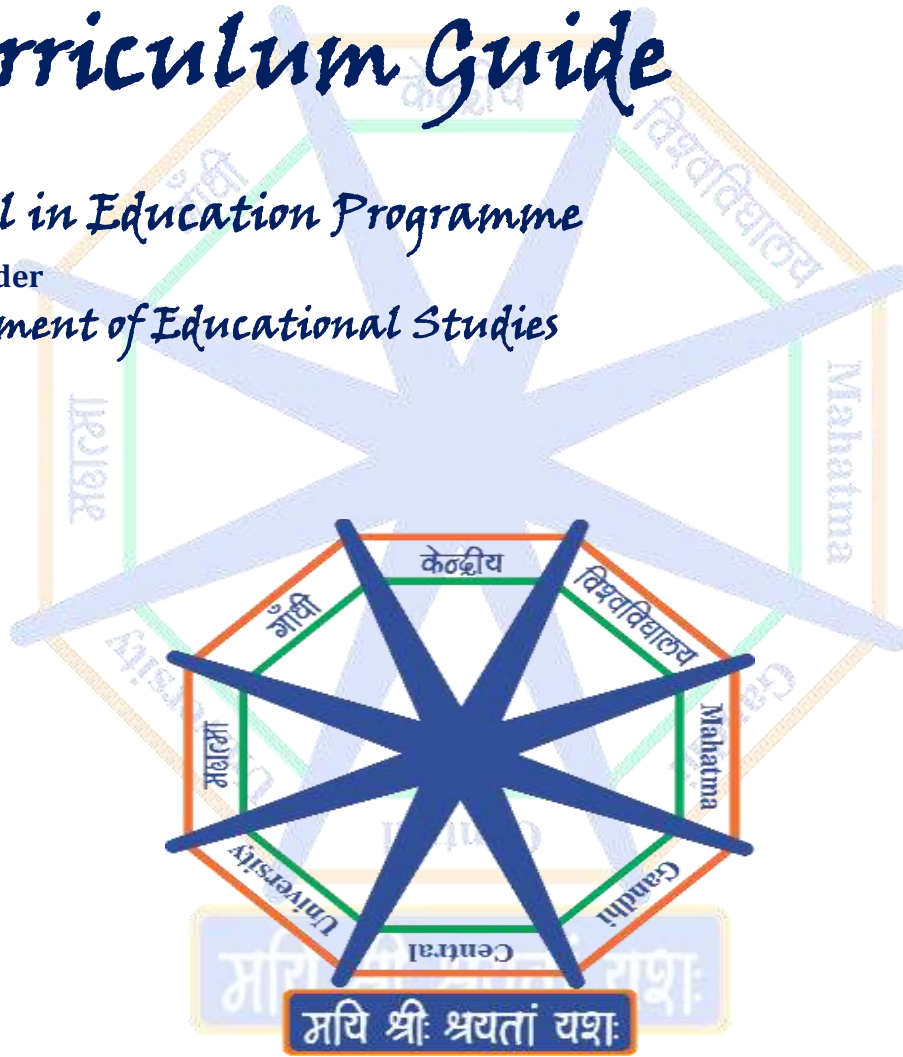


महात्मा गांधी केन्द्रीय विश्वविद्यालय, बिहार
Mahatma Gandhi Central University, Bihar
A Central University established by an Act of Parliament

Curriculum Guide

for
M.Phil in Education Programme
under
Department of Educational Studies



School of Education
Mahatma Gandhi Central University
Motihari, East Champaran, Bihar-845401
(http://mgcub.ac.in/school_of_education.php)

ABOUT SCHOOL OF EDUCATION:

Sā Vidyā Yā Vimuktaye (सा विद्या या विमुक्तये) having this Sanskrit shloka in context, School of Education came into existence in May, 2019. Presently School of Education is offering M.A. in Education, M.Phil in Education and Ph.D in Education programme from the academic year 2019- 20 under Department of Educational Studies having academically rich and experienced faculty members. The School of Education attempts to bridge the gap between the curriculum & pedagogy, theory & practice and policy perspective between the school and higher education institutions and therefore it has a plan of expansion by opening different programmes on Teacher Education; Education Policy & Planning; Curriculum, Pedagogy & Assessment etc. In recent times, teacher education has been looked at as one of the most important areas of thrust, worldwide, with this awareness and recognizing the challenges and need of teacher education in the country, the School of Education aims at imparting latest & best teacher education and accordingly, the curriculum of all the proposed courses are under formulation. We are aiming to make the School of Education as one of the destinations for teacher education in the country with fully equipped research facilities and pre-service & in-service teacher education programmes.

ABOUT DEPARTMENT OF EDUCATIONAL STUDIES:

The Department of Educational Studies under the School of Education came into existence on May, 2019. The Department is presently offering M.A. in Education, M.Phil in Education and Ph.D in Education from the academic year 2019-20. The genesis of Department of Educational Studies is new in the university and it has proposed to incorporate all elements of Discipline of Education.



Shri Ram Nath Kovind
The President of India, Hon'ble Visitor



Padma Shri Dr Mahesh Sharma
Hon'ble Chancellor



Prof (Dr) Sanjeev Kumar Sharma
Hon'ble Vice-Chancellor

Faculty Members: School of Education

	<p>Prof Asheesh Srivastava (Professor, Head & Dean) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Educational Policies & Planning Contact: profasheesh@mgcub.ac.in</p>
	<p>Dr Mukesh Kumar (Associate Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Educational Psychology; Guidance and Counselling; Primary Education & Distance Education</p>
	<p>Dr Rashmi Srivastava (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Pedagogy & Assessment of Social Science, Educational Psychology, Inclusive Education, Citizenship Education</p>
	<p>Dr Manisha Rani (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Elementary education and Early childhood care education, ET and ICT, Teacher Education, Environmental Education</p>
	<p>Dr. Pathloth Omkar (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Public Policy Education; Curriculum Studies; Liberal Arts Education; Inclusion and Diversities; Food Science Education; Well-being and Illness; Connectome Studies; Technology for Education; Human Science Education; Deep Ecology and Behaviour</p>

M.Phil. (Education)

Course Outline

SEMESTER I

Course	Name of the paper	Course Code	Evaluation Pattern & Weightage		Credits	
			IA	EA		
Compulsory						
CC-I	Perspectives in Education	EDUC5001	40	60	04	
CC-II	Advanced Research Methodology	EDUC5002	40	60	04	
CC-III	Research and Publication Ethics*	EDUC5003	20	30	02	
Optional (Any Two: One from Each Group)						
Group- A	OC-I	Higher Education: Issues & Challenges	EDUC5051	10	15	01
	OC-II	Educational Planning	EDUC5052	10	15	01
Group- B	OC-III	Educational Administration and Management	EDUC5053	10	15	01
	OC-IV	Public Policy Education	EDUC5054	10	15	01
Total Credits					12	

*As Prescribed by UGC.

SEMESTER II

Course	Name of the paper	Course Code	Evaluation Pattern & Weightage		Credits			
			IA	EA				
VII	Dissertation:	EDUC5091	80	120	8			
	Thesis					40	60	4
	Viva-voce							
Total Credits (Sem. I & Sem. II):					24			

CC-I

EDUC5001: PERSPECTIVES IN EDUCATION

Preliminaries of the Course:

Course Code: EDUC5001

Title of the Course: Perspectives in Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60%, Internal-40%)

Learning Objectives:

- ❖ To acquire knowledge and understanding of key concepts, ideas and theories related to education and development.
- ❖ To critically reflect on contemporary educational issues from the multiple perspectives of social science disciplines.
- ❖ To understand the socio-cultural context of education.
- ❖ To reflect on the multiple contexts in which the school education, teacher education and Higher Education Institutions are working.

Unit-I: Perspective in Educational Studies

Aims of Education, Knowledge and Values; Developing the Self and Aspirations as a Teacher; Critical Deliberations on Major Milestones of Education in India: Pre-independence (Ancient, Medieval and Colonial period) & Post-Independence; Critical Analysis of Recommendations of Major Commissions and Committees for Different Levels of Education; Comparative Perspective on Educational Ideas and Philosophy of Important Indian Thinkers and its Implications on Contemporary Education.

Unit-II: Sociological Perspective in Education

Sociological Perspective and Education; Education, Social Stratification and Change; Theoretical Perspectives (Structural-functional, Conflict, Interactions, Liberal); Culture, Socialization and Education; Home and School Linkages and Dichotomies; School as Social Organization; Education and Social Inequality: Caste, Class, Tribe, Gender, Religion.

Unit-III: Economics Perspective in Education

Economic Conceptualization of Education: Public Good, Merit Good, Basic Need, Human Rights; Education as an Investment: Human Capital and Job Competition; Education & Man-Power Planning; Education, Capability Theory and Human Development; Cost Benefit Analysis in Education; Role of the State in making Schooling Provisions; Neo-Liberal Perspectives.

Unit-IV: Political Perspective in Education

Understanding Political Perspective in Education through the Lens of Theory and Philosophy in Education; Diversity, Democracy and Education- Group Diversity and Democracy in Institutional Context of Education, State and Politics in Education, Identity Claims, Multi-cultural Education and Citizenship Building in a Diverse Society; Rights Discourse in Education- Rights Based Approach to Education; Educational Rights of Minorities and Disadvantaged Groups, Language Rights in Education, Equal Rights and Affirmative Action Policy in Education.

Unit-V: Psychological Perspectives in Education

Human Development and Learning; Comparative Understanding of Learning Theories; Individual Differences; Implications of Intelligence, Adjustment, Creativity, Personality & Constructivist Theories; Culture, Local Knowledge, School Curriculum and Practices.

Course Transaction & Evaluation Modalities:

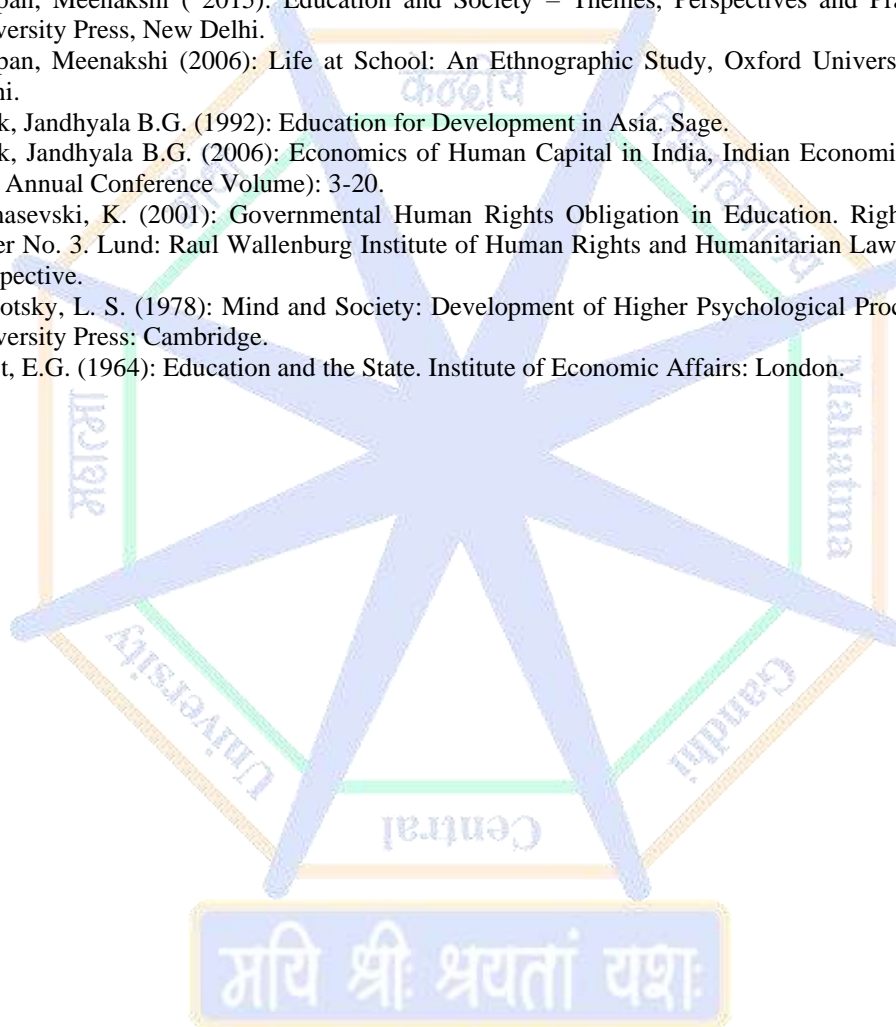
The course on 'Perspectives in Education' will be transacted using multiple approaches such as classroom lectures, presentations, critical readings and reflection on key articles and documents, group discussions, etc. The scholars will be assessed continuously through their critical engagement in the classroom, assignment, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Alkire, Sabina (2010): Human Development: Definitions, Critiques, and Related Concepts. Background paper for the 2010 Human Development Report, OPHI Working Paper No. 36. Oxford: University of Oxford.
- ❖ Apple, Michael (2013): Can Education Change Society, Routledge: New York.
- ❖ 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.
- ❖ Banks, James A. (ed.) (2009): The Routledge International Companion to Multicultural Education, Routledge: New York.
- ❖ Banks, James, A. (2016). Cultural Diversity and Education: Foundations, Curriculum and Teaching. 6th Edition, Routledge: New York.
- ❖ Becker, Gary S (1964): Human Capital. NBER: New York.
- ❖ Belfield, Clive (2000): Economic Principles for Education. Edward Elgar.
- ❖ Berger, P. and T. Luckman (1966): The Social Construction of Reality, Anchor Books: New York.
- ❖ Bernstein, Basil (1977): 'Social Class and Linguistic Development: A Theory of Social Learning' in A.H. Halsey et.al. (ed.) Education, Economy and Society, Free Press, New York, pp. 288-314.
- ❖ Bhattacharya, S. (ed.) (1998). The Contested Terrain: Perspectives on Education. Orient Longman: Hyderabad.
- ❖ Blaug, Mark (1972): An Introduction to Economics of Education. London: Penguin.
- ❖ Bourdieu, P. (1974): 'Cultural Reproduction and Social Reproduction' in R. Brown (ed.) Knowledge, Education and Social Change, Taylor and Francis, London, pp. 71-84.
- ❖ Bourdieu, P. and J. Passeron (1990): Reproduction in Education, Society and Culture, Sage: London.
- ❖ 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.
- ❖ Chattopadhyay, Saumen (2012): Education and Economics. Oxford.
- ❖ Cohn, Elchanan and T. Geske (1990): Economics of Education. Pergamon. y 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.
- ❖ Cole, M. (1995): Culture and Cognitive Development: from cross-cultural research to creating systems of cultural mediation, Culture and Psychology, 1, 25-54.
- ❖ Daviet, Barbara (2016): Revisiting the Principle of Education as a Public Good. UNESCO Working Papers 17, UNESCO, Paris. Available at: <http://unesdoc.unesco.org/images/0024/002453/245306E.pdf>
- ❖ 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.
- ❖ Dewey, John (1996): Democracy and Education: An Introduction to the Philosophy of Education (1966 ed.), New York: Free Press
- ❖ Escosura, Leandro Prados de la (2014): "Human Development as Positive Freedom: A World View Since 1870." The CAGE-Chatham House Series, No. 12, Chatham House, London.
- ❖ Farooqui, Farah (2012): 'Encounters' and the Telling Silence of Children, Economic & Political Weekly, Vol. XLVII, No. 20.
- ❖ Friere, Paulo (1972): Pedagogy of the Oppressed. Harmondworth: Penguin.
- ❖ 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.

- ❖ 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.
- ❖ Gore, M. S., I.P. Desai, and Suma Chitnis (1968): *Papers in the Sociology of Education in India*, NCERT: New Delhi.
- ❖ Government of India. (1966). *Education and National Development. Report on the Education Commission (1964-66)*. Government of India: New Delhi.
- ❖ Hall, Joshua C. (2006): "Positive Externalities and Government Involvement in Education." *Journal of Private Enterprises*, Vol. XXI (2).
- ❖ Harber, Clive and Vusi Mncube (2012): *Education Democracy and Development: Does Education Contribute to Democratisation in Developing Countries?* Symposium Books: Oxford.
- ❖ 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.
- ❖ Jayaram, N (2015): *Sociology of Education in India*, Rawat Publications, Jaipur
- ❖ Jónsson Páll Ólafur (2012): *Desert, Liberalism and Justice in Democratic Education*, *Education, Citizenship and Social Justice* 7: 103.
- ❖ Jónsson Páll Ólafur (2012): *Desert, Liberalism and Justice in Democratic Education*, *Education, Citizenship and Social Justice* 7: 103.
- ❖ Kamat, A. R. (1985): *Education and Social Change*, Popular Prakashan: Mumbai.
- ❖ Kingdon, G. G. (2007). *The Progress of School Education in India*. *Oxford Review of Economic Policy*, 23(2), 168-195.
- ❖ Kiwan, Dina (2009): *Civil Society, Democracy and Education*, *Education, Citizenship and Social Justice*, 4: 83.
- ❖ Klein, Stephen. B. (2009): *Learning: Principles and Applications*. Sage: USA.
- ❖ Krishnaratne, S., White, H., and Carpenter, E. (2013). *Quality Education for All Children? What Works in Education in Developing Countries*. 3rd Working Paper. Global Development Network: India.
- ❖ Kumar, Krishna (1980): *Social Character of Learning*. Hyderabad: Orient Longman.
- ❖ Kumar, Krishna (2012): *Quality Constraints in Education Fallout of the Cartoon Controversy*, *Economic & Political Weekly*, Vol. XLVII, No. 12.
- ❖ Kumar, Krishna (2014): *Politics of Education in Colonial India*, Routledge: New Delhi.
- ❖ Lave, J. and E.Wenger (1991): *Situated learning: legitimate peripheral learning*, Cambridge University Press: New York.
- ❖ Majumdar, Tapas: *Investment in Education and Social Choice*. Cambridge,
- ❖ Mathew, A. (2016). *Commissions and Committees on Higher Education in India: Perspectives, Strategies and Recommendations on Major Issues in N.V. Varghese and Garima Malik (Eds): India Higher Education Report*, New Delhi & London: Routledge, 41-62.
- ❖ McMahan, Walter (1999): *Education and Development*. Oxford.
- ❖ Mills, C. Wright (1959): *The Sociological Imagination*, Oxford University Press: New York, Chapter 1.
- ❖ Mishra, G and A.K.Mohanty (2002): *Perspectives on Indigenous Learning*, Concept: New Delhi
- ❖ Naik, J.P. (1979). *The Education Commission and After*. APH Publishing: New Delhi.
- ❖ Nambissan, Geetha B. and S. Srinivasa Rao (2013): *Sociology of Education in India: Changing Contours and Contemporary Concerns*, Oxford University Press: New Delhi.
- ❖ National Commission on Teachers. (1985). *The Teacher and Society – Report of The National Commission on Teachers-I: 1983–85*, National Commission on Teachers: New Delhi.
- ❖ NCERT (National Council of Educational Research and Training) (2000). *National Curriculum Framework 2000*. National Council of Educational Research and Training: New Delhi.
- ❖ NCERT (National Council of Educational Research and Training). (2005). *National Curriculum Framework 2005*. National Council of Educational Research and Training: New Delhi.
- ❖ Nieto, Sonia (2010): *Language Culture and Teaching*, Routledge: London.
- ❖ Oslon, David, R. (2003): *Psychological Theory and Educational Reform: How School Remakes Mind and Society*. Cambridge University Press: Cambridge.
- ❖ Pathak, Avijit (2002): *Social Implication of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers: Delhi.
- ❖ Priyam, Manisha (2015): *Contested Politics of Educational Reforms in India: Aligning Opportunities with Interests*. New Delhi: Oxford University Press.
- ❖ Psacharopoulos, George (1987): *Overview Chapters in Economics of Education: Research and Studies*. Pergamon.
- ❖ Psacharopoulos, George and Maureen Woodhall (1985): *Education for Development*. Oxford.

- ❖ Rao, V.K.R.V. (1970): Education and Human Resource Development. Allied: Bombay.
- ❖ Rawls, John (1971): A Theory of Justice, Harvard University Press: Cambridge.
- ❖ Reid, Ivan (1978): Sociological Perspective on School and Education, Open Books: London. y Shukla, Suresh C (ed.) (1985): Sociological Perspectives in Education: A Reader. Chanakya: Delhi.
- ❖ Rodrigues, Valerian (2012): Politics and Pedagogy: The NCERT Texts and Cartoons, Economic & Political Weekly, Vol. XLVII, No. 22.
- ❖ 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.
- ❖ Schultz, T.W.: Economic Value of Education, Columbia University Press: New York.
- ❖ Schunk, Dale, H. (2011): Learning Theories: An Educational Perspective. Dorling Kindsley (India): Delhi.
- ❖ Stevenson, Nick (2011): Education and Cultural Citizenship, Sage Publications: Los Angeles.
- ❖ Thapan, Meenakshi (2015): Education and Society – Themes, Perspectives and Practices, Oxford University Press, New Delhi.
- ❖ Thapan, Meenakshi (2006): Life at School: An Ethnographic Study, Oxford University Press: New Delhi.
- ❖ Tilak, Jandhyala B.G. (1992): Education for Development in Asia. Sage.
- ❖ Tilak, Jandhyala B.G. (2006): Economics of Human Capital in India, Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.
- ❖ 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.
- ❖ Vygotsky, L. S. (1978): Mind and Society: Development of Higher Psychological Processes, Harvard University Press: Cambridge.
- ❖ West, E.G. (1964): Education and the State. Institute of Economic Affairs: London.



CC-II

EDUC5002: ADVANCED RESEARCH METHODOLOGY

Preliminaries of the Course:

Course Code: EDUC5002

Title of the Course: Advanced Research Methodology

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Learning Objectives:

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

Unit I: History and Perspectives in Educational Research

Perspectives in Educational Research: Purpose and Features of Research in the Education, Differentiating it from other Natural Sciences; Uni-, Intra-, & Inter- disciplinary areas of educational research; History of Scientific Thought: a) Rationalism b) Empiricism c) Positivism d) Interpretivism e) Criticism and the Growth of Scientific Knowledge

Unit II: Research Design and Types

Designing Research: Identifying a Research Problem, Specifying a Research Purpose, Research Questions or Hypothesis, Evidence to be Gathered, Approaches for Research- Qualitative, Quantitative, and Mixed Methods Research: Integrating Qualitative and Quantitative Methods; Research Design and Types: Descriptive, Exploratory and Interpretive Research; Experimental, Quasi-Experimental and Non-Experimental Research Designs (Survey Research, Correlational Research, Causal-Comparative Research, Narrative Research, Action Research); Tools for Quantitative Data; Basic Approaches to Qualitative Research: Case Study, Ethnographic Approach; Ethnomethodological Approach; Phenomenological Approach; Grounded Theory Approach; Tools for Qualitative Data; Dealing with Subjectivity, Holistic Perspectives and Immersion in Context versus Issues of Bias and Generalizability.

Unit III: Understanding Data:

Data and Data Types: Qualitative and Quantitative Data (Numeric and Categorical); Defining Variables and their Types - Independent, Dependent and Confounding Variables, Moderator and Mediating Variables, Discrete and Continuous; Scales of Measurement - Nominal, Ordinal, Interval, Ratio; Collection and Organization on Data, Tabulation and Data Representation (Graphic and Diagrammatic); Basic Concept Involved in Qualitative Data Analysis; Principles and Techniques of Sampling: Sampling and Randomization; Concept of Population and Sample, Parameter and Statistic; Methods of Sampling – Probability and Non-probability Samplings, Sampling Frame, Sampling Size and Sampling Error.

Unit IV: Working with Data:

Descriptive Statistics– Measures of Central Tendency (Mean, Median, Mode); Measures of Dispersion (Standard Deviation, Quartiles and Quartile Deviation, Coefficient of Variation);

Correlation Analysis; Statistical Inference: Basic Concepts of Hypothesis Testing, Types of Hypothesis, Confidence Intervals, Point and Interval Estimation. One-tailed, Two-tailed Tests; Types of Error: Standard, Systemic, Type I & Type II: Parametric and Non-parametric Techniques of Hypothesis Testing (t-test, z-test, Chi Square, ANNOVA and Latin Square Design); Qualitative Data Analysis; Using Computer for Both Qualitative & Quantitative Data Analysis.

Unit V: Writing & Evaluating Research Proposal & Report:

Writing Research Proposal; Writing up Research Report and its Evaluation: Criteria of Writing and Evaluating a Good Research Proposal & Research Report; Citations, Bibliography and References.

Course Transaction & Evaluation Modalities:

The course on 'Advanced Research Methodology' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Alan Agresti, Barbara Finlay (2018). *Statistical Methods for the Social Sciences*, Pearson.
- ❖ Angrosino, Michael (2007). *Doing Ethnographic and Observational Research*. LA: Sage.
- ❖ Bauer, M.W. & Gaskell, G. (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage.
- ❖ Bernard, H. Russel (2010). *Analyzing Qualitative Data: Systematic Approaches*. LA: Sage.
- ❖ Bernard, R. H. (1998). *Handbook of Methods in Cultural Anthropology* (ed.). London: Altmira Press.
- ❖ Bhattacharya, Kakali (2017). *Fundamentals of Qualitative Research: Practical Guide*, Taylor and Francis.
- ❖ Brady, Henry E. and David Collier (2010). *Social Inquiry: Diverse Tools Shared Standards*, Rowman and Littlefield.
- ❖ Brinkmann, Svend (2018). *Philosophies of Qualitative Research: Understanding Qualitative Research*. New York: Oxford University Press
- ❖ Clifford, J. & G. Marcus (1986). *Writing culture: The poetics and politics of ethnography* (eds). Berkeley: University of California Press.
- ❖ Creswell, J.W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed., pp. 111-128). Los Angeles, CA: Sage.
- ❖ David, G. K., K. Mitchel (2010). *Logistic Regression: A Self-Learning Text*, Springer.
- ❖ Denzin, N. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. London: McGraw Hills.
- ❖ Denzin, N.K & Lincoln, Y.S. (1994). *Handbook of Qualitative Research* (eds). CA: Sage.
- ❖ Denzin, Norman K. and Lincoln, Yvonnas S. (2013). *Strategies of Qualitative Inquiry* (4th edition), (eds). New Delhi: Sage.
- ❖ Forster, Colin & Eperjesi, Rachel (2017). *Action Research for New Teachers: Evidence-Based Evaluation of Practice*. London: Sage Publications Ltd.
- ❖ Geddes, Barbara (2003). *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*, University of Michigan Press, Ann Arbor.
- ❖ Geertz, C. (1973). *The Interpretations of Cultures: Selected Essays*. Basic: New York.
- ❖ Geoffrey E. Mills and L. R. Gay (2019). *Educational Research: Competencies for Analysis and Applications*, Pearson.
- ❖ Glaser, B, & Strauss, A. (1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.
- ❖ Gomm, Roger, Martyn Hammersley, and Peter Foster (2000). *Key Issues, Key Texts*, Sage Publication, London, Thousand Oaks, New Delhi.
- ❖ Harriss, John (2002). "The Case for Cross-Disciplinary Approaches in International Development", DESTIN-London School of Economics Working Paper No.02-23.

- ❖ Healey J.F. (2002). *Statistics: Tool for Social Research (Sixth Edition)*, Wadsworth, HEA-S 27486: Australia.
- ❖ Hilbe, J. M. (2009). *Logistic Regression Models*, Chapman & Hall.
- ❖ Jorgensen, D. (1989). *Participant Observation: A Methodology for Human Studies*. NY: Sage Publications.
- ❖ Kanbur, Ravi (2003). *Q Squared: Combining Qualitative and Quantitative Methods in Poverty Appraisal*, Permanent Black.
- ❖ Karl Popper (First German Edition 1934, First English Edition 1959, published as Routledge Classics 2002). *The Logic of Scientific Discovery*.
- ❖ King, Gary, Robert O. Keohane, Sidney Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, Princeton.
- ❖ Lakatos, Imre (1968-69). *Criticism and the Methodology of Scientific Research Programmes*, *Proceedings of the Aristotelian Society*, Volume 69, pp.149-186.
- ❖ Larry Gonick and Woollcott Smith. *The Cartoon Guide to Statistics*. Harper Perennial (Harper Collins Publishers), 1993.
- ❖ Levin, J. (2011). *Elementary Statistics in Social Research: The Essentials*, Boston: Allyn & Bacon.
- ❖ Long John Scott (1997). *Regression Models for Categorical and Limited Dependent Variables (Advanced Quantitative Techniques in the Social Sciences)*, 1st Edition.
- ❖ Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis (Third Edition)*. NY: Sage.
- ❖ Mimi Corcoran (2016), *Illustrating the Central Limit Theorem*, *The Mathematics Teacher* Vol. 109, No. 6, pp. 456-462.
- ❖ Nagar, A.L. and R. K. Das (1997). *Basic Statistics*, Oxford, Delhi.
- ❖ Neville Postlethwaite, T. (2005). *Educational Research: Some Basic Concepts and Terminology, Quantitative Research Methods in Educational Planning, Module I*. IIEP; Paris.
- ❖ Paul Vogt, W. and R. Burke Johnson (2009). *Dictionary of Statistics & Methodology: A Non-technical Guide for the Social Sciences*, Sage.
- ❖ Pelto, Pertti J. (2017). *Mixed Methods in Ethnographic Research: Historical Perspectives*. New York: Routledge.
- ❖ Peng, C. Y. J., K. L. Lee and G. M. Ingersoll (2002). *An Introduction to Logistic Regression Analysis and Reporting*, in 'The Journal of Educational Research', pp 3-14.
- ❖ Ragin, Charles C. (1989). *The Comparative Method: Moving Beyond the Qualitative and Quantitative Strategies*, University of California Press.
- ❖ Roxy Peck, Chris Olsen, and Jay Devore. *Introduction to Statistics and Data Analysis*. Duxbury (Thompson Learning), 2001.
- ❖ Seidman, I. (2013). *Interviewing as Qualitative Research*, Teachers College Press. Columbia University, New York.
- ❖ Shaffer, Paul (2013). *Q Squared: Combining Qualitative and Quantitative Methods in Poverty Analysis*, Oxford University Press.
- ❖ Srivastava, Vinay Kumar (2005). *Methodology and fieldwork (Ed.)*. New Delhi: Oxford University Press.
- ❖ Taylor, Stephanie (2013). *What is discourse analysis?* New Delhi: Bloombury.
- ❖ Tight, Malcolm (2017). *Understanding Case Study Research: Small-Scale Research with Meaning*. London: Sage.
- ❖ W. Paul Vogt, R. Burke Johnson (2009). *Dictionary of Statistics & Methodology: A Non-technical Guide for the Social Sciences*, Sage.
- ❖ Westbrook, R. (1995). 'Action research: a new paradigm for research in production and operations management', *International Journal of Operations & Production Management*, 15(12): 6-20.
- ❖ William Wiersma and Stephen G. Jurs (2009). *Research Methods in Education: An Introduction*, 9th Edition|Pearson.
- ❖ Wooldridge, J. (2015). 6th Edition, *Introductory Econometrics: A Modern Approach*, Mason, OH: SouthWestern Cengage Learning, available online at Levin, J. (2011). *Elementary Statistics in Social Research: The Essentials*, Boston: Allyn & Bacon.

CC-III

EDUC5003: RESEARCH & PUBLICATION ETHICS

Preliminaries of the Course:

Course Code: EDUC5003

Title of the Course: Research and Publication Ethics

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Learning Objectives:

- ❖ To provide students with the fundamental knowledge of basics of philosophy of science and ethics, research integrity, publication ethics.
- ❖ To demonstrate hands-on sessions are designed to identify research misconduct and predatory publications.
- ❖ To explore indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor etc)
- ❖ To guide and mentor students in presenting plagiarism tools for a valid and ethical research report.

Theory

Unit I: Philosophy and Ethics

Introduction to philosophy: definition, nature and scope, concept, branches

Ethics: definition, moral philosophy, nature of moral judgments and reactions.

Unit II: Scientific Conduct

Ethics with respect to science and research

Intellectual honest and research integrity

Scientific misconducts: falsification, fabrication, and plagiarism.

Redundant publications: duplicate and overlapping publications, salami slicing

Selective reporting and misrepresentation of data.

Unit III: Publication Ethics

Publication ethics: definition, introduction and importance

Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.

Conflicts of interest

Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types

Violation of publication ethics, authorship and contributor ship

Identification of publication misconduct, complaints and appeals

Predatory publishers and journals

Practice

Unit IV: Open Access Publishing

Open access publications and initiatives

SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies.

Software tool to identify predatory publications developed by SPPU
Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Unit V: Publication Misconduct

A. Group Discussions

Subject specific ethical issues, FFP, authorship

Conflicts of interest

Complaints and appeals: examples and fraud from India and abroad

B. Software tools

Use of plagiarism software like Turnitin, Urkund and other open source software tools.

Unit VI: Databases and Research Metrics

A. Databases

Indexing data bases

Citation data bases: Web of Science, Scopus, etc.

B. Research Metrics

Impact Factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score.

Metrics: h-index, g index, i10 index, altmetrics

Course Transaction & Evaluation Modalities:

The course on 'Research and Publication Ethics' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Bird, A. (2006). Philosophy of Science. Routledge.
- ❖ Ethics and Values in Industrial-Organizational Psychology By Joel Lefkowitz Lawrence Erlbaum Associates, 2003.
- ❖ MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- ❖ Research Ethics: A Psychological Approach By Barbara H. Stanley; Joan E. Sieber; Gary B. Melton
- ❖ Research Methods in Applied Settings: An Integrated Approach to Design and Analysis By Jeffrey A. Gliner; George A. Morgan Lawrence Erlbaum Associates, 2000
- ❖ The Ethics of Teaching and Scientific Research By Miro Todorovich; Paul Kurtz; Sidney Hook.

OC-I

EDUC5051: HIGHER EDUCATION: ISSUES & CHALLENGES

Preliminaries of the Course:

Course Code: EDUC5051

Title of the Course: Higher Education: Issues, Challenges & Perspectives

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 01

Maximum Marks: 25 (External-60 %, Internal-40 %)

Learning Objectives:

- ❖ To develop conceptual understanding of the scholars in higher education.
- ❖ To develop the scholars' capacity to interpret the basic issues related to higher education.
- ❖ To develop critical reflection among scholars on issues related to higher education.

Unit I: Understanding Higher Education

Historicity of Higher Education: Concept, Meaning, Definition and Functions: Newman & Humboldt; Indian Universities vs Universities around the World (Globalization and Internationalization); Planning, Governance Structure and Types of Higher Education; Curriculum, Pedagogy & Assessment; Research and Capacity Development in Higher Education.

Unit II: Higher Education in Indian Context

Development of Higher Education in India (Pre & Post-Independence); Policy Discourse, Reports of different Committees, Commissions & Plan Documents; Regulatory, Statutory, Accreditation and Ranking bodies; Financing of Higher Education (Public, Private and PPP).

Unit III: Governance and Management of Higher Education

Governance of Higher Education in India - Variety of Educational Institutions and their Administration and Governance; Collegiate System of Educational Administration; Structure and Process of University Governance, Role of Different Bodies in the University Governance; Framework of Regulation and Institutional Mechanisms (such as UGC & NCTE and other Federal Councils); Leadership Role of Educational Administrators; Role of the President/ Chancellor in University Governance; Quality Assurance and Institutional Accreditation- Performance Indicators and Institutional Frameworks- NIRF, NAAC, NAB, IQAC, etc.

Unit IV: Challenges Higher Education in India

Quality Concerns in HEIs; HEIs in World's Context; Indian Diversity & HEIs; Ensuring Essential Resources in HEIs; Curriculum Concerns in HEIs; Academic Audit in HEIs; Research Standards in HEIs; Policy Perspectives (National & International) for HEIs; Accountability & Quality; Autonomy & Quality.

Course Transaction & Evaluation Modalities:

The course on 'Higher Education: Issues, Challenges & Perspectives' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and

term-end examination. Internal assessment will have a weightage of 40 percent while 60 percent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Altbach, Philip. G. (1999). Private Prometheus. Greenwood Publishing Group, USA.
- ❖ Amartya Sen (2009). The Idea of Justice, Allen Lane and Harvard University Press
- ❖ Aristotle, Nicomachean Ethics, Book VI translated and edited by Roger Crisp, Cambridge University Press, 2000, available on <http://catdir.loc.gov/catdir/samples/cam032/99036947.pdf>
- ❖ Ayyar, R. V. V. (2016).. The Holy Grail: India's Quest for Universal Elementary Education OUP, Delhi, 2016.
- ❖ Bhushan Sudhanshu, Challenges of Higher Education Policy: Accountability vs. Capabilities, Lecture
- ❖ Bhushan Sudhanshu, lecture note, Rational Utilitarians and Bounded Rationality: A Critique
- ❖ Bjorn, Stensaker and Lee Harvey (2011). Accountability in Higher Education. New York: Routledge, Taylor & Francis Group.
- ❖ Cohen, 2003, Reconciling Liberty and Equality: Justice as Fairness, from MIT Open Courseware
- ❖ Government of India (1962). Report on University Education Commission (1948-49), Ministry of Education, Reprint Version.
- ❖ Government of India (1998). National Policy on Education, 1986 as modified POA in 1992, Ministry of Human Resource Development, New Delhi (<http://www.academics-india.com/npe86-mod92.pdf>).
- ❖ Government of India (2009). Report on National Knowledge Commission, 2006-09 (<http://www.knowledgecommission.gov.in/downloads/report2009/eng/report09.pdf>).
- ❖ Government of India (2009): Committee on Renovation and Rejuvenation of Higher Education, Ministry of Human Resource Development, New Delhi (<http://www.academics-india.com/yashpal-committeereport.pdf>).
- ❖ Government of India: Report of Indian Education Commission, 1964-66, Ministry of Education (http://www.indg.in/primaryeducation/policiesandschemes/principal_recommendations_of_the_education_commission.pdf).
- ❖ Habermas Jurgen, 1971, Towards a Rational Society, Student Protest Science and Politics, translated by Jeremy J Shapiro, Heinemann London, 1971
- ❖ Harman, Grant (1984). "Conceptual and Theoretical Issues", in: J. R. Hough (Ed.), Educational Policy: An International Survey. London: Croom Helm.
- ❖ Ingrid Robeyns (2017). Wellbeing, Freedom and Social Justice: The Capability Approach Re-examined, Cambridge: Open Book Publishers 2017
- ❖ Jones Bryan D. (1999) Bounded Rationality, Annual Review of Political Science, 1999, 2:297-321, available on <https://www.scribd.com/document/81370155/Jones-Bounded-1>
- ❖ Mathew, A (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education, CPRHE, Delhi, 2016.
- ❖ Nussbaum Martha C. The Fragility of Goodness Luck and Ethics in Greek Tragedy and Philosophy, Cambridge University Press, 2001, Preface to the revised edition, chapter 1, Introduction, part 2 and chapter 8
- ❖ Plato, Republic, Book VII available on <http://classics.mit.edu/Plato/republic.mb.txt>
- ❖ Rawls John, Justice as Fairness: A Restatement, Harvard University Press, 2001
- ❖ Satish Deshpande and Usha Zacharias (Eds.). Beyond Inclusion the Practice of Equal Access in Indian Higher Education, Routledge, 2013.
- ❖ Schvetze, Hans. G, William Bruneau and Garnet Grosjean (2012). University Governance and Reform. New York: Palgrave Macmillan.
- ❖ Sen Amartya, 2007, Idea of Justice, Chapter 2 on Rawls, and chapter on closed and open rationality
- ❖ Thorat, Sukhadeo and Nidhi S. Sabharwal (2015). 'Caste and Social Exclusion: Concept, Indicators, and Measurement,' in A. K. Kumar, P. Rustagi, and R. Subrahmanian (Eds), India's Children: Essays on Social Policy (New Delhi: Oxford University Press, 2015).
- ❖ Trevor Kerry (2012). International Perspectives on Higher Education. New York: Continuum International Publishing Group.
- ❖ Varghese, N. V. (Ed.) (2014). The diversification of post-secondary education. Paris: UNESCO- IIEP (p.128).
- ❖ Varghese, N. V. and Malik, G. (2016). India Higher Education Report, 2015, Sage, Delhi.
- ❖ Varghese, N. V., Sabharwal, Nidhi and Malish, C. M., India Higher Education Report, Equity, 2016, Sage, Delhi, 2018.

OC-II

EDUC5052: EDUCATIONAL PLANNING

Preliminaries of the Course:

Course Code: EDUC5052

Title of the Course: Educational Planning

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 01

Maximum Marks: 25 (External-60 %, Internal-40 %)

Learning Objectives

- ❖ To develop the concepts, types and theoretical foundations of educational planning;
- ❖ To acquainted with the strategic planning in education and related techniques, in general, and their application in formulating district education development plans and institutional development plans, in particular;
- ❖ To understand the educational decentralization in India and district planning practices; and
- ❖ To examine sources and changing methods of financing education in India, including aid to education, and their influence on development policy and programme planning.

Unit I: Educational Planning: Concepts and Approaches

Concepts and Types of Educational Planning; Theoretical Foundations of Educational planning; Sector-wide Approaches (SWAp) to Educational Planning; Social Context of Planning and Essential Conditions for Successful Educational Planning: including Institutional & Political; Changing Landscape of Educational Planning.

Unit II: Strategic Planning in Education

Concept and Methodology of Strategic Planning in Education; 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; Education Development Plan and its Implementation; Budgeting techniques.

Unit III: Educational Planning in India

Educational Decentralization in India, Legal Provisions; Education as visualized in different Five-Years Plans; Education under NITI Aayog; Local Level Planning Techniques in Education and their use in District Planning in India – i.e. school mapping, micro-planning and school improvement planning; SAMAGRA Siksha; Designing Monitoring and Evaluation Frameworks.

Unit IV: Financing Education in India

Sources and methods of financing education in India; Cost analysis in education; Return of the State: Political-Economy of Financing Education in India through Centrally Sponsored Schemes (CSSs) and Centrally Assisted Schemes (CASs) and their Implications Planning in Education; Foreign aid to education in India and their influence on shifting policy and programme planning; Financing Education at different Strata in India, fund flow and related issues.

Course Transaction & Evaluation Modalities:

The course on 'Educational Planning' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Reading:

- ❖ Abbot, I., Rathbone, M., & Whitehead, P. (2013). *Education Policy*. Sage Publications: London.
- ❖ Bhattacharyya, Dipak Kumar (2002). *Human Resource Planning*, a book published by Excel Printers, Naraina, Phase-1, New Delhi, ISBN:81-7446-498-0
- ❖ Bjarnason, S., Cheng, K. M., Fielden, J., Lemaitre, M. J., Levy, D., & Varghese, N. V. (2009). *A new dynamic: Private higher education*. Paris: Unesco.
- ❖ Blaug, Mark (1972). *An Introduction to Economics of Education*. The Penguin: London. y Blaug, Mark (ed.) (1992). *The Economic Value of Education*. Hants, Edward Elgar: England.
- ❖ 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.
- ❖ Chau, Ta-Ngoc (2003). *Demographic Aspects of Educational Planning*. IIEP: Paris.
- ❖ 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
- ❖ Cook, W.D (1982). *Planning Process in Developing Countries: Techniques and Achievements*, New York, North Holland Pub.
- ❖ De, Anuradha and Tanuka Endow (2008). *Public Expenditure on Education in India: Recent Trends and Outcomes*. Collaborative Research and Dissemination (CORD): India.
- ❖ Dharampal (Ed.) (1983). *The Beautiful Tree*. The Other India Press: Mapusa.
- ❖ Dibona, J. (Ed.) (1983). *One Teacher: One School*. South Asia Books: New Delhi.
- ❖ Gandhi, M. K. (1962). *The Problem of Education*. Navajivan Publishing House: Ahmedabad.
- ❖ Ghosh, S. C. (1987). *Education Policy in India since Warren Hastings*. Nav Prakashan: Calcutta.
- ❖ Ghosh, S. C. (1997). *History of Education in Modern India*. Orient Longman: New Delhi.
- ❖ Hallack, Jack(1977). *Planning the Location of Schools: An Instrument of Educational Policy*, IIEP: Paris.
- ❖ Hill, S. and T. Chalaux (2011), "Improving Access and Quality in the Indian Education System", OECD Economics Department Working Papers, No. 885, OECD Publishing, Paris. <http://dx.doi.org/10.1787/5kg83k687ng7-en>.
- ❖ 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>
- ❖ India Policy Brief (2014) "Improving the Quality of Education & Skill Development". OECD Report..
- ❖ Jandhyala B G Tilak 2014 *Growth and Regional Inequality in Literacy in India* in Mathew, A. and Jandhyala B. G. Tilak (Eds): *Literacy and Adult Education: Select Readings*, New Delhi: Shipra Publications/NUEPA.
- ❖ Joseph, K. Hart (2016). *Democracy in Education: A Social Interpretation of the History of Education*. Cosmos Publication: New Delhi.
- ❖ Kaliranjana, 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>
- ❖ Kaufman, Herman, Watters (eds.) (1996). *Educational Planning: Strategic Tactical Operational*. Pa. Technomic: Lancaster.
- ❖ Litvack, Jennie, Junaid Ahmed and Richard Bird (1998). *Rethinking Decentralization in Developing Countries*. World Bank: Washington D.C.
- ❖ MHRD (2009), *Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan*. Department of Secondary Education, Government of India, http://mhrd.gov.in/sites/upload_files/mhrd/files/Framework_Final_RMSA_3.pdf

- ❖ MHRD (2011), Framework for Implementation of Sarva Shiksha Abhiyan. Department of School Education and Literacy, Government of India, New Delhi.
- ❖ MHRD (2011). Sarva Shiksha Abhiyan: A Framework for Implementation. Department of School Education and Literacy, Government of India, New Delhi.
- ❖ MHRD (2014). New RMSA Guidelines, Government of India, http://mhrd.gov.in/sites/upload_files/mhrd/files/Framework_Final_RMSA_3.pdf
- ❖ 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.
- ❖ Nawani, Disha (2016) School Education Policy Strengths and Concerns in EPW Vol. 51, Issue Nos. 35, 27.
- ❖ Norton, Andy and Diane Elson (2002). What's Behind the Budget? Politics, Rights, and Accountability in the Budget Process. Overseas Development Institute: London.
- ❖ Pilz, M. (Ed.) (2016). India: Preparation for the World of Work: Education System and School to Work Transition. Springer.
- ❖ 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
- ❖ Ranganathan, S. (2007). Educational Reform and Planning Challenge. Kanishka Publishers.
- ❖ Ruscoe, G. C. (1969). Conditions for Success in Educational Planning? Paris: IIEP. y Tilak, J.B.G. (1977). "Approaches to Educational Planning and their Applications in India", Indian Economic Journal, 24 (3).
- ❖ Scheerens, Jaap (2000). Improving School Effectiveness. Paris: International Institute for Educational Planning.
- ❖ UNDP (2000). Results Based Management: Concepts and Methodology, Results Framework Technical Note. y UNICEF (2014). Planning, Monitoring and Evaluation, Webinar Companion Technical Booklet 14.
- ❖ UNDP (2009). Handbook on Planning, Monitoring and Evaluating for Development Result, New York, NY 10017, USA. Handbook Website: <http://www.undp.org/eo/handbook>
- ❖ UNESCO (2007). Education Sector-Wide Approaches (SWAps): Background, Guide and Lessons. Paris. Available at: <http://unesdoc.unesco.org/images/0015/001509/150965e.pdf>
- ❖ UNESCO (2013): Education Micro Planning Toolkit. UNESCO: Bangkok.
- ❖ UNESCO (2016). Designing Effective Monitoring and Evaluation of Education Systems for 2030: A global synthesis of policies and practice.
- ❖ UNESCO Guidelines for Education Sector Plan Appraisal, International Institute for Educational Planning, 7-9 rue Eugène Delacroix, 75116 Paris, France.
- ❖ UNESCO Institute for Statistics (2009). Education Indicators: Technical Guidelines. Montreal: Canada.
- ❖ Varghese N.V. and K. Biswal (1999). School Mapping: An Analysis of Educational Facilities in Dhenkanal District, Orissa, Mimeo. 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., & Malik, G. (Eds.). (2015). India Higher Education Report 2015. Routledge.
- ❖ Varghese, N. V., & Martin, M. (2014). Governance reforms in higher education: A study of institutional autonomy in Asian countries.
- ❖ Varghese, N.V. (Ed.) (1997). Modules on District Planning in Education, NIEPA: New Delhi.
- ❖ Willems Ed (1996). Manpower Forecasting and Modelling Replacement Demand: An Overview ROAW-1996/4E, Research Centre for Education and the Labour Market Faculty of Economics and Business Administration Maastricht University Maastricht, September 1996.
- ❖ Woodhall, M. (2004). Cost-Benefit Analysis in Educational Planning. Paris: IIEP, available at: <http://unesdoc.unesco.org/images/0013/001390/139042e.pdf>
- ❖ Youdi, R.V. and Hinchliffe, K. (Ed.) (1985). Forecasting skilled-manpower needs: the experience of eleven countries,
- ❖ Zaidi, S.M.I.A., K. Biswal, N.K. Mohanty, and A.A.C. Lal (2012). Secondary Education Planning and Appraisal Manual. NIEPA: 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)

OC-III

EDUC5053: EDUCATIONAL ADMINISTRATION & MANAGEMENT

Preliminaries of the Course:

Course Code: EDUC5053

Title of the Course: Educational Administration & Management

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 01

Maximum Marks: 25 (External-60 %, Internal-40 %)

Learning Objectives

- ❖ To 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.
- ❖ To create awareness about the structural arrangements for educational administration at the federal, state, sub-state and institutional levels for all sectors of education.
- ❖ To develop analytical understanding of issues and emerging trends in educational administration, management and governance.
- ❖ To enable the scholars to identify issues of research in critical areas of educational administration, management and governance.

Unit I: Conceptual and Theoretical Dimensions

Concepts, Theories and Approaches in Educational Administration & Management; Concepts and Principles of Governance; Emerging Discourses and Trends in Educational Governance such as New Public Management, Network Governance, Shifting emphasis from Government to Governance; Concept and Practices in Development Administration; Liberalisation & Privatization of Education and New faces of educational governance like PPP model.

Unit II: Educational Administration in India

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 levels- Structures, Functions and Processes; Federalism and Centre-State relationships in Educational Administration; Structure of Administration and delivery of Educational Programmes and Schemes for the Disadvantaged Groups; Issues of Transparency and Accountability in Educational Administration, Problems of Interferences; Inter and Intra-Sectoral Coordination; Issues in the Management of Public Institutions; Management of Diversity & Equity.

Unit III: Decentralization and Local Governance in Education

Decentralized and Participatory School Governance- Concept and Logic; Policy framework for Decentralized Educational Governance- National Policy on Education 1968, 1986, POA, 1992, CABE 1993, 73rd and 74th Constitutional Amendments, and RTE 2009; Panchayati Raj Institutions and Management of Education; Community-Based Structures and Participatory School Governance - Role of the SMCs, NGOs and Civil society. Governance at HEIs.

Unit IV: Human Resource Management and Management Processes

Teacher Management; Motivation, Accountability, Performance Appraisal, Grievance Redressal Mechanism and Teachers' Union; Code of Conduct and Professional Ethics; Management of Skill Development & Entrepreneurship; Administrative and Management Issues and Processes; Decision-making; Team-building; Communication; Management of Change.

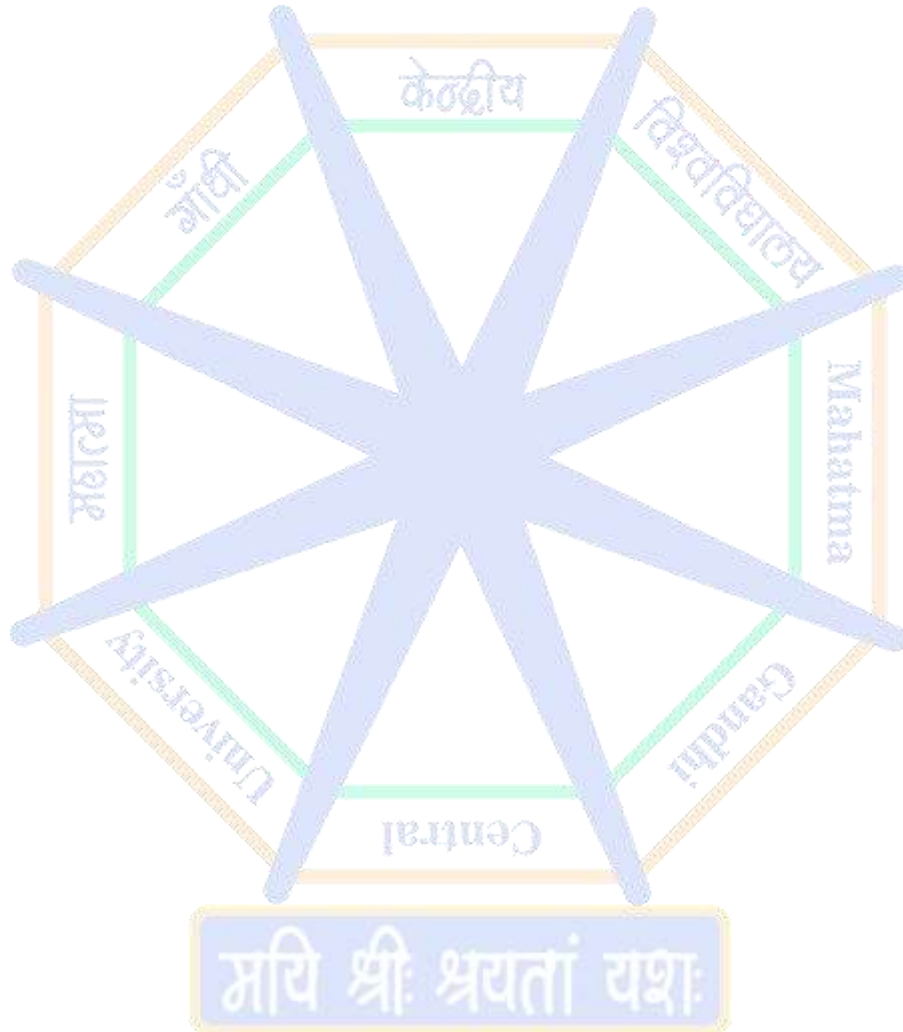
Course Transaction & Evaluation Modalities:

The course on 'Educational Administration & Management' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Adamson, Frank. (Ed.) (2016). *Global Education Reform: How Privatisation and Public Investment Influence Education Outcomes*, New York: Routledge.
- ❖ Altbach, Philip G.(Ed.) (2011). *Leadership for World Class Universities: Challenges for Developing Countries*, New York: Routledge.
- ❖ Arnott, M. and C. Raab (Eds.) (2000). *The Governance of Schooling: Comparative Studies of Devolved Management*, Routledge: London.
- ❖ Bargh, Catherine, Brook Jean, Scott, Peter and Smith, David (Eds.) (2000). *University Leadership: The Role of the Chief Executive*, Buckingham: Open University Press.
- ❖ Bastedo, Michael N (Ed.) (2012). *Organisation of Higher Education: Managing Colleges for a New Era*, Baltimore: John Hopkins University.
- ❖ Basu, Aparna (1972). *Essays in the History of Indian Education*. Concept: New Delhi.
- ❖ Bevir, Mark (2013): *Governance: The Art of Governing after Governmentality*, *European Journal of Social Theory*, Vol. 17: 60-76. y Bullock, A. and H. Thomas (1997). *Schools at the Centre? A Study of Decentralisation*, Routledge: London.
- ❖ Bush, T., L. Bell, R. Bolam, R. Glatter, and P. Ribbins (Eds.) (1999). *Educational Management: Redefining Theory, Policy and Practice*, Paul Chapman: London.
- ❖ Clark, S. and O'Donoghue, T. (Eds.) (2016). *School Leadership in Diverse Context*. Routledge.
- ❖ Eacott, S. and Evers, C. W. (Eds.) (2016). *New Directions in Educational Leadership Theory*. Routledge.
- ❖ Earley, P. and Greaney, T. (Eds.) (2017). *School Leadership and Educational System Reforms*. Bloomsbury Academy, London.
- ❖ Hill, D., B. Oakly Smith and J. Spinks (1990): *Local Management of Schools*, Paul Chapman: London.
- ❖ Hoffman, Allan M. and Randal W. Summers (Eds.) (2000). *Managing Colleges and Universities: Issues for Leadership*, Bergin and Avery: Westport.
- ❖ Kowalski, Theodore J. (2001). *Case Studies on Educational Administration* (3rd Ed.), Longman: New York.
- ❖ Lauglo, Jon (1995). *Forms of Decentralisation and Their Implications for Education*, *Comparative Education*, Vol. 31(1): 5-29.
- ❖ Malik, Garima (2017). *Governance and Management of Higher Education Institutions in India*, CPRHE Research Paper 5. New Delhi, CPRHE/NIEPA.
- ❖ Mathew, A. (2016). *Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education*, CPRHE Research Paper 2, New Delhi, CPRHE/NIEPA.
- ❖ Meyer, Heinz-Dieter and Aaron Benavot (Eds.) (2013). *PISA, Power, and Policy: the emergence of global educational governance*, Aaron Benavot Oxford, Symposium Books Ltd.
- ❖ 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.
- ❖ Mundy, Karen (2007). *Global Governance, Educational Change*, *Comparative Education*, Vol. 43(3) Special Issue (34): *Global Governance, Social Policy and Multilateral Education*, pp. 339-357.
- ❖ Ramchandran, Padma and R. Vasantha (2005). *Education in India*, National Book Trust: New Delhi.
- ❖ Rebore, Ronald W. (1985): *Educational Administration: A Management Approach*. Prentice Hall: New Jersey.

- ❖ Richardson, T. (2015). Responsible Leader: Developing a culture of responsibility in an uncertain world. Kogan Page, London.
- ❖ Samier, A. E. (Ed.) (2003). Ethical Foundations for Educational Administration. Routledge Falmer: London.
- ❖ Sergiovanni, T. J. (et.al) (1999). Educational Governance and Administration. Viacom Company: USA.
- ❖ Starratt, R. J. (2003): Centering Educational Administration: Cultivating meaning community, responsibility. Laurence Erlbaum Associates Publishers: New Jersey.
- ❖ Varghese N.V. (2015). Challenges of Massification of Higher Education in India, CPRHE Research Papers 1, New Delhi, CPRHE/NIEPA.



OC-IV

EDUC5054: PUBLIC POLICY EDUCATION

Preliminaries of the Course:

Course Code: EDUC5054

Title of the Course: Public Policy Education

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.Phil in Education (Semester-I)

No of Credits: 01

Maximum Marks: 25 (External-60 %, Internal-40 %)

Learning Objectives:

- ❖ To think critically about the process of policymaking
- ❖ To identify and map the market interests, stakeholders, institutions, and political cultures that surround any issue, particularly in different domestic policy environments, and to understand how these interests form and operate differently in different places
- ❖ To understand the basic nature of the policy process and provide an opportunity to the student to learn the basic areas of public policy formulations
- ❖ To explore and recognize how policy interacts with the broader social, political, and ethical environment
- ❖ To assess the factors of a political environment relevant to policy advocacy and engagement

Unit I: Introduction to Public Policy Education

Concept, Nature, Scope and Importance of Public Policy Education; Evolution of Public Policy Education and Policy Science; Significance of Public Policy Education and Public Activism; Policy as a Political Activity, Institutionalism, Public Choice, and Strategic Planning.

Unit II: Approaches to Public Policy Analysis

The Process Approach, the Heuristic Approach; The Logical Positivist Approach; The Phenomenological Approach; The Participatory Approach and Normative Approach.

Unit III: Theories & Process of Public Policy Making

Theories and Models of Policy Making; Perspectives of Policy Making Process; Institutions of Policy Making: Government, Media and Civil Societies (NGO's); Policy Cycle Framework, Policy Sectors, Networks, and Political Feasibility; Concept of Policy Implementation; Techniques of Policy Implementation; Concept of Policy Evaluation; Constraints of Public Policy Evaluation

Unit IV: Globalization and Public Policy Education

Global Policy Process, Neo-Liberalism, and New World Order; Transnational Actors: Impact on Public Policy Making; Impact of Globalization, Liberalization on Policy Making; The nexus of State, Market and Public domains

Course Transaction & Evaluation Modalities:

The course on 'Public Policy Education' will be transacted using multiple approaches such as classroom lectures, presentations, 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, reviews etc. and term-end examination. Internal assessment will have a weightage of 40 percent while 60 per cent weightage will be given to the end term examination.

Suggested Readings:

- ❖ Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton
- ❖ Ashford, Doug (ed.), (1992), History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.
- ❖ Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT
- ❖ Barker, Anthony, and B. Guy Peters (eds.), (1993), The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy, Ithaca, NY: University of Pittsburgh Press.
- ❖ Barzelay, Michael (1992), Breaking Through Bureaucracy: A New Vision for Managing in Government, UCP, Berkeley, CA
- ❖ Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press
- ❖ Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe
- ❖ Brewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL.: The Dorsey Press.
- ❖ Dahl, Robert and Charles Lindblom, (1976), Politics, Economics and Welfare, New York, Harper. Delhi
- ❖ Dror.Y., (1989), Public Policy making Re-examined, 2nd ed., San Francisco, Chandler.
- ❖ Dye Thomas (2008), Understanding Public Policy, Singapore, Pearson Education
- ❖ Dye Thomas R 2004, Understanding Public Policy, Tenth Edition, Pearson Education, New
- ❖ Fischer, Frank, (1995), Evaluating Public Policy Chicago: Nelson Hall.
- ❖ Gerston Larry N.,(2004), Public Policy Making: Process and Principles, Armonk, M.E.Sharpe
- ❖ Hill Michael, (2005), The Public Policy Process, Harlow, UK; Pearson Education, 5th Edition.
- ❖ Howlett, Michael, and M. Ramesh, (1995), Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.
- ❖ Jay M. Shafritz (ed) (1998), International Encyclopedia of Public Policy and Administration, Westview Press
- ❖ John Rawls (1971), A Theory of Justice, Harvard University Press.
- ❖ John, Peter, (2012), Analysing Public Policy, 2nd ed., Routledge, Taylor and Francis Group, London.
- ❖ Jones, C.O., (1970), An Introduction to the Study of Public Policy, Belmont, Prentice -Hall.
- ❖ Lasswell Harold, (1971), A Preview of Policy Sciences, New York, Elsevier.
- ❖ Lerner, D. and H.D.Lasswell (eds.), (1951), The Policy Sciences, Stanford, Stanford University Press.
- ❖ Lindblom, C.E., and E.J., Woodhouse, (1993), The Policy making Process, 3rd ed., New Jersey., Prentice - Hall.
- ❖ McCool, Daniel C. (ed.), (1995), Public Policy Theories, Models, and Concepts: An Anthology, NJ: Prentice-Hall.
- ❖ Michael Howlett and M.Ramesh (2003), Studying Public Policy, (Ontario: Oxford University Press),
- ❖ Moran Mitchel and Robert Goodin, (2006), The Oxford Handbook of Public Policy, Oxford University Press, New York.
- ❖ Nachmias, David, (1979), Public Policy Evaluation: Approaches and Methods, New York: St. Martin's Press.
- ❖ Pal, Leslie A., (1992), Public Policy Analysis: An Introduction, 2nd ed. Toronto: Nelson.
- ❖ Sabatier. Paul.A, (1999), Theories of Policy Process, West view Press, Colarado, USA.
- ❖ Travers, Max (2007), The New Bureaucracy, Quality Assurance and it Critics, university of Bristol, Bristol
- ❖ Xun Wu et.al (2013), The Public Policy Primer, Routledge, London
