, Malcolm (2001). *Reflections on Equity, Quality and Local Planning in the District Primary Education Programme*, New Delhi, European Commission Education Programme.
13. Ramachandran, Vimala (ed.) (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi, Sage Publications.
14. Shah, Ghanshyam (2002). *Dalits and the State*. New Delhi, Concept.
15. Skrla, Linda and Scheurich, James. Joseph (2004). *Educational Equity and Accountability: Paradigms, Policies and Politics*, New York: Routledge Falmer.
16. Solomon, Gwen et. al (2003). *Towards Digital Equity: Bridging the Divide in Education*, Pearson.
17. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.
18. Teese Richard, Lamb Stephen, Durce Bellet Marie (eds.) (2006). *Education and Equity International Perspectives on Theory and Policy*, Springer, UK.
19. UNESCO (2000). *Gender Equality and Equity: A Summary Review of UNESCO's Accomplishments Since the Fourth World Conference on Women, Beijing, 1995*. Paris.
20. Williams, Jenny (ed.) (1997). *Negotiating Access to Higher Education: The Discourse of Selectivity and Equity*, Buckingham: Society for Research into Higher Education.
21. World Bank (2003). *Equity in Enrolment and Completion in Elementary Schooling in India: Evidence from Recent Household Surveys*, Washington, D.C.

OC-10: Economics and Financing of Education

Introduction

This course is designed to provide scholars with an overview of the economics and financing of education. Specific objectives of this course include providing scholars with a basic understanding of:

- a) The literature on the economics and financing of education;
- b) The economic value of education, including the personal and societal returns from investing in education;
- c) The methods by which education is financed;
- d) The costs of education;
- e) The mobilisation of resources for education; and
- f) The contemporary national and international policy issues in financing of education.

Themes

I. *Introduction: Economics of Education*

- Human capital theory, investment-consumption in education; human capital (General, Specific) vs. physical capital; critique of human capital theory: Screening – Signaling
- Education-Economic development
- Growth models: Residual to Endogenous growth models
- Investment criteria in education
- Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Age-education-earnings relationships
- Manpower planning, Education-employment
- Social demand

II. *Public Finance: Role of State in Financing Education*

- Concepts and indicators of financing of education
- Principles of financing education: Equity, Efficiency, Adequacy
- Education and distribution, inequality; Distribution of public spending on education
- Importance of public expenditure on education; its impact on development
- Determinants of expenditure on education – Public, Household

III. *Methods of Financing Education: Mobilisation of Resources for Education*

- Sources of funding: Public, Private
- Public funding of education: Taxes – General, Earmarked; Grants, Vouchers
- Fee as a source of finances; scholar loans
- Private sector, community contributions
- External aid

IV. *Contemporary Policy Issues in Financing Education: Indian, International*

- Public expenditure on education in India

- Center-state relations in financing education: Planning Commission, Finance Commission; Five Year Plans; Centrally Sponsored Schemes
- Role of state and markets in education; Privatisation of education
- Internationalisation and trade in education
- Estimation of resource requirements for education: Costs, Cost Functions

Transaction and Evaluation

The primary teaching methodology involved for this course will consist of the following:

- i) Lectures by the faculty,
- ii) Assigned readings,
- iii) Discussions concerning the various topics covered in lectures, and assigned readings
- iv) Presentations by scholars,
- v) Book reviews, and
- vi) A term paper concerning some area of education finance (to be presented in a seminar).

Suggested Readings

There is no single text book for the course. But relevant chapters in the following readings will be helpful for various sections. A few specific articles are also given here:

1. Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
2. Blaug, Mark (1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
3. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
4. Bowman M.J., et al: eds. *Readings in Economics of Education*. UNESCO, 1962
5. Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon
6. Cohn E. and T Geske: *Economics of Education*. Pergamon Press. 3rd edition
7. Coombs P.H., & J Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
8. Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971]
9. Johnes, G and Johnes, J., eds. *International Handbook on the Economics of Education*
10. Jones, P.W. *World Bank Financing of Education: Lending, Learning*. Routledge.
11. Kothari, V.N. (1966a) [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association
12. Kothari, V.N., and P.R. Pancharukhi (1980) *Economics of Education: A Trend Report*, in D.T. Lakdawala, ed., *A Survey of Research in Economics* Vol. VI. New Delhi: Allied, pp. 169-238
13. Leven, Henry (1983) *Introduction to Cost Analysis and Cost Effectiveness Analysis*. Sage.
14. Majumdar, Tapas (1983), *Investment in Education and Social Choice*. Cambridge University Press

15. McMahon, W.W. and T.G. Geske, *Financing Education: Overcoming Inefficiency and Inequity*. Univ of Illinois Press.
16. Panchamukhi P.R. (1989) *Economics of Educational Finance*, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya
17. Pandit, H.N., ed., (1969) *Measurement of Cost Productivity and Efficiency of Education*. New Delhi: NCERT
18. Psacharopoulos, G., ed. (1987) *Economics of Education*. New York: Pergamon
19. Psacharopoulos, G and M Woodhall – 1985: *Education for Development: An Analysis of Investment Choices*. New York: Oxford.
20. Rao, V.K.R.V. (1964) *Education and Economic Development*. New Delhi: National Council of Educational Research and Training
21. Schultz, T.W. (1971) *Investment in Human Capital*. New York: Free Press
22. Schultz, T.W. (ed.) 1972. *Investment in Education: Equity-Efficiency Quandary*
23. Singh, B. (ed.) *Education as an Investment*. Meenakshi Prakashan, Meerut
24. Tilak, J.B.G. (1997b) Lessons from Cost Recovery in Education, in *Marketising Education and Health in Developing Countries: Miracle or Mirage?* (ed.: C. Colclough). Oxford: Clarendon Press, 1997, pp. 63-89
25. Tilak, J.B.G. (1987). *Economics of Inequality in Education*. New Delhi: Sage Publications.
26. Tilak, J.B.G. (2003) ed. *Financing Education in India*. New Delhi: Ravi Books
27. Jandhyala B.G. Tilak, Center-State Relations in Financing Education in India". *Comparative Educational Review* 33 (4) (November 1989): 450-80
28. Tilak, J.B.G. (2004) Public Subsidies in the Education Sector in India. *Economic and Political Weekly* 39 (4) (24-30 January): 343-59
29. Jandhyala B.G. Tilak, Economics of Human Capital in India, *Indian Economic Journal* (89th IEA Annual Conference Volume): 3-20.
30. Vaizey, John (1962): *Economics of Education*. London: Faber & Faber
31. West, E.G. (1965) *Education and the State: A Study in Political Economy*. London: Institute of Economic Affairs. [2nd Edition]
32. World Bank (1986) *Financing Education in Developing Countries*. Washington DC.
33. Ziderman, A.& D. Albrecht: *Financing Universities in Developing Countries*

NB: Additional readings will be provided in the class.

OC-11: Globalisation and Education

Introduction

The impact of present day globalisation on education is a new phenomenon. It is influencing educational institutions in a number of ways. It has led to the decentralization in education, greater involvement of civil society and in many cases the role of state is changing from a major financier and regulator to the facilitator. The most important impact may be seen in terms of changing curriculum, introducing innovative practices, emerging partnership between institutions and modes of delivery of education services. Education is crossing the boundaries and new networks are becoming important.

The emergence of new international institutions such as GATS, TRIPS, WIPO and Regional networks is creating new conditions under which the educational policies have to operate. For example, trade in education services is leading to new set of policies in education.

The course on Globalisation and Education will deal with some of those issues and provide a theoretical perspective for undertaking further research in the area.

Objectives

- To induct scholar as a researcher in the area relating to globalization and education
- To provide scholar a theoretical perspective of the dynamics of globalization and its impact on education

Theme

- Meaning, nature and dynamics of Globalisation
- Globalisation and its impact on governance of education: Decentralisation and State decontrol
- Internationalisation of education: Impact on curricular structure, human resource development, infrastructure
- Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services
- Emerging international structure of institutions: GATS, TRIPS, WIPO, Regional Networks
- Progressive liberalisation of trade in education and FDI in education

Transaction and Evaluation

The course will be transacted through tutorials and presentations of seminars by scholar. The scholar will be required to prepare short essays or term paper, with reference to the proposed dissertation and Ph. D. thesis. The scholar will be evaluated in terms of seminar presentation on a topic assigned by the course co-ordinator in consultation with scholar.

Suggested Readings

1. Stewart, F (1996). Globalisation and Education, *International Journal of Educational Development*, 16 (4), 327-333.
2. Josephine, Yazali (2003). *Globalisation and Challenges to Education*, NIEPA Publication, Delhi, Shipra Publishers.
3. Joseph E. Stiglitz: *Making Globalization Work*, London, Imprint of Penguin Books Ltd.
4. Hallak, Jacques (1998). *Education and Globalization*. Paris, UNESCO, IIEP Contributions No. 26.
5. Green, Andy (1997). *Education, Globalization and the Nation State*, London Macmillan.

OC-12: Health, Nutrition and Schooling

Introduction

Access to food, health-care and education is considered to be a basic human right. Adequate nutrition and health inputs are crucial during early years for holistic development of children enabling them to learn effectively in school. Objective of this course is to help scholars develop an insight into the nutritional and health concerns for school children and understand the impact of the under-nutrition on school participation. The scholars will also learn about policy interventions in the area of health and nutrition as a strategy towards universal elementary education. They will be exposed to different nutritional support programmes prevalent in various countries and their effect on schooling. The course will emphasize the importance of linkage between health, nutrition and education in the context of educational planning and management.

Themes

- Health and nutritional needs of children and adolescence
- Socio-economic determinants of health and nutritional status
- Policies and intervention programmes:
 - School health programme
 - Integrated child development services
 - Mid-day meal programme
- Convergence between education, health and nutrition
- Impact of health-care and nutrition on schooling

Transaction and Evaluation

Course will be transacted through a variety of methods such as group discussions and preparation of review papers, followed by discussion during contact sessions. Evaluation of scholars will be made on the basis of a written assignment and a seminar presentation, both will carry equal weightage.

Suggested Readings

1. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). *Child Nutrition, Child Health, and School Enrolment*, Policy Research Working Paper 1700 (January). The World Bank Policy Research Department, Poverty and Human Resources Division.
2. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). *Nutritional Status, Physical Work Capacity and Mental Function in School Children*. Nutrition Foundation of India, Scientific Report 6.
3. Babu S. C., Hallam, J. A (1989). Socio-economic Impacts of School Feeding Programs: Empirical Evidence from a South Indian Village. *Food Policy*. 58-66.
4. Brahmam, G. N. V. (2003). *Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat*. Paper presented

- at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
5. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. *Journal of Nutrition*, 125 (4), 894-900.
 6. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, *Economic and Political Weekly*, November 4673- 4683 (special articles).
 7. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
 8. Levinger, B (1996). Nutrition, Health and Education For All. Newton, MA: Education Development Centre.
 9. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. *Arch Pediatrics & Adolescent Medicine*. 157 (60): 593 -600.
 10. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, *Perspectives in Applied Nutrition*, 3,3: 204-212.
 11. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. *Economic and Political Weekly*. March 11.
 12. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, *Population and Development Review*, 10, 25–45.
 13. National Institute of Educational Planning and Administration (2006). *Report of Review Workshop on National Programme of Nutritional Support to Primary Education*, New Delhi.
 14. *Pratichi Education Report (2002)*. Number 1, Delhi: T.L.M Books.
 15. Pollitt, Earnesto (1995). Does Breakfast Make a Difference in School ? *Journal of the American Dietetic Association*, 95(10): 1134–39.
 16. Radhakrishna, R. Rao, K. H. Ravi, C. and Reddy, B. S (2004). Chronic Poverty and Malnutrition in 1990s. *Economic and Political Weekly*, July 10, 3121–3130.
 17. Rajan S.I, Jayakumar A (1992). Impact of Noon-meal Programme on Primary Education: An Exploratory Study in Tamil Nadu. *Economic and Political Weekly*: 2372- 2380.
 18. Seshadri, S and T Gopaldas (1989). Impact of Iron Supplementation on Cognitive Functions in Pre-School and School-aged Children: The Indian Experience', *American Journal of Clinical Nutrition*, 50 (supp.), pp 675 – 684.
 19. Sood, N (2006). Malnutrition Malady: a Hurdle in Achieving Universal Elementary Education. *New Frontiers in Education*. Vol. XXXVI (2, April – June, 2006).
 20. Simeon DT, Grantham-McGregor S (1989). Effects of Missing Breakfast on the Cognitive Functions of School Children of Differing Nutritional Status. *American Journal of Clinical Nutrition*, 49: 646-53.
 21. Thorat S. and Lee, J (2005). Caste Discrimination and Food Security Programmes. *Economic and Political Weekly*. September, 24.

OC-13: Inclusion in Education of Persons with Disabilities

Introduction

The purpose of this course is to help the scholars increase their awareness and enhance their ability to critically analyse and understand the access, equity and quality issues for dealing with problems of education at the national, regional and international levels and to utilize the various indicators of equity while undertaking educational research.

The course focuses on the conceptualization of inclusive education with specific reference to Education of Children and Youth with Disabilities. It will also expose the scholars to the national and international policy instruments, policy statements and Acts formulated in India and a few other countries for addressing the concerns and issues of persons with disabilities. Role of NGOs, apex institutions, universities and other institutions as well as the ministries of education, health, welfare and labour in planning and management of education for the children and youth with disabilities will be explored.

Themes

- Social, psychological and educational contexts of Inclusion.
- Policy statements on Inclusion (national and international).
- Issues in planning and management of education of children and persons with disabilities:
 - Identification, assessment and certification of special education needs
 - Rights of children with disabilities and implications for education provisions
 - Role of Government and Non-Government organisations
 - Inclusive education models and practices
 - Policy on teachers and special support staff
 - Education related concessions and facilities
 - Barrier- free schooling facilities
- Education related equity issues in Inclusion: Access, participation and quality of education for children and youth with disabilities at elementary, secondary and higher education levels.

Transaction and Evaluation

The course outline can be modified by the concerned faculty in consultation with the scholars opting this course to adopt it to the professional needs of the scholars. Scholars are expected to complete the required reading assignments before relevant contact sessions and come prepared with questions and comments for discussions related to inclusive education in the broader framework of equity issues. Scholars will also be visiting the special schools, schools where the inclusion is being practised and other relevant institutes.

Evaluation will be based on three position papers each of about 8-10 pages (5000 words).

Suggested Readings

A list of suggested readings has been given, however, the reference documents and the articles in the journals also can be consulted for widening understanding.

1. Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). *Special Education: Yearbook of the European Association for Education Law and Policy*. Vol. V. Kluwer Academic Publishers: The Netherlands.
2. Blake, C (1999). Deficit Ideology and Educational Reform in the United States. In Daniels, H. and Garner, P (Eds.). *Inclusive Education-Supporting Inclusion in Education Systems*. London: Kogan Page Limited.
3. Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: *The Individuals with Disabilities Education Improvement Act*. Available on: http://edworkforce.house.gov/issues/108th/education/idea/1350_confsummary.htm, accessed on 23 November, 2004.
4. Booth, T., and Mel Ainscow (eds.) (1998). *From Them to Us: An International Study of Inclusion in Education*, Routledge, London.
5. CABE (1944). *Post-war Educational Development in India*. New Delhi: Ministry of Education.
6. Education Commission (1966). *Education and National Development*. New Delhi: Ministry of Education.
7. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. Lee W.O (2004). *Equity and Access to Education: Themes, Tensions and Policies*, ADB, Manila.
10. Lipsky, P. K. and Gartner, A (1996). Equity Requires Inclusion: The Future for All Scholars with Disabilities. In C. Christensen & F. Rizvi (Eds.) *Disability and the Dilemmas of Education and Justice* (pp. 145-155). Buckingham: Open University Press.
11. Ministry of Law, Justice and Company Affairs (1996). *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*. New Delhi: Government of India.
12. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
13. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
14. Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
15. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.

16. OECD (2004). *Equity in Education: Scholars with Disabilities Learning Difficulties and Disadvantages*, Paris.
17. OECD (2005). *School Factors Related to Quality and Equity: Results from PISA 2000*, Paris.
18. Puri Madhumita & Abraham John (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*, New Delhi, Sage Publications.
19. Ramachandran, Vimala (ed.) (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi, Sage Publications.
20. Rehabilitation Council of India (2000). *Status of Disability in India*, New Delhi.
21. Topping Keith and Sheelagh, Maloney (eds.) (2005). *Reader in Inclusive Education*, Routledge Falmer, U.K.
22. UNESCO (1996). *Legislation Pertaining to Special Needs Education*, Paris.
23. UNICEF (2002). *Status of Disability in India*. Retrieved July 10, 2003, from http://www.unicef.org/infobycountry/india_statistics.html
24. Wormnaes, S (2004). *Quality of Education for Persons with Disabilities*. Available on: <http://portal.unesco/education>. Accessed on 1.12.20.

OC-14: Professional Development and Management of Teachers

Introduction

Professional development and management aspects of teachers are considered key to quality education. Satisfactory staff management is of crucial significance from individual and system perspectives. Commitment and competencies of teachers depend on initial training, recruitment, in-service training, transfer, promotion and appraisal, administrative and professional supervision. Teacher management includes issues such as demand and supply of teachers, imbalances in teacher allocation – subject-wise, medium of instruction-wise - recruitment, retention and mobility of teachers, performance appraisal, optimal use of teachers (absenteeism), teacher status, remuneration and professional development of teachers. At present, these issues are managed by different agencies and at different levels of education.

The major objective of this course is to acquaint the scholars and deliberate upon with diverse issues related to management of teachers and their professional developments.

Themes

- Human resource planning for teachers
- Managing supply and deployment of teachers - Imbalances in teacher allocation-both qualitative and quantitative
- Social status, service conditions, promotions, transfers and training of teachers
- Professional ethics
- Decentralisation of teacher management
- Information base for teacher management.
- Teacher effectiveness and teacher development
- Continuing professional development of teachers - policy, initiatives and practices
- Performance appraisal and accountability

Transaction and Evaluation

The course will be conducted by reading of the case studies published in Journals and case studies collated from directorates with regard to performance appraisal of teachers and rules with regard to transfer and recruitment of teachers.

Suggested Readings

1. Jangira, N.K., Yadav, D.D (1994). *District Primary Education Programme - Baseline Assessment Study of Four Districts of Assam*, NCERT, New Delhi: (Mimeo).
2. Jangira, N.K, Singh A. and Garg, V.P (1994). *District Primary Education Programme. Workshop on Training Needs of Teachers*, NCERT, New Delhi (Mimeo).

3. Shukla, S. et. al (1993). *A Study of Attainment of Primary School Scholars in Various States*, DMESDP, NCERT, New Delhi.
4. Yadav, S.K (1994). *Learning Achievement in Language and Mathematics of primary School Children of Madhya Pradesh (Malwa Region)*, NCERT, New Delhi (Mimeo).
5. Aswathappa, K (2005). *Human Resources and Personnel Management Texts and Cases*, Fourth Edition, New Delhi: Tata Mc-GrawHill Book Publishing Company Limited.
6. Bernardin, H.J (2007). *Human Resource Management: An Experiential Approach*, Fourth Edition, New Delhi: Tata Mc-GrawHill Book Publishing Company Limited.
7. Chapman David W. et. al (1993). Teacher Incentives in Third World. Teacher and Teacher Education. *International Journal of Research and Studies* 9(3), 301-16.
8. Cheng, Y., C., Ching MOK, M., & Tsui, K.T (Eds.) (2001). *Teaching Effectiveness and Teacher Development: Towards A New Knowledge Base*. Hong Kong: Hong Kong Institute of Education. And Kluwer Academic Publishers.
9. Cooke, B.L. and Pang, K.C (1991). Recent Research on Beginning Teachers : Studies of Trained and Untrained Novices. *Journal of Teaching and Teacher Education*, 7(1), 93-110.
10. Daresh. John C (1987). Research Trends in Staff Development and In-service Education. *Journal of Education for Teaching*, 13(1), 3-11.
11. Engelking, Jeri L (1987). Attracting and Retaining Quality Teachers through Incentives. *NASSPL Bulletin*, 1-6.
12. Fullan, M (1982). *The Meaning of Educational Change*. New York : Teachers College Press.
13. National Council of Educational Research and Training (1995). Teacher Policy, Training Needs and Perceived Status of Teachers 114,116 *IER: SPECIAL NUMBER*, New Delhi.
14. Veenman, S., Tulder, M. Van and Voeten, M (1994). The Impact of In-service Training on Teacher Behaviour. *Teaching and Teacher Education* 10(3), 303-17.

OC-15: Project Planning and Management in Education

Introduction

The implementation of policies is progressively becoming a major centre of attention in educational planning. There is, therefore, a need for integrating design and execution of education development projects with sectoral and sub-sectoral planning. While policies remain the foundation of planning, increasing attention is being paid to the programmes and projects flowing from policies. Attempts are being made to design and implement the education development projects more methodically. Breaking down an educational development programme into distinct projects makes it possible to rationalize the implementation of development policies. The main advantage of implementing education development programmes in the project mode consists in the logical structuring of problems, development objectives, proposed solutions and investments. The logical framework facilitates project elaboration, execution, monitoring and allocation of resources in a rational manner.

Project implementation and management includes the implementation of all the investments and other actions provided for by the project, that is, construction of buildings, purchase of equipment, training of staff, technical assistance, miscellaneous services, etc., and project monitoring and evaluation. Given a well-defined project, the function of project management is to organize and manage resources in such a way that these resources deliver all the work required to complete the project within the defined scope, time and cost constraints. All projects encounter difficulties in the course of their implementation and some of these are unforeseeable. Monitoring and evaluation aim at detecting and analyzing such problems so as to solve them in a timely manner. The purpose of monitoring is to provide project managers with periodic information regarding a number of indicators.

Themes

- Evolution of education development projects
- Methodology of project planning in education
- Logical framework analysis
- Planning for project implementation
- Project appraisal
- Monitoring and evaluation of educational projects
- Project management information system under SSA
- Microsoft Project-2002: An exposition

Transaction and Evaluation

The methodology of curricular transaction would include lecture-discussion, group work and demonstration of related computer software. The course evaluation will be done through written examination and assignment of term papers.

Suggested Readings

1. Berkun, Scott (2005). *Art of Project Management*. Cambridge, MA: O'Reilly Media. ISBN 0-596-00786-8.
2. Biswal, K (2003). *Monitoring and Evaluation of Education Projects: Concepts, Approaches and Operational Designs*. New Delhi: NUEPA, mimeo.
3. Brooks, Fred (1995). *The Mythical Man-Month*, 20th Anniversary Edition, Addison Wesley. ISBN 0-201-83595-9.
4. Chambers, F. and Forth, I (1995). A Recipe for Planning a Project: A Novice Manager's Guide to Small Project Design. *International Journal of Educational Development*, 15 (1): 61-70.
5. Heerkens, Gary (2001). *Project Management (The Briefcase Book Series)*. McGraw-Hill. ISBN 0-07-137952-5.
6. Kerzner, Harold (2003). *Project Management: A Systems Approach to Planning, Scheduling and Controlling*, 8th ed., Wiley. ISBN 0-471-22577-0.
7. Lewis, James (2002). *Fundamentals of Project Management*, 2nd ed., American Management Association. ISBN 0-8144-7132-3.
8. Magnen, Andre (1991). *Education Projects: Elaboration, Financing and Management*. Paris: UNESCO, International Institute for Educational Planning.
9. Meredith, Jack R. and Mantel, Samuel J (2002). *Project Management : A Managerial Approach*, 5th ed., Wiley. ISBN 0-471-07323-7.
10. Pettee, Stephen R (2005). *As-builts – Problems and Proposed Solutions*. Construction Management Association of America.
11. Project Management Institute (2003). *A Guide to the Project Management Body of Knowledge*, 3rd ed., Project Management Institute. ISBN 1-930699-45-X.
12. Stellman, Andrew and Greene, Jennifer (2005). *Applied Software Project Management*. Cambridge, MA: O'Reilly Media. ISBN 0-596-00948-8.
13. Thayer, Richard H. and Yourdon, Edward (2000). *Software Engineering Project Management*, 2nd ed., Wiley-IEEE Computer Society Press. ISBN 0-8186-8000-8.
14. Verzuh, Eric (2005). *The Fast Forward MBA in Project Management*, 2nd ed., Wiley. ISBN 0-471-69284-0 (pbk.).
15. Whitty, S. Jonathan (2005). A Memetic Paradigm of Project Management. *International Journal of Project Management*, 23 (8) 575-583.

OC-16: Organizational Development and Leadership in Education

Introduction

Organization development is applied behaviour in science discipline dedicated to improving organization and the people in them through the use of theory and practice of planned change organization face multiple challenges and threats today- threats to effectiveness, efficiency and profitability challenges from turbulent environment, increased competition and changing customer demands; and the constant challenge to maintain congruence among organizational dimensions such as strategy, culture and processes. Keeping organization healthy and viable to today's world is a daunting task.

Individuals in organization like wise face multiple challenges-finding satisfaction in and through work, fighting obsolescence of one's knowledge and skills, finding dignity and purposes in pursuit of organizational goals, and achieving human connectedness and community in the work place. Simple survival- continuing to have an adequate job- is a major challenge today as people face layoffs and cut backs. Although new jobs are being created old jobs are being destroyed at an accelerating pace. In summary organizations and individuals in them face an enormously demanding present and future. Thus organization development course is about developing (improving) organizations. But it is also about developing individuals. This dual focus is a unique strength of organization development.

Objectives

- To get insight into the elements of Organizational Development, definition, concept, meaning, characteristics, important features, principles.
- To understand the OD functions, theories, practices, interventions and its implications, quality circles, TQM and T group concepts for organizational Development.
- To appreciate inter-group, interpersonal interrelations and inter-institutional team building, personal effectiveness, conflict and change management.
- To enable competency and capability building, Contribution to creativity in organization and developing personal effectiveness.

Themes

- **Direction:** Introduction, Definition and Meaning, Features of directions, Importance of Direction, Process of Direction, Principles of Direction, Elements of Direction.
- **Future Directions in Organizational Development:** Introduction to the Context of O.D.; Economy-Workforce Diversity Trends; Technological Trends; Organizational Readiness-Implications for OD's Future.
- **Organizations and Environment Framework:** Administrative-Competitive-Collective Responses; Trans-organizational Development- Mergers and Acquisitions.

- **Organizational Development:** Values-Assumptions and Beliefs; Modes and Theory of Planned Change; Action Research Model; Organization Development Process; SWOT analysis; Classification of Organization Development Intervention; Various types of Organizations, Development and their characteristics.
 - **Changing Environments and Organization Development:** Introduction to the changing context: Interest in organizational transformation, Interest in organizational culture, Interest in TOM, Interest in visioning and future research; Changing context of OD- Nature of change, Levels of change, Changing culture, Changing technology, Changing the physical structure, Changing people; Types of Change- Reasons for change, Reducing employee stress, Creating a learning organization, Building an innovative organization, Knowledge management.
 - **Managing Complex Change:** Manager as Change Agent; Managing Complex Change-Resistance to change, Sources of resistance, Conflict management, Overcoming resistance to change, Models of change; Changing process-OD techniques.
 - **Leadership:** Definitions and meaning; Importance of leadership; Leadership *viz* Management-Functions of leader, Leadership styles, Theories of leaderships- trait theory, managerial grid, Likert's four system of management, and its implications.
 - **Team Building and Group dynamics :** Interpersonal Relationship-Team building activity, Third-party, Peace making, Organization mirroring, T groups, Behaviour modeling; Life and Career Planning- Career anchors, Life goal exercises in different phases; Structural Interventions-Management by objective, Quality circles, Total quality management, Re-engineering.
 - **Creative Management:** Definitions-Forms of creativity; Creative Process-Techniques of creative problem solving, Brain storming, Attribute changing, Creative team, Creative management practices.
 - **Competency Management and Capability Building:** Models for Personal Effectiveness, Concept of Competencies; Competencies for Change Management; Competency Models; Competency Development- Developing organizational capability, Individual capability building, Gender issues, Models for personal effectiveness.
 - **Motivation:** Introduction- Meaning and definition, Components of motivation, Motivation process, Motivation and motivators, Features of motivation, Importance of motivation, Determinants of motivation; Theories of Motivation- Carrot and stick approach, Theory X, Y and Z, Maslow's need hierarchy theory, Aiderfer's E.R.G. theory, Mecllelland's need achievement theory, Herzberg's two factor theory, Vroom's expectancy theory, Comparisons of various theories.
- Research on Organization Development and Leadership:** Assessing the Effects of OD; Major Problems in OD Research; Problems with Definitions and Concepts-Problems with internal validity, Problems with external validity, Problems with lack of theory, Problems with measuring attitude change, Problems with 'Normal Science'; Positive Development in Research OD- Review of OD Works, Meta analysis, Research in management and organization.

Transaction and Evaluation

The course will be transacted through a combination of Lecture-discussion, practical exercises, case analysis, role play, audio- video screening and critical review of relevant literature and research articles . Evaluation will be through Audio- Video screening and discussion, Case Analysis, Seminar presentations and Term papers as intermittent evaluation besides a written test.

Suggested Readings

1. Aldag, Ramon J, Brief, Arthur P (1981). *Managing Organisational Behaviour*, West Publishing Company, St. Paul.
2. Collins, Jim (2001). *Good to Great*, South Africa: Random House
3. Collinson, Vivienne and Tanya Fedoruk Cook (2007). *Organisational Learning, Improving Learning, Teaching and Leading in School Systems*, Sage, USA.
4. Covey (1990). *Seven Habits of Highly Effective People*. Fireside.
5. Drucker (2001). *Management Challenges for the 21st Century*. New York: Harper-business.
6. Glasser (1998). *The Quality School*, 3rd ed. Harper-perennial Library.
7. Hesselbein, Goldsmith and Beckard, (eds.) (1996). *The Leader of the Future*. San Francisco: Jossey-Bass.
8. Idsey, Delors , Martinez, Richard, S., and Lindsey, Randall (2007). *Culturally Proficient Coaching, Supporting Educators to Create Equitable Schools*, USA: Corwin Press.
9. Levinson, Harry with Janice Molinari and Andrew G Spohn (1975). *Organisational Diagnosis*, Harvard University Press, USA.
10. Schultz, Randall L (1981). *Applications of Management Science, a Research Annual*, Greenwich, Vol. 1, Connecticut: Jai Press Inc.
11. Senge (1994). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Currency/Doubleday.
12. Senge (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares about Education*. New York: Doubleday.
13. Stecher, Brian and Sheila Nataraj Kirby (eds) (2004). *Organisational Improvement and Accountability: Lessons for Education from other Sectors*, RAND Corporation.
14. Terrence Deal and Kent D. Peterson (2003). *Shaping School Culture: The Heart of Leadership* Jossey-Bass.