

# M. PHIL. AND PH. D. PROGRAMMES



## CURRICULUM GUIDE



National University of Educational Planning and Administration

# M. PHIL. AND PH. D. PROGRAMMES

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**National University of Educational Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi-110016

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National University of Educational Planning and Administration (NUEPA)  
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# CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<b>CORE COURSES</b>	<b>11 - 50</b>
<b>CC-1</b> Perspectives on Education	<b>13</b>
<b>CC-2</b> Education in India	<b>20</b>
<b>CC-3</b> Research Methodology - I	<b>25</b>
<b>CC-4</b> Educational Policy	<b>28</b>
<b>CC-5</b> Research Methodology- II	<b>32</b>
<b>CC-6</b> Educational Planning	<b>36</b>
<b>CC-7</b> Educational Administration and Management	<b>43</b>
Guidance for Educational Research and Writing	<b>50</b>
<b>OPTIONAL COURSES</b>	<b>55 - 64</b>
<b>OC-1</b> Contemporary Discourses in Higher Education	<b>57</b>
<b>OC-2</b> Education and Skill Development	<b>57</b>
<b>OC-3</b> International and Comparative Education	<b>58</b>
<b>OC-4</b> Educational Management Information System	<b>58</b>
<b>OC-5</b> Community Participation and Local Governance in Education	<b>59</b>
<b>OC-6</b> Early Childhood Care and Education	<b>59</b>
<b>OC-7</b> Equity and Multicultural Education	<b>60</b>
<b>OC-8</b> Education and Human Rights	<b>60</b>
<b>OC-9</b> Education, Gender and Development	<b>61</b>
<b>OC-10</b> Education, Adult Literacy and Lifelong Learning	<b>61</b>
<b>OC-11</b> Economics and Financing of Education	<b>62</b>
<b>OC-12</b> Globalisation and Education	<b>62</b>
<b>OC-13</b> Health, Nutrition and Schooling	<b>63</b>
<b>OC-14</b> Inclusion in Education of Persons with Disabilities	<b>63</b>
<b>OC-15</b> Professional Development and Management of Teachers	<b>64</b>
<b>OC-16</b> School Leadership	<b>64</b>

## VISION

*Evolving a humane learning society through  
advancement of knowledge*

## 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*



# 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 eight departments and these are Departments of Educational Planning; Educational Administration; Educational Policy; Educational Finance; School & Non-Formal Education, Higher and Professional Education; Educational Management Information System; and Department of Capacity Building and Training in Education. Besides these eight Departments, the University has two Centres, named as National Centre for School Leadership (NCSL) and Centre for Policy Research in Higher Education (CPRHE).

NUEPA maintains a state-of-the-art library, which caters to the needs of scholars interested in working 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 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:

1. M.Phil. Programme
2. Ph. D. Programme
3. 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 M. Phil., Ph. D. and part-time 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	• Higher Education
• Educational Planning	• Equity and Inclusion in Education
• Educational Administration	• Gender Issues in Education
• Educational Finance	• Education of the Minority
• Educational Management Information System	• Comparative Education
• School Education	• Education and Globalization

## PROGRAMME DURATION

### ***M. Phil. Programme***

Under this programme, the University offers M. Phil degree (two-years' duration) programme, which comprises one year of course work followed by one year of dissertation work. 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), are considered for registration to the Ph. D. programme.

### ***Ph. D. Programme***

Scholars admitted to the Ph. D. Programme are expected to complete the one year course work before confirmation of Ph. D. registration following which they become 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**

Scholars admitted to Part-time Ph.D programme have also to complete one-year course work before confirmation of Ph.D. registration. A part-time Ph. D. scholar becomes 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 six months 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. A scholar registered for part-time Ph.D programme will be eligible to submit his/her Ph.D thesis after a minimum period of four years from the date of confirmation of registration.
- (c) The scholar shall submit, through his/her supervisor(s), three copies of the M. Phil. Dissertation along with three copies of the abstract within 12 months from the date of confirmation of registration to the M. Phil. 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**

M. Phil Programmes will be offered in two parts:

Part I	Course Work
Part II	Dissertation work

Ph.D Programme and Part-time Ph.D Programme will be offered in two parts:

Part I	Course Work
Part II	Thesis work





### Part I: Course Work

Part I comprises of course work of one year duration distributed over two semesters. Four Compulsory Courses of four credits each will be transacted in First Semester. In the second semester, three Compulsory Courses of four credits each and two Optional courses of two credits each, will be transacted. Each scholar has to choose two Optional Courses out of the 16 Optional courses offered by the University. In the Third Semester, scholars shall have to complete the compulsory course component of the M. Phil course work. There will be four modules of the Third Semester course work on Guidance for Educational Research and Writing which will comprise Module A: Use of Software Application in Educational Research (Duration: 2 weeks); Module B: Workshop on Writing Skills (Duration: 2 weeks); Module C: Tutorials with Guide (Duration: Extended interaction for the whole semester); Module D: Summer Internship/Project work (6 Weeks). Whereas Module A,B and C will be non -credit compulsory course, the Module D will have 4 credits' course component. Courses in the First Year will be of total 32 credits. The courses offered are as follows:

## M.PHIL COURSE STRUCTURE

First Semester (16 credits)		Second Semester (16 credits)	
CC-1 Perspectives on Education	(4 Credits)	CC-5 Research Methodology - II	(4 Credits)
CC-2 Education in India	(4 Credits)	CC-6 Educational Planning	(4 credits)
CC-3 Research Methodology - I	(4 Credits)	CC-7 Educational Administration and Management	(4 Credits)
CC-4 Educational Policy	(4 Credits)	OC : Optional Course	(2 Credits each)
		OC : Optional Course	(2 Credits each)
		<i>(* 2 Optional Courses to be selected by the student from the List of Optional Courses)</i>	
		Summer Internship/Project Work	(4 Credits)
Third Semester		Fourth Semester	
Workshop on the use of Software Application in Research			
Writing Workshop			
Tutorials with Guides			
Dissertation and Viva Voce (24 Credits) One third weightage will be assigned for Viva Voce.			
<b>Total Credits = 60 Credits</b> <b>(1 Credit = 15 hours)</b> <b>Total Credit hours = 900 hours</b>			

C.No	Course Title	Credits	Contact hours (1 Credit = 15 hrs)
CC-1	Perspectives on Education	4	60 hrs
CC-2	Education in India	4	60 hrs
CC-3	Research Methodology - I	4	60 hrs
CC-4	Educational Policy	4	60 hrs
CC-5	Research Methodology -II	4	60 hrs
CC-6	Educational Planning	4	60 hrs
CC-7	Educational Administration and Management	4	60 hrs
OC	To be selected from the list of OCs	2	30 hrs
OC	To be selected from the list of OCs	2	30 hrs
	<b>Total Courses (9)</b>	<b>32</b>	<b>480 hrs</b>
OC-1	Contemporary Discourses in Higher Education	2	30 hrs.
OC-2	Education and Skill Development	2	30 hrs.
OC-3	International and Comparative Education	2	30 hrs.
OC-4	Educational Management Information System	2	30 hrs.
OC-5	Community Participation and Local Governance in Education	2	30 hrs.
OC-6	Early Childhood Care and Education	2	30 hrs.
OC-7	Equity and Multicultural Education	2	30 hrs.
OC-8	Education, Democracy and Human Rights	2	30 hrs.
OC-9	Education, Gender and Development	2	30 hrs.
OC-10	Education, Literacy and Lifelong Learning	2	30 hrs.
OC-11	Economics and Financing of Education	2	30 hrs.
OC-12	Globalisation and Education	2	30 hrs.
OC-13	Health, Nutrition and Schooling	2	30 hrs.
OC-14	Inclusion in Education of Persons with Disabilities	2	30 hrs.
OC-15	Professional Development and Management of Teachers	2	30 hrs.
OC16	School Leadership	2	30 hrs.

## ***Seminar Presentation and Participation***

Seminar presentation and participation is not only considered as methodology for transacting the courses but also to 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 II: Thesis***

The scholars registered for Ph. D. Programme will work on an approved topic and submit the thesis under an identified supervisor. He/she will also be required to make pre-submission presentation at least three months prior to the submission of the Ph.D thesis. After evaluation of the thesis, successful scholars shall be awarded Ph. D. degree.

## **Transacting Course Work**

All the courses will be transacted through lecture-cum-discussion, case analysis 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 the required reading assignments and come prepared with questions and comments to engage in seminar and discussions.

## **Guidance for Educational Research and Writing**

The engagement of the scholars in the Third Semester of the course work is oriented towards providing the scholars learning experience in educational research through summer internship/project work. The compulsory components of the course on Writing Workshops and tutorials with the Guide will provide them an opportunity for extended interactions with the teachers and Guide. This will help them in preparing their research proposal and undertaking the research assignment in a more nuanced manner. The scholars will have the opportunity of personalized guidance of the teachers in the Writing Workshops/Project Work/Summer Internship; and tutorials with the Guide. The course is aimed at capacity building of the scholars in writing skills and providing them training in educational research. They will be exposed to various aspects of writing skills, including research proposals/project report/research papers etc.

### **1. Summer Internship/Project Work (4 Credits)**

Scholars are expected to complete a six-week internship at the end of the second semester. Placements will be facilitated by NUEPA and will be taken up at pre-identified organizations, including both government and non-government organizations. An internship offers an experience of learning through work, an opportunity to apply skills as well as acquire new ones. In order to ensure that the internship is meaningful to both student and host organization, scholars will be expected to decide upon a topic of study in consultation with the host organization within the first week and share this with their Guide. At the end of the

period, a written report will be submitted both to the host organization for comments as well as to NUEPA. While two credits will be given for the report, two credits will be devoted for the practical learning (time spent by student on specified tasks to be certified by the host).

## 2. Workshop on Use of Software Applications in Educational Research

In this workshop, the scholars will be imparted intensive orientation and hands-on experience on the use of Software Applications in Educational Research. They will be equipped with skills of analysing both quantitative and qualitative data.

## 3. Writing Workshop

This component of the course is intended to provide writing skills to the scholars. This component of the course will include skill in writing research/scholarly paper/review articles/book review/project report/research proposal etc.. The scholars will also be exposed to different Manuals of style sheets.

## 4. Tutorials with Guides

This compulsory component of the course is intended to provide an opportunity to the scholars for extended and continuous interaction with the Guide. The time made available to the scholars, during this semester, will help them in framing the research topic, preparing research proposal, and also in preparing them for review of literature related to their proposed area of research. The scholars will be awarded grades by their supervisor, based on their performance in the tutorials with the Guide.

## 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.

The Scheme of Evaluation will involve assessment on the basis of Seminar Presentation, Term Paper and one Book Review evaluated through class / group presentation. 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 a written examination in each course that will carry 50 per cent weightage (modality to be decided by the University). The University follows the 10-point grading system as under:

Range (%)	Letter Grade	Grade point
85 and above	O	9
75-84	A <sup>+</sup>	8
70-74	A	7

65-69	A <sup>-</sup>	6
60-64	B <sup>+</sup>	5
55-59	B	4
50-54	B <sup>-</sup>	3
45-49	C <sup>+</sup>	2
40-44	C	1
Below 40	C <sup>-</sup>	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:**

1. 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.
2. *While 'C<sup>+</sup>' 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<sup>-</sup>'.*
3. *Scholars securing less than 'B<sup>-</sup>' 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 four out of eight courses. The modus operandi for the same may, however, be decided by the course co-coordinators.*

It is mandatory for all the M. Phil., Ph. D. and part-time Ph. D. scholars to clear the course work. In case the M. Phil 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 Ph. D. and part-time Ph.D scholars will also need to complete course work prior to their registration for Ph. D.

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

## M. PHIL 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<sup>-</sup> grade in the Course work and B grade on the 10-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 designated Committee. This will be a necessary condition for confirming the registration of the Ph.D. and part-time Ph.D scholars.

## 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. The minimum duration for eligibility to submit the 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, three spiral bound copies of the thesis along with soft copy not later than four years (for full-time candidates) and not later than seven years (for part-time candidates) from the date of confirmation of registration for the Ph.D. programme. Besides, the candidate shall also submit three 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 asked to defend the thesis in viva-voce. On successful completion of the viva-voce, the candidate will be recommended for award of the Ph.D. degree.





# CORE COURSES







# CC-1: PERSPECTIVES ON EDUCATION

<b>Title:</b>	<b>Perspectives on Education</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

## INTRODUCTION

This course aims at introducing the scholars to the basic concepts, ideas and theories related to 'Education and Development' from multiple perspectives. Under each perspective, the scholars will be exposed initially to key concepts and theories as the basic postulates for understanding contemporary educational problems and issues. It will aim at developing in-depth understanding of the relationship between education and development from the multiple perspectives of social sciences (including sociology, economics, political science and psychology).

## LEARNING OBJECTIVES

It is expected that by the end of the course, the scholars will be able:

- To acquire knowledge and understanding of key concepts, ideas and theories related to education and development;
- To critically reflect on contemporary educational issues from multiple perspectives of social science disciplines.

## COURSE CONTENTS

### Unit I. Conceptualizing Education and Development (04 Sessions)

The course will begin with introduction to key concepts and definitions of the terms relating to Education and Development and expose the scholars to the broad framework of social science perspectives critical for developing holistic understanding of educational policy, planning and administration. Out of the four sessions earmarked for conceptual and theoretical aspects, two sessions will be devoted at the beginning as Introduction, while two sessions will be used as Synthesis at the end.

## Unit II. Perspectives on Education and Development (36 Sessions)

After the introductory sessions, the course would dwell upon the Socio-cultural, Economic, Political and Psychological etc. perspectives on education and development.

### Unit II a. Socio-Cultural Perspective (09 Sessions)

Under the Socio-cultural perspective, the educational themes and issues will be covered from the sociological and anthropological points of view. The scholars will be exposed to key concepts, theoretical frameworks from sociology and anthropology as applied to educational studies.

- Sociological Imagination and Education
- Education, Social Stratification and Change: Theoretical Perspectives (Structural-functional, Conflict, Interactions, Liberal);
- Culture, Socialization and Education: Home and School linkages and dichotomies; Culture, Knowledge and Power; Classroom Knowledge and Pedagogy
- Education and Social Inequality: Caste, Class, Tribe, Gender, Religion
- Education of the Poor/Disadvantaged/Oppressed: Paulo Friere, Bernstein and Bourdieu;

#### Essential Readings

- Bernstein, Basil (1977): 'Social Class and Linguistic Development: A Theory of Social Learning' in A.H. Halsey(ed.) *Education, Economy and Society*
- Bourdieu, P. (1973): 'Cultural Reproduction and Social Reproduction' in R. Brown (ed.) *Knowledge, Education and Cultural Change: Papers in the Sociology of Education*, Tavistock: London
- Collins, Randall (1971): 'Functional and Conflict theories of Educational Stratification', *American Sociological Review*, Vol. 36 pp1002-49
- Friere, Paulo (1972): *Pedagogy of the Oppressed*. Harmond worth: Penguin.
- Mills, C. Wright (1959): *The Sociological Imagination*, OUP: New York, Chapter 1.
- Nambissan, Geetha B. and S. Srinivasa Rao (2013): *Sociology of Education in India: Changing Contours and Contemporary Concerns*, Oxford University Press: New Delhi

### Unit II b. Economic Perspective (09 Sessions)

The main objective of this Unit is to enable the scholars to understand the relationship between education and development from the economic point of view, with adequate exposure to key concepts and theories from the sub-disciplinary field of economics of education.

- Education -- Public good, merit good, basic need, human right
- Education as Investment vs Consumption, Human Capital theory, screening
- Economic Approaches to Educational Planning: Rate of Return, Manpower Planning, Social Demand
- Education and economic growth, poverty, inequality

- Human development approach and the human development index; human capabilities
- Role of the State - market failures, neo-liberal perspectives

### Essential Readings

- Blaug, Mark (1970): Where are we now in Economics of Education? *Economics of Education Review*
- Blaug, Mark (1972): *An Introduction to Economics of Education*. London: Penguin.
- Carnoy, Martin (1995): "Economics of Education: Then and Now" in Carnoy (ed.) *International Encyclopedia of Economics of Education*. Pergamon.
- 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.
- Levin, Henry M. (1989): Mapping the economics of education. *Educational Researcher*, 18(4), 13-16
- Psacharopoulos, George (1987): Overview chapters in *Economics of Education: Research and Studies*. Pergamon.
- Saito, Makoka (2003): Amartya Sen's Capability Approach to Education, *Journal of Philosophy of Education* 37 (1): 17-23.
- Schultz, T.W. (1961): Investment in Human Capital, *American Economic Review* .
- Tilak, Jandhyala B. G. (2002): Education and Poverty, 3 (2) *Journal of Human Development* (New York: UNDP) (July) : 191-207.
- Tilak, Jandhyala B.G. (2006): Economics of Human Capital in India, *Indian Economic Journal* (89<sup>th</sup> IEA Annual Conference Volume): 3-20.
- Tilak, Jandhyala B.G. (2008): Education, Growth and Development, Keynote Address. *Indian Economic Journal* (91<sup>st</sup> IEA Annual Conference Volume): 705-19
- UNDP(1990): *Human Development Report*

### Unit II c. Political Perspective (09 Sessions)

This Unit of the course aims at providing an exposure to the political perspective and transformative role of education. Drawing from the theoretical and philosophical perspectives, the course would attempt to provide an understanding of the linkage between education, state and democracy, role of education in citizenship building and in expanding the realm of freedom, rights, claims and entitlements.

- Education, State and Democracy: Relationship between Education and Democracy with special reference to the works of John Dewey; Education and Political Development; State, Civil Society and Education;
- Democratic Politics, Social Justice and Multi-cultural Inclusion in Education: Group Diversity, Identity Claims and Politics of Inclusion in Education; Equity and Multi-cultural Education; Education and National Cohesion; Education and Citizenship Building.

- Rights Discourse in Education: Rights, Claims and Entitlements; Education and Human Rights; Child Rights, Educational Rights of Minorities and Disadvantaged Groups, Language Rights in Education, Equal Rights and Affirmative Action in Education.

### Essential Readings

- Banks, James A. (ed.) (2009): *The Routledge International Companion to Multicultural Education*, Routledge : New York.
- Dewey, John (1996): *Democracy and Education: An Introduction to the Philosophy of Education* (1966 ed.), New York: Free Press
- Hammarberg, T. (1997): *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence: Italy
- Harber, Clive and Vusi Mncube (2012): *Education Democracy and Development: Does Education Contribute to Democratisation in Developing Countries?* Symposium Books: Oxford.
- Kumar, Krishna (2014): *Politics of Education in Colonial India*, Routledge: New Delhi.
- Stevenson, Nick (2011): *Education and Cultural Citizenship*, Sage Publications: Los Angeles.

## Unit II d. Psychological Perspective (09 Sessions)

Today in the modern era, psychological principles, learning theories and processes and human development offer conceptual foundation to education. Psychology effects education in every field of teaching learning process, deals with how humans learn in the education setting, the effectiveness of educational intervention, and social psychology of the school as an organization. It is also concerned with the process of educational attainment among children and informs wide range of guidelines with educational studies e.g. instructional strategies and designs, curriculum development, organizational learning and class management. The course is intended to deliberate on how the knowledge of psychology has moved towards viewing learning and development as a process of collaborative socio-cultural construction and keeping the contextual perspective in the forefront.

- **Human Development and Learning:** The human development perspective will be deliberated upon by addressing the developmental constructs and principles in psychological theory and the larger socio-political realities in which children grow and develop. The changing perspectives of psychological theories of human development have moved gradually from a passive “receptive view” of the child to the “internalist” and then to “constructor of knowledge”. Education must have a holistic approach to learning and development, intricately linking physical development with mental and cognitive development. Attitudes, emotions and morals are, thus, an integral parts of cognitive development and are linked to the development of language, mental representations, concepts and reasoning.
- **Comparative understanding of Learning Theories: Implication on Teaching and Learning:** This section will focus on how theories about learning have changed over time. Theories of learning place learners in a particular position depending on the theory. The Constructivist line of thought, set up by Piaget and Vygotsky, argues that learning takes place in a social context with the responsibility of learning on the learners themselves and the teacher acting as a facilitator by providing learning scaffolds. The section intends to

deliberate on theories of human learning from which various pedagogical practices have drawn conceptual support.

- **Culture, Local Knowledge, School Curriculum and Practices:** This section will deal with a holistic approach to understand education as a major embodiment of a culture as a way of life (Bruner, 1996), and linking local knowledge with school knowledge. It further emphasizes the significance of contextualizing education: of situating learning in the context of the child's world, and of meaningful linking between the socio- cultural environment of the child with schooling processes. The school curricular planning, therefore, brings culture and diversity to the center stage of educational discourses and practices.

### Essential Readings

- Brown, A. (1977): Transforming schools into communities of thinking and learning about serious matter. *American Psychologist*, 52, 399-413
- Bruner, J.C. (1997): *The Culture and Education*, Harvard University Press: London.
- Oslon, David, R. (2003): *Psychological Theory and Educational Reform: How School Remakes Mind and Society*. Cambridge University Press: Cambridge.
- Schunk, Dale, H. (2011): *Learning Theories: An Educational Perspective*. Dorling Kindsley (India): Delhi.

## METHODOLOGY

The course on 'perspectives on education' will be transacted using multiple approaches such as class room lectures, critical readings and reflection on key articles and documents, group discussions etc. The scholars will be assessed continuously through their critical engagement in the classroom, assignment, book review and end- term examination.

## SUGGESTED READINGS

### Socio-cultural Perspective

Apple, Michael W, Stephen J. Ball and L. A. Gandin (eds.) 2010: *The Routledge International Handbook of the Sociology of Education*, Routledge: London

Ball, Stephen (2004): *The Routledge Falmer Reader in the Sociology of Education*, Routledge Falmer: London and New York

Berger, P. and T. Luckman (1966): *The Social Construction of Reality*, Anchor Books: New York

Bourdieu, P. and J. Passeron (1990): *Reproduction in Education, Society and Culture*, Sage: London

Gore, M. S., I.P. Desai, and Suma Chitnis (1968): *Papers in the Sociology of Education in India*, NCERT: New Delhi

Hargreaves, D.: 'A Sociological Critique of Individualism in Education' *British Journal of Educational Studies*, Vol. 28 (3): 178-198.

Illich, Ivan (1971): *Deschooling Society*, Penguin: Harmondsworth



- Kamat, A. R. (1985): *Education and Social Change*, Popular Prakashan: Mumbai
- Kumar, Krishna (1980): *Social Character of Learning*. Hyderabad: Orient Longman.
- Pathak, Avijit (2002): *Social Implication of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers: Delhi
- Reid, Ivan (1978): *Sociological Perspective on School and Education*, Open books: London
- Shukla, Suresh C (ed.) (1985): *Sociological Perspectives in Education: A Reader*. Chanakya: Delhi.
- Thapan, Meenakshi (2006): *Life at School: An Ethnographic Study*, Oxford University Press: New Delhi.

### **Economic Perspective**

- Becker, Gary S (1964): *Human Capital*. NBER: New York.
- Belfield, Clive (2000): *Economic Principles for Education*. Edward Elgar.
- Chattopadhyay, Saumen (2012): *Education and Economics*. Oxford.
- Cohn, Elchanan and T. Geske (1990): *Economics of Education*. Pergamon
- Education Commission (1966): *Education for Development: Report of the Education Commission 1964-66*, National Council of Educational Research and Training (NCERT) [Reprint 1971]: New Delhi.
- Majumdar, Tapas: *Investment in Education and Social Choice*. Cambridge
- McMahon, Walter (1999): *Education and Development*. Oxford.
- Psachropoulos, George and Maureen Woodhall (1985): *Education for Development*. Oxford
- Rao, V.K.R.V. (1970): *Education and Human Resource Development*. Allied: Bombay.
- Schultz, T.W.: *Economic Value of Education*, Columbia University Press: New York.
- Tilak, Jandhyala B.G. (1992): *Education for Development in Asia*. Sage.
- West, E.G. (1964): *Education and the State*. Institute of Economic Affairs: London

### **Political Perspective**

- Apple, Michael (2013): *Can Education Change Society*, Routledge: New York.
- De Souza, Ronald Peter (2012): Through the Lens of a Constitutional Republic: The Case of the Controversial Textbook, *Economic & Political Weekly*, Vol.XLVII, No.22.
- Garratt, Dean and Piper Heather (2012): Citizenship education and philosophical enquiry: Putting thinking back into practice, *Education, Citizenship and Social Justice*, Vol. 7, No. 7
- Farooqui, Farah (2012): 'Encounters' and the Telling Silence of Children, *Economic & Political Weekly*, Vol. XLVII, No. 20.
- Jónsson Páll Ólafur (2012): Desert, Liberalism and Justice in Democratic Education, *Education, Citizenship and Social Justice* 7: 103
- Kiwan, Dina (2009): Civil society, Democracy and Education, *Education, Citizenship and Social Justice*, 4: 83

Kumar, Krishna (2012): Quality Constraints in Education Fallout of the Cartoon Controversy, *Economic & Political Weekly*, Vol. XLVII, No. 12.

Nieto, Sonia (2010): *Language Culture and Teaching*, Routledge: London.

Rawls, John (1971): *A Theory of Justice*, Harvard University Press: Cambridge.

Rodrigues, Valerian (2012): Politics and Pedagogy: The NCERT Texts and Cartoons, *Economic & Political Weekly*, Vol. XLVII, No. 22

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.

#### Psychological Perspective

Cole, M. (1995): Culture and Cognitive Development: from cross-cultural research to creating systems of cultural mediation, *Culture and Psychology*, 1, 25-54

Lave, J. and E.Wenger (1991): *Situated learning: legitimate peripheral learning*, Cambridge University Press: New York.

Klein, Stephen. B. (2009): *Learning: Principles and Applications*. Sage: USA.

Mishra, G and A.K.Mohanty (2002): *Perspectives on Indigenous Learning*, Concept: New Delhi

Vygotsky, L. S. (1978): *Mind and Society: Development of Higher Psychological Processes*, Harvard University Press: Cambridge.





## CC-2: EDUCATION IN INDIA

<b>Title:</b>	<b>Education in India</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

### INTRODUCTION

Education in India has evolved over the decades, witnessing significant changes in the conceptual, philosophical, economic, social and political development of the country. The journey of education in India has evolved through different periods, viz. ancient, medieval, colonial, post-independence and contemporary. In this long journey, different systems of education and institutional development of learning have evolved. The major changes have their origin in the evolution of the education system during the post- independence era and are a result of the constitutional commitments, economic and social development policies ushered during the last decades. The dynamics of education in India is always regarded as a powerful means of social change and nation- building.

This course intends to develop an in-depth systemic understanding of the development of education both in historical terms as well as in contemporary perspective while also exploring the challenges of the education system in India. The course traces the development of education in India from a historical perspective- from pre-independence and post-independence periods to the present era of globalization. In the light of this historical development of education, the course also examines some contemporary issues in education. Moreover, educational development is also deliberated in a comparative framework in terms of both national and international perspective.

### LEARNING OBJECTIVES

It is expected that by the end of this course, the scholars will be able:

- To develop an in-depth understanding about the contemporary Indian education system, structure, policies, practices and major challenges;
- To link the contemporary education development with the historical development of education and evolution of the national education system in India with major shifts in the education sector;
- To reflect on the contribution of educational thinkers in shaping the Indian education system

and their contribution to the philosophical and conceptual bases of education ;

- To understand the development of Indian education in the global context and from comparative perspectives.

## COURSE CONTENTS

### Unit I. Education, Society and National Development: An Indian Perspective (05 Sessions)

This unit will provide a broad understanding of the Indian education system and its linkages with its societal as well as national development processes. The sessions will cover the country's socio-political and economic development scenario and how it is linked with educational development in India.

#### Essential Readings

1. Tilak, Jandhyala J.B.G (ed.) (2003): *Education, Society and Development*. APH Publishing Corporation for National Institute of Educational Planning and Administration: New Delhi.
2. Prakash, Ved and K. Biswal (2008): *Perspectives on Education and Development*, NUEPA: Delhi.
3. Kumar, T. Krishna. (2009): *Understanding the Education System: An Eco-Behavioural Approach*, *Economic and Political Weekly*, Vol. XLI (23).
4. Kumar, Krishna (2014): *Rurality, Modernity, and Education*, *Economic and Political Weekly*, Vol. XLIX (22).

### Unit II. Understanding Indian Education System, Policies and Practices in the Contemporary context: Reflection on major Issues and Challenges ( 10 Sessions)

The unit would reflect on contemporary system, structure, policies and practices and engage the students in understanding the conceptual, philosophical premises, constitutional and legal bases underlying the current policies and practices. The section will also deal with regional disparities and challenges relating to quantity, quality and equity issues, both at school and higher education level. The course would also deliberate on the milestones and major shifts such as centre- state partnership in education, public private partnership and current schemes and programmes, with their rationale and impact on the education sector.

#### Essential Readings

1. Agarwal, Pawan (ed.) (2012): *A half-Century of Indian Higher Education*, Essays by Philip G. Altbach, Sage Publishing India Private Ltd. : Delhi.
2. Agarwal, Pawan (2009): *Indian Higher Education*. Sage Publication: New Delhi.
3. Batra, Poonam (2011): "Education in Contemporary India: Perspective and Opportunities", available at [http://www.teindia.nic.in/e9/pdf/Poonam%20Batra%20Education%20in%20Contemporary%20India\\_June%202011.pdf](http://www.teindia.nic.in/e9/pdf/Poonam%20Batra%20Education%20in%20Contemporary%20India_June%202011.pdf)
4. Govinda, R. (ed.) (2006): *India Education Report*, Oxford University Press: New Delhi.

5. Govt.of India (1985): Challenge of Education – A policy perspective, Ministry Of Education: New Delhi.
6. Lall, Marie (2005): *The Challenges for India's Education System*, Briefing Paper. Chatham House: Asia Programme.
7. Naik, J.P. (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.

### Unit III. Historical Perspectives and the Evolution of National System of Modern Education in India (10 Sessions)

This unit would deliberate on education as a continuity while linking contemporary context with historical roots (growth, development) and legacy of education in India. The course will provide an insight into comprehensive account of history of education in India with reference to pre-independence, post-independence and post-modernization periods and globalization in education.

The unit will also discuss the reports and recommendations of the commissions, committees and documents that impinge on the development of National System of Education; importance of the Articles of the Constitution and their bearing on the National System of Education; and the National Policy on Education (1986) on core elements and its implication on National Curriculum Framework development.

#### Essential Readings

1. Basu, A. N. (1947): *Education in Modern India*. Orient Book Co.: Calcutta.
2. Ghosh, S.C. (2007): *History of Education in India*. Rawat Publication: New Delhi.
3. Mookerji, Radha Kumud(1940): *Ancient Indian Education*. Motilal Banarsidass: Varanasi.
4. Sharma, R.N. and R.K.Sharma (2004): *History of Education in India*. Atlantic Publishers: New Delhi.
5. Zastoupil, Lynn and Martin Moir (ed.) (1999): *The great Indian Education Debate*, Curzon Press: Richmond.
6. Naik, J.P. (1975): *Elementary Education in India: Promise to keep*, Allied Publisher: New Delhi.
7. Naik, J.P. (1979): *The Education commission and after*. APH Publishing: New Delhi.

### Unit IV. Educational philosophy and ideals of Indian thinkers and social reformers (05 Sessions)

The educational philosophies of Gandhi, Tagore, Aurobindo and Vivekananda will be deliberated upon while linking their educational ideals for shaping the Indian education system.

#### Essential Readings

1. Sri Aurobindo (1924): *A System of National Education*. Arya Publishing House: Calcutta.
2. Tagore, Rabindranath (1961): *Towards Universal Man*. Asia: Bombay..
3. Gandhi, M.K. (1962): *The Problem of Education*. Navajivan Publishing House: Ahmedabad.

## Unit V. Educational development of India in the global context (10 sessions)

The unit will deliberate on the impact of Globalization and Neo-liberal policy on internationalization of Education in India, both at the school and Higher Education levels. The educational issues in India will also be discussed on a comparative perspective keeping in view the educational scenario in other countries, especially the developing countries. (Comparing educational development of India with China and South Africa).

### Essential Readings

1. Kumar, Krishna and J.Oesterheld (eds.) (2007): *Education and Social Change in South Asia*. Orient Longman: Hyderabad.
2. Rampal, Anita (2000): Education for Human Development in Asia, *Economic and Political Weekly*, Vol. XXXV (30).
3. Sen, Amartya and Dreze (1996): *India: Economic Development and Social Opportunity*. Oxford University Press.
4. UKIERI and NESTA (2013): "The Future of Indian Higher Education and its Impact on Research and Innovation", available at <http://research.indogenius.com/wp-content/uploads/2013/03/The-Future-of-Indian-Higher-Education-and-its-Impact-on-Research-and-Innovation-by-IndoGenius.pdf>

## COURSE TRANSACTION AND EVALUATION MODALITIES

The methodology of course transaction would include lecture- cum -discussion, group work, critical reflection through documents and policy analysis and seminar presentations. Evaluation of the course will be done through assessing the performance of students in group engagement and reflection, term paper and seminar presentation and end- term examination.

## SUGGESTED READINGS

1. Adam, William(1868): *Three Reports on the State of Education in Bengal*, Calcutta.
2. Bhattacharya, S. (ed.)(2002): *Education and the Disprivileged*, Orient Longman: Hyderabad.
3. Bhattacharya, S. (ed.) (1998): *The Contested Terrain: Perspectives on Education*, Orient Longman: Hyderabad.
4. Dharampal (ed.) (1983): *The Beautiful Tree*: New Delhi.
5. Dibona, J (ed.) (1983): *One Teacher: One School*: New Delhi .
6. Ghosh, S. C. (1997): *History of Education in Modern India*, Orient Longman: New Delhi.
7. Govinda, R (ed.) (2006): *India Education Report*, Oxford University Press: New Delhi.
8. Kumar, Krishna (1987): *Political Agenda of Education*, Sage: New Delhi.

9. Naik, J.P. (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.
10. Narulla, S and J.P.Naik (1962): *A Student's History of Education in India, 1800-1961*: Calcutta.
11. Sen, Amartya (1999): *Development as Freedom*. Clarendon: Oxford.



# CC-3: RESEARCH METHODOLOGY-I

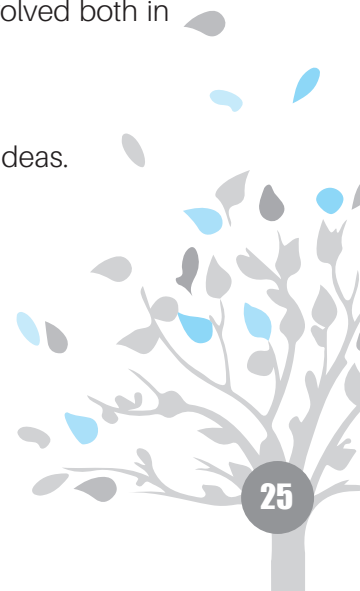
<b>Title:</b>	Research Methodology -I
<b>Credits:</b>	4
<b>Sessions:</b>	40
<b>Credit Hours:</b>	60

## INTRODUCTION

There have been enormous advances in the knowledge of setting up formal research process as different social science disciplines evolved as a systematic body of knowledge. An interdisciplinary perspective calls for basic understanding of the knowledge generation process through the systematic research design. The course on Research Methodology will introduce the scholars to the various concepts, design and planning of social science research as it has evolved in social sciences. The course systematically introduces both theoretical and empirical aspects of social science research with a focus on educational research. It also elaborates on the epistemological concerns involved in research, wherein the scholars will gain basic understanding of research process, its designs and ethical issues involved both in fundamental and applied research. The course also aims to introduce the scholars to the purpose and scope of various types of educational research proposals. An important aspect of the Research Methodology course is to impart practical training through project work in which scholars will expose themselves to in depth understanding of methods employed to analyse the data.

## LEARNING OBJECTIVES

- To develop the basic understanding of research methods as applied in disciplinary advances of knowledge;
- To gain understanding of research process, its designs and ethical issues involved both in fundamental and applied research;
- To sharpen their abilities in analyzing information; and
- To critically examine research in education, documentation and articulation of ideas.



## COURSE CONTENTS

### Unit I: Perspectives in Social Science Research (10 Sessions)

- 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
- Disciplinary Perspectives to Educational Research (Sociological, Anthropological, Psychological, Historical and Empirical Approaches).
- Ethics in Social Science Research

### Unit II. Approaches to Educational Research (05 sessions)

- Types of Research: Basic and Applied Research
- Descriptive survey research, experimental research, Comparative research, Causal and impact study, Co-relational research – An Introduction
- Steps in Conducting Research: Sampling and its types.

### Unit III. Revisiting Basic and Descriptive Statistics (08 Sessions)

- Quantifying social phenomenon: Data and Data Types, Classification and standardization and Scales of measurement, Graphic representation of data
- Measures of central tendency and variability; Skewness, percentiles and quartiles
- Normal distribution and probability
- Measures of Correlation: Simple, Partial and Multiple.

### Unit IV. Understanding and Measuring Relationships: (12 Sessions)

- Simple Linear Regression—Method of Least Squares
- Sampling Distribution: Basic Concepts and Types of error
- Test of significance - Large and small Samples
- Parametric and non-parametric techniques (z and t- tests, Chi Square for testing Independence and homogeneity)
- ANNOVA and Latin Square Design

### Unit V: Educational Data: Sources and Analyses (05 Sessions)

- Introduction to large scale data base in India - DISE, SEMIS, NSS, Census, NHFS, CSO
- Use and extraction of large scale data in educational research

### Essential Readings

- Cohen, Louis (2011): *Research Methods in Education*, Routledge: London.
- Gupta, S.P. (2010): *Statistical Methods*, Sultan Chand: New Delhi
- Hamburg, M. (1979): *Basic Statistics: A Modern Approach, Second Edition*. Harcourt Brace, HAM-B 13848: New York.
- Louis Cohen & Michael Holliday (1979): *Statistics for Education*, London: Harper & Row Publishers
- Pring, R (2004): *Philosophy of Education – Aims, Theory, Common Sense and Research*, Continuum: New York.
- Wayne, K. Hoy (2010): *Quantitative Methods in Education* Sage: Los Angeles.

### Suggested Readings

- Elhance, D.N. (1975): *Practical Problems in Statistics*. Allahabad: Kitab Mahal, ELH-P 9341
- Gorard, Stephen. (2001): *Quantitative Methods in Educational Research: The Role of Numbers made easy*. Continuum: London.
- Gupta, C.B. (1972): *An Introduction to Statistical Methods, Seventh Edition*, Vikas: New Delhi. 310 GUP-I 6382
- Healey, J. F. (2002): *Statistics: Tool for Social Research*. (Sixth Editions), Wadsworth, HEA-S 27486: Australia.
- Keevis, J. (1988): *Educational Research Methodology: An International Handbook*, Pergamon: Oxford.
- Nagar, A.L. (1981): *Basic Statistics, Bombay: Oxford*, 1981. 299p. NAG-B 9793; 16609
- Neville Postlethwaite, T. (2005): *Educational Research: Some basic concepts and terminology*, Quantitative Research Methods in Educational Planning, Module I. IIEP: Paris.
- Singh, Kultar (2007): *Quantitative Social Research Methods*, Sage: New Delhi.

## CURRICULAR TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and end-term written examination.





# CC-4: EDUCATIONAL POLICY

<b>Title:</b>	<b>Educational Policy</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

## INTRODUCTION

This course intends to develop an in depth understanding of the concept and practice of educational policy, both in theoretical terms and empirical contexts. It provides exposure to theoretical perspectives and frameworks (Rationalist, Structuralist, Marxist, Liberal, Neo- liberal, Post- structural, Justice) on policy- making processes, with examples drawn from the Indian context. The course puts equal emphasis on gender, efficiency, equity, human rights and justice dimensions, emerging from theoretical perspectives, to examine past and current policies in Indian education. It exposes scholars to different commissions' and committees' reports that set the directions and development in education.

## LEARNING OBJECTIVES

By the end of the course, the scholars should be able:

1. To interpret and explain the concept and practice of 'policy' and policy making process in theoretical terms;
2. To explain and critically analyse the structure, process and dynamics of policy making in education in the Indian and international context.
3. To critically examine the changing role of the state and regulatory authorities in policy making and implementation in education in India; and
4. To identify priority areas in policy research and analysis.

## CONTENTS

### Unit I. Conceptual and Theoretical Aspect (20 sessions)

- The comprehensive rationality (CR) as a framework to understand Policy - scientific policy research design based on comprehensive information, research and optimal policy to address the problem within technical empiricist approach; The limitations of CR and bounded

rationality and further developments to approach policy.

- Marxian perspectives and distributional emphasis on policy, policy designed to help the reproduction of dominant class, non neutrality of state; the structural perspectives to understand policy allowing interdisciplinarity such as interaction of cultural and political factors to determine policy;
- Policy within liberal and neo liberal perspectives of the understanding of individual and state; market led framework to approach policy, efficiency, productivity and return as the driving force; Public choice theory, transaction cost analysis;
- Post-structuralist and post-modernist tradition of thought allowing policy to be looked at beyond the structures. Foucault's idea on policy as text and policy as discourse.
- Social justice framework to the policy (Rawls's contractarianism and Amartya Sen and Martha Nussbaum Capability approach). rights vs. capabilities approach deriving from Rawls - Sen & Nussbaum debate

### Essential Readings

- Ball, S. (1993): 'What is Policy? Texts, Trajectories and Tool Boxes', *Discourse: Studies in the Cultural Politics of Education*, 13(2): 10-7.
- Ball, S. (2006): *Education Policy and Social Class: The Selected Works of Stephen J. Ball*, Routledge
- Carol, Bacchi (2000): 'Policy as Discourse: What does it mean? Where does it get us?', *Discourse: Studies in the Cultural Politics of Education*, 21(1), 45-57
- Codd, J.A. (1988): 'The construction and deconstruction of educational policy documents', *Journal of Education Policy*, 3(3): 235-247.
- Foucault, M. (1977): *The Archaeology of Knowledge*, Tavistock: London.
- Gornitzke, Ase, Svein Kyvik & B. Jom Stensaker (1995): 'Implementation Analysis in Higher Education' in J C Smart, W G Tierney (eds.) Haddad, Wadi D. with the assistance of Terri Demsky, *Education policy-planning process: an applied framework*. UNESCO- International Institute for Educational Planning: Paris.
- Harman, Grant (1984): 'Conceptual and Theoretical Issues', in J. R. Hough (ed.) *Educational Policy: An International Survey*. Croom Helm: London.
- Jones, Bryan D. (1999): 'Bounded Rationality', *Annual Review of Political Science*, 1999, 2:297-321
- Kenway, J. (1990): *Education and the Right's discursive politics*, in S. Ball (ed.): *Foucault and Education. Discipline and Knowledge*, Routledge: London.
- Marshall, Neil (1995): "Policy Communities, Issue Networks and the Formulation of Australian Higher Education Policy", *Higher Education*, Vol. 30(3): 273-293
- Nussbaum, Martha C. (2006): *Frontiers of Justice: Disability, Nationality, and Species Membership* (Harvard University Press)
- Nussbaum, Martha C. (2011): *Creating Capabilities The Human Development Approach*, Permanent Black, distributed by Orient Blackswan Private Limited: New Delhi

- Peters, Michael (2003): "Post- structuralism and Marxism: Education as Knowledge Capitalism", *Journal of Educational Policy*, Vol-18(2): 15-29.
- Sabatier, Paul (2005): "From policy implementation to policy change: A personal odyssey", in Gornitzka, Maurice Kogan & Amaral Alberto (eds.) *Reform and change in higher education: analyzing policy implementation*, CHER, Springer: Netherland.
- Sen, A. K. (2009): *The Idea of Justice*, Harvard University Press & Allen Lane
- Trowler, Paul R. (ed.) (2002): *Higher Education Policy and Institutional Change Intentions and Outcomes in Turbulent Environments*, The Society for Research into Higher Education & Open University Press, available at <http://www.mcgraw-hill.co.uk/openup/chapters/033520919X.pdf>

## Unit II. The Process and Dynamics of Policy- Making in India (10 Sessions)

Historical dimension of policy reforms in education with reference to Education Commissions and Committees and interface with changing contexts, Education Commission (1964-66), National Policy on Education-1986, Right to Education Act - 2009; Constitutional Context and Impact of Judicial Interventions on Policy Formulation in Education; Societal Contexts and Imperatives of Reforms and Development Agenda in Policy- Making; the changing role of the state in Policy-Making in India; the dynamics of the Centre- State Relation in Education policy formulation; Federal Consultative/Advisory Bodies/Regulatory Authorities and Policy- Making in Education- NDC/CABE; UGC/NCTE/AICTE

## Unit III. Perspectives and Current Challenges (10 Sessions)

Equity perspectives and affirmative action policies relating to disadvantaged, efficiency and meritocracy argument, debates surrounding equity and efficiency relationship, rights and citizenship perspectives and resource limits, regional imbalance and policy challenges, education and woman empowerment

### Reading List (Units II and III)

- Deshpande, Satish and Usha Zacharias (eds. 2013): *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education*, Routledge: New Delhi
- Govinda, R(ed.) (2006): *India Education Report*, Oxford University Press:New Delhi
- Hasan, Zoya and Martha Nussbaum (eds. 2011): *Equalizing Access Affirmative Action in Higher Education: India, US, and South Africa*, OUP: New Delhi
- Hough, J.R. (1984): *Educational Policy – An International Survey*, Croom Helm: London.
- Kingdon, J. (1996): *Agendas, Alternatives, and Public Policies*. Boston: Little, Brown. 2nd ed.
- Kumar, Krishna (1987): *Political Agenda of Education*, Sage: New Delhi
- Lall, Marie and Geetha B. Nambissan (ed. 2012): *Education and Social Justice in the Era of Globalisation: Perspectives from India and the UK*, Routledge: New Delhi.
- Mathur, Kuldeep (2013): *Public Policy and Politics in India: how institutions matter*, Oxford University Press: New Delhi

- Ministry of Education (1966): *Report of the Education Commission (1964-66): Education and National Development*. Govt. of India: New Delhi.
- Naik, J.P (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay
- Tilak, J.B.G. (1992): *Education for Development in Asia*. Sage: New Delhi.

## CURRICULAR TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and group work, group discussions and seminar presentations. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and end-term written examination.



# CC-5: RESEARCH METHODOLOGY -II

<b>Title:</b>	<b>Research Methodology -II</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

## INTRODUCTION

The Course on Research Methodology II has been designed for providing inputs on qualitative research methods that are adopted in social science researches including educational research. It will also provide the scholars a hand on experience as an advanced step to the basics of research methodology by engaging them in a project work with a main focus for understanding and gaining technical expertise in setting up research design and analyzing data applying the research techniques they have learnt in CC-3 and CC-5 for data collection, interpretation and analysis,

## OBJECTIVES

The main objectives of this course are:

- To familiarize the scholars with different types of Qualitative Methods and Techniques used in social science research and also train them with the use and applicability of these methods for educational research.
- To develop essential skills of scholars to develop research proposal and research report
- To provide essential knowledge and skills for conducting research on educational issues from various perspectives along with application of statistical tools in educational research.

## COURSE CONTENTS

### Unit I: Introduction to Qualitative Research (06 Sessions)

- Definition and Concept
- Types of Qualitative Research
- Qualitative Data Collection: Observation, Interviewing, Focus Group Discussion
- Reliability and Validity in Qualitative Research

- Hermeneutics: Reading and representing socio-cultural meanings
- Data analysis and interpretation

### **Unit II: Qualitative Approaches in Educational Research (10 Sessions)**

- Narrative Research
- Case study
- Ethnographic Research
- Grounded Theory
- Biographical Research
- Conversation and Discourse Analysis
- Literary Composition as Research
- Research Diaries
- Content Analysis

### **Unit III: Other Approaches in Educational Research (04 Sessions)**

- Action Research
- Programme Evaluation
- Triangulation of Research

### **Unit IV: Reporting and Communicating Educational Research (05 Sessions)**

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

### **Unit V: Group Work on Applied Research Method (15 Sessions)**

Scholars will be assigned a group work on applied research method to explore a particular research method in detail. A group of scholars (consisting of 3 or 4 scholars) may be given a research problem and relevant references that deal with the use of particular research method relating to research problem. For each group one or two mentors from among the faculty will be attached. The group will go through the references and design and use particular research method to address the research problem. The scholars will work in a group and acquire comprehensive understanding of the application of research method to analyse the research problem. Scholars will work under the supervision of mentor/s assigned. Finally the group research project will be submitted and shared, sometime along with practical computer application to be demonstrated to teachers and scholars. The group work will cover the topics under the quantitative and

qualitative research methods. An independent evaluation of the group work will be done after the group presentation.

Objective of the group work is to familiarize Scholars with applied aspects of research. The outcome of the group work will be to translate the skills taught in the class into operational aspects of actual research process.

Topics from quantitative and qualitative research methods will be tentatively under broad headings given below:

- Measuring Differences and disparities
- Indexing educational Development
- Analysing Relationships
- Qualitative research methods such as observation, interview, case study, ethnography, content analysis, narratives and triangulation.

### Essential Readings

- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. H. (2001): *Handbook of ethnography*. Thousand Oaks, CA: Sage.
- Bernard, H. Russel (2010): *Analyzing Qualitative Data : Systematic Approaches*, Sage: LA:
- Denzin, N.K and Y.S. Lincoln (eds.) (1994): *Handbook of Qualitative Research*, Thousands Oaks, Sage: CA.
- Gay L. R., Geoffrey E. Mills, and Peter Airasian (2010): *Educational Research: Competencies for Analysis and Applications, eighth edition*, Pearson Prentice Hall
- Srivastava V. K (2001): *Methodology and Field Work in India: Readings in Sociology and Social Anthropology*, Oxford University Press.

### Suggested Readings

- Angrosino, Michael (2007): *Doing Ethnographic and Observational Research*, Sage: LA.
- Bernard, R. H. (Ed) (1998): *Handbook of Methods in Cultural Anthropology*, Altmira Press: London.
- Clifford, J. & G. Marcus (Eds.) (1986): *Writing culture: The poetics and politics of ethnography*. University of California Press: Berkeley.
- Coffey Amanda (1999): *The Ethnographic Self*, Sage: London.
- Denzin, N. (1978): *The Research Act: A Theoretical Introduction to Sociological Methods*, McGraw Hills: London.
- Flick, Uwe (2002): *An Introduction to Qualitative Research*, Sage: London.
- Geertz, C. (1973): *The Interpretations of Cultures: Selected essays*. Basic: New York.
- Goode, W. J. and P. K. Hatt (1981): *Methods in Social Research*, McGraw Hill: London.
- Hammersley, M. and P. Atkinson (1995): *Ethnography: Principles in Practice*, Rutledge: New York.

- Muijjs, Daniel (2011): *Doing Quantitative Research in Education with SPSS*, Sage: London.
- Naseema, C. and V.K. Jain (2011): *Research Methodology in Education and Application of Statistics*, first Edition, Shipra Publication: New Delhi.
- Van, M. J. (1983): *Qualitative Methodology*, Sage: Beverly Hills.
- Whyte, W. F. (1984): *Learning from the Field: A Guide from the Experience*, Sage: Beverly Hills.

## CURRICULAR TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and end-term written examination.





# CC-6: EDUCATIONAL PLANNING

<b>Title:</b>	<b>Educational Planning</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

## INTRODUCTION

It is now a politically accepted fact that education delivers; it delivers both economic and non-economic gains. Consequently, given the strong nexus with national development, education, over the years, has earned a critical position in the overall macroeconomic planning framework of most nations across the globe. Further, the peculiar characteristics and huge externalities associated with education also call for increasing public intervention in the sector. In a way, there has been 'the return of the state', more visibly in the developing world, that recognizes education as the key to break free from poverty, inequality and 'unfreedom'. It is, in this context, that this course deals with a relatively young and evolving discipline, i.e. educational planning.

The course intends to introduce the basic concepts, types, conditions, approaches and techniques of educational planning. It makes an attempt to introduce the concept of decentralised planning and planning practices currently being adopted in various education sub-sectors in India, including the higher education sub-sector. It also attempts to discuss the concept and application of strategic planning techniques in education and the way these techniques have been contextualised and built into district planning models in India. As such, the course would provide an overview of the changing landscape of educational planning in India, including the latest planning approaches and frameworks. A discussion of the theoretical approaches to educational planning would help enable scholars to contextualise and analyse educational planning models and practices in India. It would help them to participate in the current debate on 'whether educational planning in India is rhetoric or a reality?'

Evidence-based participatory planning is currently the catch phrase in the educational development discourse. It is also a key characteristic as well as a fundamental requirement of strategic planning in education. Therefore, the related techniques like sector diagnosis, cost analysis in education, school mapping, micro planning and school improvement planning would be introduced in detail in the course.

The shifting sources and strategies of financing education in India, often donor and central government-driven, and its influence on the policy and programme planning in education in states would also be dealt with in the course. It would, in a way, touch upon the theme of political economy of educational planning in India. Finally, the course, it is hoped, would generate enough

research questions on educational planning and related areas to enable scholars pursue their M. Phil dissertation/doctoral thesis work.

## LEARNING OBJECTIVES

It is expected that, at the end of the course, scholars will have a better understanding of the following:

- Concepts, types and theoretical foundations of educational planning;
- Strategic planning in education and related techniques, in general, and their application in formulating district education development plans and institutional development plans, in particular;
- Educational decentralization in India and district planning practices; and
- Sources and changing methods of financing education in India, including aid to education, and their influence on development policy and programme planning.

## COURSE DESIGN: COVERAGE AND THEMES

This course will cover both theoretical and practical aspects of educational planning in a modular fashion. It is envisaged to transact the course in four units with varying weightage. While Unit 1 would provide the conceptual and theoretical foundations of educational planning and their evolution, Unit 2 would introduce strategic planning techniques in education, currently most widely used in the education sector and at the institutional level across the globe. Units 3 & 4 are more India-specific, although, to some extent, they also deal with certain generic aspects of educational planning, particularly that of local level planning techniques. It may be noted that these units are very closely linked and logically sequenced to tell the story of educational planning, in general, and in India, in particular. The various units of the course, therefore, are designed to cover the following key thematic areas:

### Unit I: Educational Planning Concepts and Approaches (08 sessions)

This Unit would deal with the fundamentals of educational planning. It would discuss the theoretical axioms that generally go into constructing planning models in varying country settings. It would also provide a brief overview of the necessary conditions for successful educational planning, defined in terms of implementability and realization of expected outcomes. With the increased international commitment to support education development initiatives in less developed and developing countries, new approaches to funding that leave space for the recipient countries to prioritize educational investment in their settings have come up that, to a large extent, address the structural issues of educational planning. During the last five decades, educational planning, as a distinct discipline, has traversed a long distance, both internationally and nationally. The unit would provide a glimpse of this journey. Unit I would cover the following themes:

- 1.1 What is educational planning? Concepts and types of educational planning
- 1.2 Theoretical foundations of educational planning/planning approaches
- 1.3 Sector-wide Approaches (SWAPs) to educational planning

- 1.4 Social context of planning and essential conditions for successful educational planning, including institutional and political
- 1.5 Changing landscape of educational planning, in general, and in India, in particular

### Essential Readings

- Bray, Mark and N.V. Varghese (ed.) (2010): *Directions in Educational Planning: Report on an IIEP Symposium*. IIEP: Paris.
- Coombs, P.H (1969): *What is Educational Planning?* Paris: International Institute of Educational Planning (IIEP).
- Psacharopoulos, G. (1985): *Planning of Education: Where Do We Stand?* World Bank: Washington:

### Suggested Readings

- Blaug, Mark (1972): *An Introduction to Economics of Education*. The Penguin: London.
- Blaug, Mark (ed.) (1992): *The Economic Value of Education*. Hants, Edward Elgar: England.
- Ruscoe, G. C. (1969): *Conditions for Success in Educational Planning?* Paris:IIEP
- Tilak, J.B.G. (1977): "Approaches to Educational Planning and their Applications in India", *Indian Economic Journal*, 24 (3).
- UNESCO (2007): *Education Sector-Wide Approaches (SWAs): Background, Guide and Lessons*. Paris. Available at: <http://unesdoc.unesco.org/images/0015/001509/150965e.pdf>
- Woodhall, M. (2004): *Cost-Benefit Analysis in Educational Planning*. Paris:IIEP, available at: <http://unesdoc.unesco.org/images/0013/001390/139042e.pdf>

## Unit II: Strategic Planning in Education (12 sessions)

After having an understanding of the concepts, theoretical foundations and evolution of educational planning during the last five decades in Unit I, there is a need to introduce educational planning methods and techniques that have generic application in all settings. How is the language of educational planning changing over the years? Having its origin from warfare, how has strategic planning been adopted in social sector development planning models? Is strategic planning significantly different from the way countries used to plan earlier using traditional planning models? Does it merely speak the new language of planning and how have the traditional institutions in country settings responded to this language of planning? In other words, how ready are the developing countries to make strategic planning a reality in the social sector? What all go into strategic planning in education and how can the basic maxims of strategic planning be borrowed to conceptualize planning models in individual country settings? Unit II would make an attempt to address these queries. This unit is highly technical and is the core of educational planning. It would cover the following themes:

- 2.1 Concept and methodology of strategic planning in education
- 2.2 Education sector diagnosis – analytical framework and techniques, data requirements, estimation, interpretation and use of key performance indicators, cost analysis in education, projection techniques and identification of education development issues and priorities

- 2.3 Methods of setting plan targets and estimation of additional inputs/requirements – physical, staff, academic, management and financial
- 2.4 Designing development interventions using the Logical Framework Matrix (LFM)
- 2.5 Planning for implementation of the education development plan and programmes
- 2.6 Budgeting techniques

### Essential Readings

- Carron, Gabriel (2010): *Strategic Planning: Concept and Rationale*. IIEP Working Paper 1, IIEP: Paris.
- Carron, Gabriel (2010): *Strategic Planning: Techniques and Methods*. IIEP Working Paper 3, IIEP: Paris.

### Suggested Readings

- Hallack, Jack (1977): *Planning the Location of Schools: An Instrument of Educational Policy*, IIEP: Paris.
- IIEP (n.a.): *Projections and Scenario Building (Module 5)*, Distance Education Programme on Education Sector Planning. Paris: UNESCO-IIEP. available at <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/T5.pdf>
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational*. Pa. Technomic: Lancaster.
- Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. IIEP: Paris.
- UNESCO Institute for Statistics (2009): *Education Indicators: Technical Guidelines*. Montreal: Canada.

## Unit III: Educational Planning in India (12 sessions)

By now, scholars would have a better understanding of the fundamentals of educational planning and acquired the basic generic skills required to undertake educational planning (in Units I & II). The course now intends to introduce scholars to educational planning models and practices in India, which have largely borrowed ideas from what have been discussed in Units I & II. Decentralization is seen as a basic development ideology in India. Evidently, necessary legal and institutional provisioning has been made to promote educational decentralization in the country, although a lot more needs to be done to make decentralization a reality. Programme-specific planning models have been constructed and implemented during the last two decades. There has been a visible return of the state; the Central Government has repositioned its roles and functions for education development. And, at the same time, there has been an increasingly more central control of the educational decentralization process in the country. While inertia still dominates educational planning practices in the country and there is often bureaucratic capture of the planning process in certain cases, at times, India also exhibits extraordinary political commitments that shift educational policy and programme planning to a different level (at least in principle). External aid to education also contributed to the institutionalization of the language of educational planning in the country. Good or bad, the country now has a culture of planning in the education sector. Unit III, therefore, would enable scholars to apply their learnings from Units I & II in a better fashion to understand and debate educational planning in India. Unit III would cover the following themes:

- 1.1 Educational decentralization in India, legal provisions and institutional framework and planning machinery
- 1.2 Local level planning techniques in education and their use in district planning in India – i.e. school mapping, micro planning and school improvement planning
- 1.3 District planning under the on-going country-wide education development programmes like the SSA, the RMSA and the RUSA
- 1.4 Education development plan appraisal practices in India and their influence on district planning

### Essential Readings

- Charvak (2000): *From Decentralization of Planning to People's Planning: Experiences of the Indian States of West Bengal and Kerala*. Centre for Development Studies, Thiruvananthapuram.
- Kaliranjan, Kaliappa and Otsuka Keijiro (2010): *Decentralisation in India: Outcomes and Opportunities*. ASARC Working Paper 2010/14. South Asia Bureau of Economic Research, Crawford School of Economics and Government, Australian National University: Canberra. available at [https://crawford.anu.edu.au/acde/asarc/pdf/papers/2010/WP2010\\_14.pdf](https://crawford.anu.edu.au/acde/asarc/pdf/papers/2010/WP2010_14.pdf)

### Suggested Readings

- Litvack, Jennie, Junaid Ahmed and Richard Bird (1998): *Rethinking Decentralization in Developing Countries*. World Bank: Washington D.C.
- MHRD (2009): *Rashtriya Madhyamik Shiksha Abhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.
- MHRD (2011): *Sarva Shiksha Abhiyan: A Framework for Implementation*. Department of School Education and Literacy, GOI: New Delhi.
- Nanjundappa, D.M. (1995): *Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*, B.N. Yugandhar and Amitabh Mukherjee (ed.) Concept: New Delhi.
- Pritchett, Lant and Varad Pande (2006): *Making Primary Education Work for India's Rural Poor: A Proposal for Effective Decentralization*. Social Development Papers No. 95. World Bank: Washington DC: available at [http://www.teindia.nic.in/Files/Articles/Articles\\_23feb12/pritchett\\_pande\\_decentralization\\_education\\_india.pdf](http://www.teindia.nic.in/Files/Articles/Articles_23feb12/pritchett_pande_decentralization_education_india.pdf)
- Varghese, N.V. (ed.) (1997): *Modules on District Planning in Education*, NIEPA: New Delhi.
- Varghese, N. V. (1996): "Decentralization of Educational Planning in India: The Case of District Primary Education Programme." *International Journal of Educational Development*, Vol. 16 (4): 355-365.
- Varghese N.V. and K. Biswal (1999): *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*, Orissa, Mimeo. NIEPA: New Delhi.
- Zaidi, S.M.I.A., K.Biswal, N.K.Mohanty, and A.A.C.Lal (2012): *Secondary Education Planning and Appraisal Manual*. NUEPA: New Delhi. available at [http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual\(Prof%20Zaidi%20\).pdf](http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual(Prof%20Zaidi%20).pdf)

## Unit IV: Financing Education in India (08 sessions)

Funding education is a major concern in almost all countries, both developed and developing. While in developing country settings like that of India, education was grossly under-funded till the turn of the 21st century, the scenario has improved significantly during the last one decade. Over the years, new methods of financing education have evolved and these have important implications for educational planning. In a way, certain funding methods highly influence state policy and programme planning practices, which may or may not promote strategic planning in education. Moreover, certain funding methods (where the planning models are used as means to access funds) contribute to ever widening regional disparities in educational development. The strongest member of the Indian federation often gets the lion's share of the central transfers to states. Why is it so? Are our financing criteria/principles insensitive to the requirements of spatial disparities in educational development? How can the financing methods be made development-sensitive in the education sector? Is the quantity of allocations to education or the quality of expenditure in education or both a major issue across states in India? What is the rationale for adopting a supply-side strategy of funding education (mostly centrally determined tied funds) in India? This last unit would attempt to address these issues. Unit IV would cover the following themes:

- 4.1 Sources and methods of financing education in India
- 4.2 Centre-state relationships in financing education and Finance Commissions
- 4.3 Return of the State: Political-economy of financing education in India through Centrally Sponsored Schemes (CSSs) and Centrally Assisted Schemes (CASS) and their implications for district planning in education
- 4.4 Foreign aid to education in India and their influence on shifting policy and programme planning
- 4.5 Financing school education in India, fund flow and related issues

### Essential Readings

- Tilak, J.B.G. (1988): "Costs of Education in India", *International Journal of Educational Development*, 8 (1): 25-42.
- Varghese, N. V. and J.B.G.Tilak (1991): *The Financing of Education in India*. IIEP: Paris.

### Suggested Readings

- Colclough, Christopher and Anuradha De (2010): The Impact of Aid on Education Policy in India. RECOUP Working Paper No. 27, RECOUP Research Consortium on Educational Outcomes and Poverty, University of Cambridge. available at [http://recoup.educ.cam.ac.uk/publications/WP27-CC\\_ADfinal.pdf](http://recoup.educ.cam.ac.uk/publications/WP27-CC_ADfinal.pdf)
- De, Anuradha and Tanuka Endow (2008): *Public Expenditure on Education in India: Recent Trends and Outcomes*. Collaborative Research and Dissemination (CORD): India.
- Norton, Andy and Diane Elson (2002): *What's Behind the Budget? Politics, Rights, and Accountability in the Budget Process*. Overseas Development Institute: London.
- UNESCO (2013): *Education Micro Planning Toolkit*. UNESCO: Bangkok.

## CURRICULAR TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations. Since this is a skill-oriented course; emphasis will be on practical exercises, simulation exercises, seminar presentations. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and end-term written examination.



# CC-7: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

<b>Title:</b>	<b>Educational Administration and Management</b>
<b>Credits:</b>	<b>4</b>
<b>Sessions:</b>	<b>40</b>
<b>Credit Hours:</b>	<b>60</b>

## INTRODUCTION

Educational administration and management is a crucial component of understanding the entire gamut of the education system. It has emerged as an important area of study and research. Over the years, its interface with the generic theory of administration and management as well as with the principles and practices of managing the education system has contributed towards the development of distinctive concept, theory and approaches of educational administration and management. Recent advances in administrative theory and management principles have added new dimensions to educational administration and management with added emphasis on site- based management; and dynamic shift from government to governance. New concepts and models of educational governance such as network governance, multi-level governance, and participatory governance through multi- scalar structures, and additional emphasis on new theory of public management need to be understood for capturing the trends and dynamics of educational administration and management. A comprehensive understanding of the principles and practices is a key to the understanding of the educational system; especially its process and delivery mechanism.

In this backdrop, the course intends to provide the scholars exposure to the concept, theory and various dimensions of educational administration, management and governance. Though the course primarily aims at acquainting the scholars with the multi-level structure and practices of educational administration, management and governance in school and higher education in India, attempt will also be made to provide them with a comparative perspective. Policy responses to various issues of educational development and their impact on the structures and processes of educational administration and governance will also be transacted.

## LEARNING OBJECTIVES

- Develop conceptual and theoretical understanding along with exposure to the principles and practices of educational administration, management and governance as well as critical reflection on emerging trends and discourses in a comparative perspective.
- Provide awareness about the structural arrangements for educational administration at the



national, state and sub-state levels for all sectors of education.

- Develop analytical understanding of issues and emerging trends in educational administration, management and governance.
- Enable the scholars to identify issues of research in critical areas of educational administration, management and governance

## COURSE CONTENTS

### Unit-I: Educational Administration, Management and Governance: Conceptual and Theoretical Dimensions (05 Sessions)

This unit of the course will attempt to provide a systematic understanding of the concepts, theories and approaches of educational administration and management. Attempt will also be made to capture the recent advances and emerging trends in educational administration and management with an added emphasis on new concepts and models of educational governance.

- Concepts, theories and approaches in educational administration, management and governance, with special emphasis on emerging discourses and trends that will also include critical reflection on the concepts of governance and its multiple forms
- Federalism, decentralization and multi-level system of educational governance (Comparative perspective from USA, Canada, Australia, Malaysia, Sri Lanka etc.)

#### Essential Readings

1. Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds.) (1999): *Educational Management: Redefining Theory, Policy and Practice*, Paul Chapman: London.
2. Ludenberg, Fred C. and Allan C. Orenstein (1991): *Educational Administration: Concepts and Practices*. Wadsworth Publishing Company: Belmont.
3. Mok Ho – Ka (2005): Globalisation and Governance: Educational Policy Instruments and Regulatory Arrangements, *International Review of Education*, Vol. 51(4): 289-311
4. Vergari, Sandra (2010): Safeguarding Federalism in Education Policy in Canada and the United States, *Publius: The Journal of Federalism*, Vol. 40(3):534-557

### Unit-II: Educational Administration in India (08 Sessions)

Educational administration and management in India is characterized by its own complexity of structure, processes, issues and problems emanating from its size; geographical, social, economic and cultural diversity; and colonial historical context of educational administration. This unit of the course will focus on understanding the principles and practices of educational administration in its distinctive historical experiences, territorial and cultural context; and interface with political context. This unit of the course will focus on the following themes:

- Historical-colonial, territorial and cultural context development of educational administration in India; Constitutional provisions, legal enactments, State Education Acts, Codes, Rules and Procedures affecting educational administration

- Educational administration at the centre, state and sub-state levels- structures, functions and processes; Centre-state and local relationships in educational administration; structure of administration and delivery of educational programmes and schemes for disadvantaged groups at the centre, state and sub-state levels; administration and management of centrally sponsored programmes and schemes (SSA, RMSA, RUSA, teacher education schemes and programmes, area- specific programmes and special programmes for girls, SC/ST and minorities)

### Essential Readings

- Mathur, S.S. (1990): *Educational Administration and Management*, The Indian Publications: India.
- Mukhopadhyay, Marmar and R.S.Tyagi (2005): *Governance of School Education in India*. NIEPA: New Delhi.
- National Institute of Educational Planning and Administration: *Survey Reports of Educational Administration in different States and UTs 1991-2008*: New Delhi.
- Shukla, P.D.(1983): *Administration of Education in India*, Vikas Publishing House: New Delhi.
- Tilak, J.B.G. (1989): "Centre - State Relations in Financing Education in India". *Comparative Education Review*, Vol. 33(4): 450-480.

### Unit-III: Supervision, Monitoring and Academic Support (06 Sessions)

Supervision, Monitoring, and Academic Support are important dimensions of educational administration and management. Appropriate principles and practices of supervision and monitoring are important for maintenance of quality in education. The role of the support institutions in this regard becomes decisive. Keeping in view the importance of support mechanism, this unit will enable the scholars to understand the principles and practices. The following themes will be transacted in the course.

- Supervision and monitoring education system: concept, principles and practices; school standards and evaluation
- Regulation and accountability in the education system: objectives and rationale; accountability and regulatory mechanisms; quality issues in education and role of the quality monitoring and regulatory mechanisms such as UGC, AICTE, NAAC, NCTE etc.; code of conduct and professional ethics.
- Role of the Academic Support Systems such as NCERT and SCERTs, SIEMATs, DIETs, BRCs, CRCs, Academic Staff Colleges, Inter-University Centres in educational management; public examination and role of the Boards of school education

### Essential Readings

- Adams, H.P. and G.D. Frank (1953): *Basic Principles of Supervision*. American Book Co.: New York.
- Carron, Gabriel and Anton De Grauwe (1997): *Trends in School Supervision – Current Issues in Supervision: A Literature Review*. IIEP-UNESCO.: Paris.
- Gibson, Jane Whitney (1990): *Supervisory Challenges: Principles and Practices*, Merrill: Columbus.

- Tanner, Daniel (1987): *Supervision in Education: Problems and Practices*. Macmillan: New York.

## Unit IV: Decentralisation and Local Governance in Education (05 Sessions)

Decentralised educational governance is considered to be an important mechanism of educational delivery and scaling up of education. Since local governance is the nearer to the community, it has greater potential of enhancing community participation in educational governance. Relevance of participatory school governance and school -based management has been recognized and reiterated in different policy documents in India. Structure of local governance has also developed over the years of experiment. This unit of the course will focus on the role and responsibilities of local governance structure in education.

- Decentralised and participatory school governance- concept and logic
- Policy framework for decentralized educational governance- National Education Policy 1968, 1986, POA, 1992, CABE 1993, 73rd and 74<sup>th</sup> Constitutional Amendments, and RTE 2009.
- Panchayati Raj Institutions and management of education
- Community- based structures and participatory school governance- Role of the SMC, VEC, VSS, SDMC, PTA, MTA etc.
- Role of the NGOs, CBO and Civil society organizations in local governance of education

### Essential Readings

1. Brown, D. (1990): *Decentralisation and School-based Management*, Falmer Press: London.
2. Bullock, A. and H. Thomas (1997): *Schools at the Centre? A Study of Decentralisation*, Routledge: London.
3. Govinda, R. and M. Bandyopadhyay (2010): *Changing Framework of Local Governance and Community Participation in Elementary Education in India*, CREATE PATHWAYS TO ACCESS, Research Monograph No. 35, available at [http://www.create-rpc.org/pdf\\_documents/PTA35.pdf](http://www.create-rpc.org/pdf_documents/PTA35.pdf)
4. Mukundan, Mullikottu-Veetil and Mark Bray (2004): 'The Decentralisation of Education in Kerala State, India: Rhetoric and Reality' *International Review of Education*, Vol. 50: 223–243

## Unit V: Emerging Issues and Problems of Educational Administration and Management (08 Sessions)

The education system in India has experienced numerous developments during the last six decades in the areas of educational policy, planning and administration. Diversity of institutions and scholars; greater presence of the central government in education administration and management through various mechanisms as well as increasing role of the private actors in education have posed new problems and raised new concerns. This unit of the course will attempt to thrash out these issues, problems and concerns in their specific empirical contexts.

- Management of diversity and equity: Issues in managing diversity of educational institutions across the sectors; and management of scholars' diversity and equity within the institutions.
- Centrally sponsored schemes, and enhancing role of the centre through central level organizations, such as Planning Commission, CABE, MHRD, and regulatory mechanisms,

such as UGC, AICTE and a number of federal councils, and their implications for state and local educational administration

- Emerging issues of transparency and accountability in educational administration, problems of political interference, issues of vertical and horizontal linkages between structures of educational administration; inter and intra-sectoral coordination;
- Emerging issues in the management of public institutions; liberalisation and privatization of education and new faces of educational governance like PPP model, concept of meta university, network institutions etc.

### Essential Readings

1. Ayyar, R.V. Vaidyanatha (1993): 'Educational Planning and Administration in India: Retrospect and Prospect'. *Journal of Educational Planning and Administration*, VII (2): 197-214.
2. Government of India (2011): *Sarva Shiksha Abhiyan: Framework for Implementation*, Department of School Education and Literacy, Ministry of Human Resource Development: New Delhi.
3. Mukhopadhyay, Marmar and R.S.Tyagi (2005): *Governance of School Education in India*. NIEPA: New Delhi.
4. Pinto, Marina (1984): *Federalism and Higher Education: The Indian Experience*, Orient Longman: Hyderabad.

## Unit VI: Human Resource Management and Management Processes (08 Sessions)

This unit of the course will specifically focus on the area of human resource management in education besides deliberating on some of the important management processes. This will cover Institutional Heads, Teaching Faculty and Support Staff at Elementary, Secondary and Higher Education.

- Teacher Management: 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.

Administrative and Management issues and Processes

- Decision- making
- Team building
- Management of change

### Essential Readings

- Jha, Jyotsna, K.B.C. Saxena and C.V. Baxi (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. The European Commission: New Delhi.

- Mukhopadhyay, Marmar and R.S.Tyagi (2005): *Governance of School Education in India*. NIEPA: New Delhi.
- 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.

## METHODOLOGY OF TRANSACTION

The course will be transacted through lectures, discussions and seminar presentations. The scholars will be encouraged to read and reflect on the various dimensions of educational administration and governance. Relevant articles and cases will be discussed and analysed. Use of audio-video materials and discussion on cases relating to governance and participation would form the integral part of the course transaction. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and end-term written examination.

## CURRICULAR TRANSACTION AND EVALUATION MODALITIES

### Suggested Readings

1. Arnott, M. and C. Raab (eds.) (2000): *The Governance Of Schooling: Comparative Studies Of Devolved Management*, Routledge: London.
2. Basu, Aparna (1972): *Essays in the History of Indian Education*. Concept: New Delhi.
3. Bevir, Mark (2013): Governance: The Art of Governing after Governmentality, *European Journal of Social Theory*, Vol. 17: 60-76.
4. Bullock, A. and H.Thomas (1997): *Schools at the Centre? A Study of Decentralisation*, Routledge: London.
5. Bush, T., L. Bell, R. Bolam, R. Glatter, and P. Ribbins (eds.) (1999): *Educational Management: Redefining Theory, Policy and Practice*, Paul Chapman: London.
6. Govinda, R. (1997): *Decentralisation of Educational Management: Experiences from South Asia*. IIEP-UNESCO: Paris.
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# GUIDANCE FOR EDUCATIONAL RESEARCH AND WRITING

Title:	Guidance for Educational Research and Writing
Semester:	Third

## INTRODUCTION

The Third Semester course will be compulsory non- credit course component of the M.Phil Programme. The Course will be transacted in a modular form. The course will consist of four modules- A.) Use of Software Applications in Educational Research; B) Workshop on Writing Skills; C.) Tutorials with the Guide; and D.) Summer Internship/ Project Work. The course is intended to provide practical experience and learning ground for educational research and writing. The course transaction will be aligned with the requirements of M. Phil research. The scholars will have the opportunity to learn the applied aspects of educational research and writing which will help them in conducting their research and writing dissertation in a more informed and systematic manner. All the four modules of the course will be transacted in interactive learning mode in close interaction with the teachers and Guide.

The summer internship/ project work will provide the scholars an opportunity of field- based learning. They will be exposed to various aspects of writing skills, including research proposals/ project report/ research papers etc.. The scholars will have the opportunity of personalised guidance of the teachers in the Writing Workshops/ Project Work/ Summer Internship; and tutorials with the Guide.

## COURSE STRUCTURE

This course will consist of the following four Modules:

Module A: Use of Software Application in Educational Research (Duration: 2 weeks)

Module B: Workshop on Writing Skills (Duration: 2 weeks)

Module C: Tutorials with Guide (Duration: Extended interaction for the whole semester)

Module D: Summer Internship/Project work (6 Weeks)

## Module A: Use of Software Application in Educational Research

### 1. Introduction

The role that technology plays in one's life cannot be ignored in the present age and time. Similarly, the role of technology in research has not only enhanced its output but has also made analysis more comprehensive in a timely and accurate fashion. To help the research scholars in NUEPA build their research capacity, analytical skills, manage large scale data and use appropriate methods in analysing data, a workshop on the Use *of Software Applications in Educational Research* will be conducted. The workshop will be a mandatory non -credit workshop for the M.Phil scholars in their third semester. The workshop is an extension of the two courses on Research Methodology being conducted in the first and second semester. Therefore, the workshop will not only further develop the technical skills of the scholars but also give them in-depth knowledge of data analysis using appropriate software and tools.

### 2. Learning Objectives

The course will be conducted with the following objectives:

- To provide the scholars with hands- on training in using computers.
- To acquaint the participants with the different types of software packages available for social science research.
- To train the scholars to handle large data sets using software applications.
- To train the scholars to use appropriate methods in analysing data.

### 3. Course Contents

The following themes will be covered in the workshop:

- Introduction to the use of Computers in Educational Research
- Use of large scale data in educational research
- Introduction to software programs for Statistical Analysis (SPSS, STRATA, etc.)
- Creating and Editing data file
- Managing and Transforming the data
- Univariate Analysis
- Correlation
- Introduction to different software programs for Qualitative Analysis – NVivo, ATLAS ti, etc.

### 4. Methodology

The main purpose of the course is to help scholars get practical experience in using the computer and its related software for conducting research. Therefore, the course will follow a mixed method of transaction that includes lectures and practical exercises, with a greater emphasis on the practical aspects as the scholars need to get hands- on experience in handling data on the computer. As the course is a follow-up of the Research Methodology



courses, the practical use and applicability of the methods taught earlier will be the main focus. Scholars will begin with the basics of Excel and SPSS, wherein they will be given some real data sets that they will have to enter, sort, edit, tabulate, run and analyse during the workshop.

## Module B: Workshop on Writing Skills

### Introduction

The workshop on writing skills is a two weeks intensive non-credit mandatory course. This course will have specific component of writing M. Phil dissertation and Ph.D. thesis besides the components of academic writing. During the workshop, the scholars will be encouraged to take up the assignment related to their M. Phil dissertation. The workshop is primarily intended to provide an opportunity to the scholars to learn and apply various aspects of research and academic writings. This workshop will focus on specific component of writing M. Phil dissertation and Ph.D. thesis. The other component of the workshop will be on various aspects and different types of academic writings such as writing research/scholarly paper/ review articles/ book review/ project proposal/ project report / policy papers and policy briefs etc. The scholars will also be exposed to different Manuals of research writings. This component of the course will be a value- addition to the M.Phil/Ph.D. Programme and will provide meaningful academic engagement of the scholars.

### Learning Objectives

- Preparing the scholars for undertaking M. Phil research and writing dissertation in a more informed and systematic manner.
- The scholars will learn the various aspects of academic writings which will help them in writing research/scholarly paper/ review articles/ book review/ project proposal/ project report / Policy papers and policy briefs etc.
- The Skills in research and academic writing will help them in publishing papers/briefs in journal/periodicals.

### Course Contents

- Various aspects of Dissertation and Thesis writing
- Review of Literature ( related to M.Phil dissertation)
- Writing Research Paper
- Policy Paper
- Policy Briefs
- Writing of Research Report
- Book Review
- Review Articles
- Citation Rules and Referencing Styles
- Copyright

## Methodology of Transaction of the Course

The course will be transacted in an interactive learning mode. The scholars will be encouraged to undertake assignments in the workshop in the area of their research interest but more focused engagements in the area of their M.Phil research. All the scholars will have to complete this component of the course since this will be a mandatory non- credit course for the M. Phil scholars in their third semester.

## Module C: Tutorials with Guides

This compulsory component of the course is intended to provide an opportunity to the scholars for extended and continuous interaction with the Guide. The time made available to the scholars during this semester will help them to start the work of their M.Phil dissertation and align the work of M.Phil dissertation with other components of the third semester programme. The scholars, in consultation with their Guides, may opt for the internship/ project work related to their research area. Similarly, they will get ample time to complete the component of literature review and part of the chapter on research methodology besides the collection and analysis of secondary data. The scholars are expected to attend 40 tutorial sessions with their Guide.

## Module D: Summer Internship/Project Work (4 Credits)

Scholars are expected to complete a six- week internship at the end of the first two semesters. Placements will be facilitated by NUEPA and will be taken up at pre-identified organizations, including both government and non-government organisations. The allocated M.Phil supervisor will also act as a Guide for the internship programme.

### Learning Objectives

- Scholars will acquire first-hand experience of a work situation
- Have an opportunity to apply research skills
- Learn new skills (field research, team work, responsiveness to practical issues, etc.)

### Transaction Methodology

In order to ensure that the internship is meaningful to both the scholar and the host organisation, the scholars will be expected to decide upon a topic of study in consultation with the organisation within the first week and share this with their Guide. At the end of the period, a written report will be submitted both to the host organisation for comments as well as to NUEPA.

### Evaluation

The scholars will be awarded grades on the basis of their performance in each of the Modules. The grade would not be counted for the purpose of awarding overall and cumulative grade. However, it will be mandatory for all the scholars to secure minimum B cumulative grade for undertaking M. Phil dissertation work.





# OPTIONAL COURSES





## OC-1: CONTEMPORARY DISCOURSES IN HIGHER EDUCATION

<b>Title:</b>	<b>Contemporary Discourses in Higher Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

This course aims at introducing to the scholars the basic concepts, ideas and features of higher education from an inter-disciplinary social science perspective. The course is rooted in the Indian context and derives also from international practices for developing broad understanding of higher education. After clarifying the basic concept relating to higher education, the scholars will be exposed to contemporary debates and discourses in higher education, drawing examples from both national and international contexts. Furthermore, they will be engaged in visioning exercises and identifying major issues and challenges for reforming higher education in the country.

## OC-2: EDUCATION AND SKILL DEVELOPMENT

<b>Title:</b>	<b>Education and Skill Development</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

With the dramatic impact of technology and globalization on the labour market, the work environment has become more complex, requiring new skills to navigate successfully within a world of work marked by constant change. In the 21st century, India has transformed itself from a developing country into an emerging economy, providing a knowledge hub to the world. The current economy demands new skills and competencies from the workforce. But the education system is not being able to respond to the demands of the labour market. A key issue is to improve the effectiveness of the system in order to enhance the employability skills of the workforce and engender more employment opportunities. Moreover, developing skilled workers enhances the efficiency and flexibility of the labour market. Recently, in India, the area of skill development is receiving much attention from the government, which has set a target of skilling 500 million people by 2022. In view of the policy priority and harnessing the potential of young people, skill development assumes great importance in the domain of educational planning and management.

## OC-3: INTERNATIONAL AND COMPARATIVE EDUCATION

<b>Title:</b>	<b>International and Comparative Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The course on International and 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.

## OC-4: EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

<b>Title:</b>	<b>Educational Management Information System</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

For successful implementation of any programme concerning education, effective monitoring framework and efficient Management Information System (MIS) is essential without which the programmes cannot be implemented efficiently nor can they be efficiently monitored. Though EMIS concerning all levels of education will be dealt upon but focus of the course will be centred on school education. In this course real-life data will be extensively used for demonstration and for hands-on training.

## OC-5: COMMUNITY PARTICIPATION AND LOCAL GOVERNANCE IN EDUCATION

<b>Title:</b>	<b>Community Participation and Local Governance in Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The course on 'Community Participation and Local Governance' intends to develop both conceptual understanding regarding structures, process and dynamics of people's participation in educational governance and administration. Through exposure to different cases, the scholars will be able to develop insights into policies and practices that promote community participation and involvement of local stakeholders, including PRI functionaries, in planning and management of educational institutions, specially schools. They will also be able to identify major issues and challenges with regard to functioning of participatory structures, such as SMCs and other grassroot level bodies, for effective implementation of policies and programmes.

## OC-6: EARLY CHILDHOOD CARE AND EDUCATION

<b>Title:</b>	<b>Early Childhood Care and Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

This course aims at enhancing the understanding of scholars about significance of early childhood period (upto 8 years) in education; and various historical and theoretical perspectives on Child Development /related concepts. Policies and programmes of ECCE in India/other countries and their implementation will be discussed to develop a critical understanding of contexts and issues. ECCE in national and international declarations will be examined. Scholars will be exposed to some innovative efforts undertaken in India. 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. Specific impact of ECCE on education as well as broader impact on health and nutrition; and equity etc. will also be dealt with. Trans-disciplinary approach will be adopted in building an understanding of ECCE, drawing upon the disciplines of Education, Psychology, Sociology, Anthropology, Gender Studies and Social Work.



## OC-7: EQUITY AND MULTICULTURAL EDUCATION

<b>Title:</b>	<b>Equity and Multi-cultural Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The course on Equity and Multicultural Education aims at providing both theoretical and empirically informed understanding of the concept, idea and dimensions of equity and multi-cultural education. Since the concern of equity is at the heart of multi-cultural education, the main focus of the course would be placed on the understanding of the linkage between sources and sites of exclusion and equity thrust of multicultural education. The concept, dimensions, policies and practices of promoting equity through multi-cultural education will be discussed both in the context of the international experiences and in the specific contextual setting of cultural diversity and group based inequality and exclusion in education in India. The course will help the scholars develop an understanding of various issues, dimensions and practices of exclusion in education and imperatives of policy and planning for equity and multi-cultural education in India.

## OC-8: EDUCATION AND HUMAN RIGHTS

<b>Title:</b>	<b>Education and Human Rights</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

Link between education and human rights 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 human rights. The role and importance of education in creating democratic culture and enabling condition for the protection of human rights and dignity has necessitated a rights-based approach in education. The idea of rights-based approach in education has been articulated through different standard setting international instruments and conventions, and national laws. In order to fully implement a democratic and rights-based perspective in education, well-functioning systems of legislation, planning, information and statistics are important. The course intends to provide a comprehensive understanding of the link between democracy and human rights, on the one hand, and rights-based approach in education, on the other. The scholars will be exposed to various international instruments and conventions and national laws conveying the idea of rights-based approach in education. The course will emphasise on a mode of learning that combines both theoretical knowledge and its interface with empirical realities.

## OC-9: EDUCATION, GENDER AND DEVELOPMENT

<b>Title:</b>	<b>Education, Gender and Development</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

Education policy seeks to ensure equality in access, equality within the classroom and in teaching-learning processes, and equality in outcomes. This course encourages scholars to assess and evaluate the extent to which these objectives are met in practice; the role of education in changing gendered social norms, and the intersection of gender with other axes of difference, including caste, class, location, religion; policies and programmes seeking to achieve gender equality in education; the use of a feminist lens in evaluating educational programmes. The course will build an understanding of the historical context of gendered relations and review gender analysis frameworks. While focused on the Indian context, it will refer to regional and global experiences. Upon completion, scholars would be equipped to analyze gender issues in education in different contexts; to engage with contemporary policy debates on education, gender and development; to explore alternative strategies to overcome inequalities; conduct research into aspects of gender, education and development. The course will be transacted mostly in seminar/ workshop mode.

## OC-10: EDUCATION, ADULT LITERACY AND LIFELONG LEARNING

<b>Title:</b>	<b>Education, Adult Literacy and Lifelong Learning</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The Course on Education, Adult Literacy and Lifelong Education is designed to offer an understanding of adult education in comparative settings. It will situate the development of adult education in India in both historical and in ternational contexts so as to give the scholars a flavor of the scope of adult education within the educational system. The Course would focus equally on the evolution of adult education in the Indian contexts to appreciate its scope in design, the gains and limitations through the successive programmes since Independence. The expectation is that the scholars could design an innovative adult and lifelong education and learning programmes as well as its various implementation modalities.

## OC-11: ECONOMICS AND FINANCING OF EDUCATION

<b>Title:</b>	<b>Economics and Financing of Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

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.

## OC-12: GLOBALIZATION AND EDUCATION

<b>Title:</b>	<b>Globalization and Education</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The aim of the course is to introduce scholars to concepts and themes of globalization and its impact on education through analysis of changing world education policies and programmes. The course begins with the problem of defining globalization, and examines a range of emerging paradigms which help interpret globalizing phenomena. From that point, scholars will be introduced to a selected range of world education trends through which the impact of globalization can be examined. The course includes a special study on the aspect of Internationalization of Higher education in select countries (BRICS) in greater depth.

## OC-13: HEALTH, NUTRITION AND SCHOOLING

<b>Title:</b>	<b>Health, Nutrition and Schooling</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

Access to food, healthcare 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 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.

## OC-14: INCLUSION IN EDUCATION OF PERSONS WITH DISABILITIES

<b>Title:</b>	<b>Inclusion in Education of Persons with Disabilities</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

The purpose of this course is to help the scholars increase their awareness and enhance their ability to critically analyse and understand inclusive education with specific reference to Education of children and youth with disabilities. The course 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. The course will further explain the paradigm shift in making the right of the persons with disability justiceable and its implication for schooling.

## OC-15: PROFESSIONAL DEVELOPMENT AND MANAGEMENT OF TEACHERS

<b>Title:</b>	<b>Professional Development and Management of Teachers</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

Teachers are the heart and spine of education – they are not only central to a functioning education system, more importantly, they are the key to determine the quality of educational process and outcome. Teachers effectively define the education system – motivated and competent teachers are the heart and soul of an institution, be it schools, colleges or universities. This course seeks to explore the various dimensions of teacher management and teacher development. It is a combination of how teachers are recruited, deployed and managed in the education system and the mechanisms evolved for professional development, continuing education and avenues for growth as professionals.

## OC-16: SCHOOL LEADERSHIP

<b>Title:</b>	<b>School Leadership</b>
<b>Credits:</b>	<b>2</b>
<b>Sessions:</b>	<b>20</b>
<b>Credit Hours:</b>	<b>30</b>

Understanding schools is a pre-requisite for effective leadership and the functioning of schools are influenced by the School leaders. It is the leadership that influences achievement outcomes of scholars. The main task of a leader is to be sure that the school works well. One way is to try to understand and analyse why schools fail or succeed. The course provides exposure to scholars in examining the ways schools as organizations can be understood and different contexts in which schools function. There will be need to explain, at length, the theories of leadership and its application on practical situations faced by School leaders in day- to- day school management. This will give an insight into how transition in the education scenario has influenced theories from time to time and where do schools stand now, what changes are happening in the arena of school education, the gaps observed today between theories and actual practices. The course covers the entire gamut of theories and practices, change and challenges in managing and leading schools in different contexts.



**National University of Educational Planning and Administration**

17-B, Sri Aurobindo Marg, New Delhi-110016 (INDIA)

EPABX Nos. : 26565600, 26544800

Fax : 91-011-26853041, 26865180