Ph.D. Programme

Curriculum Guide

National Institute of Educational Planning and Administration

Ph.D. Programme

Curriculum Guide

# Contents

Ph.D. Programme

Introduction

The National Institute of Educational Planning and Administration (NIEPA) is a premier organization in South Asia, engaged in capacity building and research in policy- making, planning and administration of education. The Institute is fully maintained by the Ministry of Human Resource Development, Government of India. The major objectives of the Institute are capacity building, research, consultancy and dissemination pertaining to education. The Institute is also engaged in preparing certified manpower, through Masters 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.

NIEPA 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 Training and Professional Development in Education. Besides these eight Departments, the Institute has two Centres, named as National Centre for School Leadership (NCSL) and Centre for Policy Research in Higher Education (CPRHE) and a Unit for International Cooperation.

NIEPA 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. NIEPA 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.

NIEPA'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 Institute's Diploma Course in Educational Planning and Administration (DEPA) and International Diploma Course in Educational Planning and Administration (IDEPA). The Institute 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.
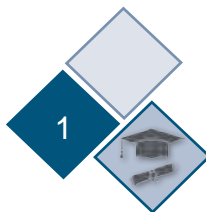
Ph.D. Programmes

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

1.   Ph.D. Programme

2.   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 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
• Financing of Education	• Education of the Minority
• Educational Management Information System	• Comparative Education
• School Education	• Education and Globalization

Programme Duration

Ph.D. Programme

(1)   Ph.D. Programme shall be for a minimum duration of three (3) years, including course work, and a maximum duration of six (6) years from the date of admission to the Ph.D. programme.

(2)   A maximum of an additional two (2) years can be given through a process of re-registration as per the concerned Statute/Ordinance of NIEPA; provided, however, that the total period for completion of a Ph.D. programme should not exceed eight (8) years from the date of admission in the Ph.D. programme. Provided further that, female Ph.D. scholars and Persons with Disabilities (having more than 40% disability) may be allowed an additional relaxation of two (2) years; however, the total period for completion of a Ph.D. programme in such cases should not exceed ten (10) years from the date of admission in the Ph.D. programme.

(3)   Female Ph.D. Scholars may be provided Maternity Leave/Child Care Leave for up to 240 days in the entire duration of the Ph.D. programme.

Part-time Ph. D. Programme

For a part time scholar, Ph.D. Programme shall be for a minimum duration of five (5) years, including course work, and a maximum duration of eight (8) years from the date of admission 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 two years post the one year course work 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 post the one year course work after registration in the Ph.D. programme The scholar is compulsorily required to qualify the one year course work prior to commencement of thesis work.

(c)   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

Programme Structure

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 two credits each will be transacted in First Semester. In the second semester too Four Compulsory Courses (CC) of two credits each will be transacted. In addition, two compulsory non credit (CNC) course s will be offered – Teaching/Research Assistance and Software Applications. The courses offered are as follows:
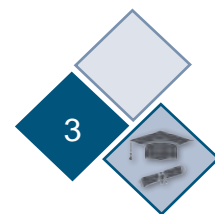
Ph.D. Course Structure

First Semester (8 credits)	Second Semester (8 credits)
CC-1 Perspectives on Education and Education in India (2 Credits) CC-2 Research Methodology - I (2 Credits) CC-3 Education Policy (2 Credits) CC-4 Educational Planning (2 Credits)	CC-5 Research Methodology - II (Stream A- Qualitative/Stream B- Quantitative) (2 Credits) CC-6 Financing of Education (2 Credits) CC-7 Educational Administration and Management (2 Credits) CC-8 Academic Writing, Research Ethics and Publication (2 Credits)
CNC-I Teaching/ Research Assistance (Non -Credit) CNC-II Software Applications (Non -Credit)	
Total Credits = (16 Credits) One third weightage will be assigned for Viva Voce.	
(1 Credit = 18 hours) **Total Credit hours = 288 hours**	

C.No	Course Title	Credits	Contact hours (1 Credit = 18 hrs)
CC-1	Perspectives on Education and Education in India	2	36 hrs
CC-2	Research Methodology - I	2	36 hrs
CC-3	Educational Policy	2	36 hrs
CC-4	Educational Planning	2	36 hrs
CC-5	Research Methodology -II (Stream A- Qualitative/Stream B- Quantitative)	2	36 hrs
CC-6	Financing of Education	2	36 hrs
CC-7	Educational Administration and Management	2	36 hrs
CC-8	Academic Writing, Research Ethics and Publication	2	36 hrs
CNC-I	Teaching/ Research Assistance	Non Credit	Entire Program Duration
CNC-II	Software Applications	Non Credit	Two weeks

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

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. PhD scholars will be required to participate in the seminar presentations of the fellow scholars and involve in other institutional academic activities.

Evaluation of the Course Work (minimum standards/credits)

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 Institute). The Institute follows the 10-point grading system as under:

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

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

A Ph.D. scholar must obtain a minimum of 55% marks or its equivalent grade in the UGC 10-point scale in the course work to be eligible to continue in the programme and submit his or her thesis.

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 course work and will be so mentioned at the back of the final grade sheet.

2. *While 'C⁺' will be the minimum qualifying grade in each course, the overall qualifying grade required for pursuing the next stage of the programme (thesis work) will, however, be B.*

3. *Scholars securing less than 'B' grade may be given an opportunity to improve their grades on both the components of the CCE. Such an opportunity for improvement of grades will, however, be extended only in four out of eight courses. The modus operandi for the same may, however, be decided by the course co-coordinators.*

Part II: Thesis Work

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.

Evaluation and Assessment Methods of Thesis work (subject to UGC Regulations)

(1) Upon satisfactory completion of course work and obtaining the marks/grade prescribed above, the Ph.D. scholar shall be required to undertake research work and produce a draft dissertation/thesis.

(2) Before submitting the dissertation/thesis, the Ph.D. scholar shall make a presentation before the Research Advisory Committee of NIEPA, which shall also be open to all faculty members and other research scholars/students.

(3) NIEPA shall use well-developed software applications to detect Plagiarism in research work and the research integrity to be an integral part of all the research activities leading to the award of a Ph.D. degree.

(4) A Ph.D. scholar shall submit the thesis for evaluation, along with (a) an undertaking from the Ph.D. scholar that there is no plagiarism and (b) a certificate from the Research Supervisor attesting to the originality of the thesis and that the thesis has not been submitted for the award of any other degree/diploma to any other Higher Educational Institution.

(5) The Ph.D. thesis submitted by a Ph.D. scholar shall be evaluated by his/her Research Supervisor and at least two external examiners who are experts in the field and not in employment of NIEPA. Such examiner(s) shall be academics with a good record of scholarly publications in the field. Wherever possible, one of the external examiners shall be chosen from outside India. The viva-voce board shall consist of the Research Supervisor and at least one of the two external examiners and may be conducted online. The viva-voce shall be open to the members of the Research Advisory Committee/ faculty members/research scholars, and students.

(6) The viva-voce of the Ph.D. scholar to defend the thesis shall be conducted if both the external examiners recommend acceptance of the thesis after incorporating any corrections suggested by them. If one of the external examiners recommends rejection, the thesis shall be sent to an alternate external examiner from the approved panel of examiners, and the viva-voce examination shall be held only if the alternate examiner recommends acceptance of the thesis. If the alternate examiner does not recommend acceptance of the thesis, the thesis shall be rejected, and the Ph.D. scholar shall be declared ineligible for the award of a Ph.D.

(7) NIEPA shall complete the entire process of evaluating a Ph.D. thesis, including the declaration of the viva-voce result, within a period of six (6) months from the date of submission of the thesis.

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, five spiral bound copies of the thesis along with soft copy not later than six years (for full-time candidates) and not later than seven years (for part- time candidates) from the date of admission to the Ph.D. programme. Besides, the candidate shall also submit five copies each of the abstract of the thesis in not more than 2500 words. The thesis will be sent to two outside examiners for evaluation. The examiners will be appointed from a panel of experts suggested by the supervisor. If both the outside examiners recommend that the thesis be accepted for award of the degree, the candidate would be 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 And Education in India
CC-2	Research Methodology -I
CC-3	Education Policy
CC-4	Educational Planning
CC-5	Research Methodology – II (Stream A and B)
CC-6	Financing of Education
CC-7	Educational Administration and Management
CC-8	Academic Writing, Research Ethics and Publication
CNC-I	Teaching/ Research Assistance
CNC-II	Use of Software Applications in Educational Research

CC-1: Perspectives on Education and Education in India

Credits	:	2
Sessions	:	36
Credit Hours	:	36

Introduction

This course aims at introducing the scholars to the basic concepts, ideas and theories related to `Education and Development' from multiple perspectives. It aims at developing in-depth understanding of the relationship between education and development from the multiple perspectives of Social Sciences (including Sociology, Psychology and Philosophy). The course intends to develop a systematic understanding of the evolution of the contemporary education system in India. The course is divided into three Parts and six Units.

Learning Objectives

After the completion of the course, the Scholars will be able:

- to acquire knowledge and understanding of the key concepts and theories related to education and development drawing ideas, from Social Sciences (including Philosophy, Sociology, Psychology, etc.);

- to enhance philosophical understanding of the meaning and purpose of Education with educational ideas of the Western and Indian thinkers;

- to develop an in-depth understanding about the development of education in Indian in terms of the change and continuity in the contemporary Indian education system; and

- to develop a comparative understanding of the Indian education system from international perspectives.

COURSE CONTENTS

Part–I. Introduction and Overview

Unit I. Education and Development (4 Sessions)

The course will begin with the introduction to key concepts and definitions of the terms relating to 'Education and Development' and expose the scholars to the broad inter-disciplinary framework of social science perspectives critical for developing holistic understanding of educational policy, planning and administration. Under this Unit, the main objective will be to introduce the scholars to an integrated inter-disciplinary and contextual understanding of the concept and practice of education in India. The first two sessions of the Unit will be introductory and the remaining two sessions coming at the end will be summative in nature.

Part–II. Perspectives on Education

Unit II. Philosophical Understanding of Education (6 Sessions)

There is an intimate relationship between philosophy and education. Under this Unit, the main objective will be to develop a comprehensive perspective on education that enables to understand relationships between different elements of education; i.e. from classroom practices to the general aims of education; to help construct a theoretical framework and acquire knowledge/fundamentals that form a basis for making informed educational decisions; and to develop the ability to reflect philosophically on relevant educational issues.

- Aims and Objectives of Education in Philosophical Traditions
- Knowledge, Truth and Curricular Aims
- Critical and Creative Thinking

The philosophical bases of education would be dealt by acquainting students with original works of renowned thinkers and philosophers on education, (Western: Rousseau, John Dewey; Indian: Aurobindo Ghosh, Mahatma Gandhi, Rabindranath Tagore) to enable students to compare and contrast diverse contemporary perspectives of education. This part of the unit would be conducted in seminar mode through presentation and discussion on perspectives in education related to for examples:

- Education of the Poor works of Paulo Freire,
- Work Education and Swaraj: works of Shri M.K. Gandhi.
- Education and Nature: works of Shri Rabindranath Tagore.
- Education and Holistic Development: works of Sri Aurobindo.
- Democracy and Education: works of John Dewey.
- Why Are You Being Educated? - Jiddu Krishnamurti

Selected Readings

- Carr, W. (2005) *The Routledge Falmer Reader in Philosophy of Education* (London: Routledge).
- Dewey, J. (1966) *Democracy and Education: An Introduction to the Philosophy of Education* (1966 ed.) (New York: Free Press)
- Freire, Paulo (1972) *Pedagogy of the Oppressed, Harmondsworth: Penguin.* Penguin
- Gandhi, M.K (1962). *The Problem of Education,* Ahmadabad: Navajivan Publishing House.
- Sri Aurobindo (1924). *A System of National Education,* Calcutta: Arya Publishing House.
- Tagore, Rabindra Nath (1961). *Towards Universal Man,* Bombay: Asia.

Unit III. Sociological Perspective on Education (6 Sessions)

Under the Unit-III, the educational themes and issues will be covered from the sociological point of view. The scholars will be exposed to theoretical frameworks from sociology as applied to education under the following themes.

- Sociological Imagination of Education
- Education and Social Stratification – Caste, Class, Tribe and Gender
- Education and Social Change – Modernization and Globalization

Selected Readings

- Mills, C. Wright (1959): *The Sociological Imagination,* Oxford University Press: New York, Chapter 1.
- 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.
- Bourdieu, P. (1974): `Cultural Reproduction and Social Reproduction' in R. Brown (ed.) *Knowledge, Education and Social Change,* Taylor and Francis, London, pp. 71-84.
- Durkheim, Emile 1961 *Moral Education: A Study in the Theory and Application of the Sociology of Education,* The Free Press of Glencoe, New York
- Freire, Paulo (1972): *Pedagogy of the Oppressed.* Harmond worth: Penguin.

Unit IV. Psychological Perspective: Understanding Human Development and Learning (6 Sessions)

Psychological principles, learning theories and processes of human development offers conceptual foundation to education. It deals with the process of learning addressing the developmental constructs and the socio-psychological realities in which human beings grow and develop. It affects education by informing wide range of guidelines with educational studies for better learning outcomes covering instructional strategies and designs, curriculum development, organizational learning and class management. The following themes will be discussed in detail:

- Conceptual understanding of Human development and Learning
- Developmental theories
- Piaget's theory of Cognitive Development
- Theories of Learning: Conditioning theories, Social Cognitive theories, Constructivist theories

Essential Readings

- Banks, James, A. (2016). *Cultural Diversity and Education: Foundations, Curriculum and Teaching.* 6th Edition, Routledge: New York.

- 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.

Part-III: Education in India

Unit V. Continuity and Change in Indian Education: Historical Development and National System of Education (8 Sessions)

This unit provides a broad understanding of the Indian education system and its relevance with societal as well as national development. It deals with education in continuity while offering broader understanding of major milestones of educational development in India with special focus on different commissions and committees. Concurrently, the unit also presents an opportunity to explore and deliberate on the educational ideals and philosophy of important thinkers who have contributed immensely in shaping the education system.

- Critical deliberations on major milestones of education in India: Pre-independence (Ancient, Medieval and Colonial period), post-independence and post-modernization period.

- Critical analysis of recommendations of strategic commissions and committees for different levels of education.

Essential Readings

- Government of India. (1966). *Education and National Development:* Report on the Education Commission (1964-66). Government of India: New Delhi.

- Government of India 2020 *National Education Policy-2020,* Ministry of Human Resource Development, (Ministry of Education), New Delhi

- Kingdon, G. G. (2007). *The Progress of School Education in India.* Oxford Review of Economic Policy, 23(2), 168-195.

- Naik, J.P. (1979). *The Education Commission and After.* APH Publishing: 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). (2005). *National Curriculum Framework 2005.* National Council of Educational Research and Training: New Delhi.

Unit VI. Educational Development of India in the Global Context (6 Sessions)

Aligning India's educational development with the global commitments, the Unit would deliberate on the achievement of national and international goals, challenges and issues. The educational scenario in India will also be discussed on a comparative perspective keeping in view the educational scenario in other developed and developing countries.

- Education for All, Millennium Development Goals and Sustainable Development Goals
- Internationalization of Education in India
- Comparing Indian Education with South Africa, South Asia, China, Korea and Finland.

Essential Readings

- Kumar, Krishna and Oesterheld, J. (Eds.) (2007). *Education and Social Change in South Asia.* Orient Longman: Hyderabad.
- Lewin, K. M., & Little, A. W. (2011). *Access to Education Revisited: Equity, Drop Out and Transitions to Secondary Schools in South Asia and Sub-Saharan Africa.* Elsevier: 333-337.
- Macpherson, I., Robertson, S., & Walford, G. (Eds.) (2014). *Education, Privatization and Social Justice: Case Studies from Africa, South Asia and South East Asia.* Symposium Books Ltd. University of Chicago Press: Chicago
- Thomas, E.W. (2006). *Affirmative Action in the United States and India:* A Perspective.
- UNESCO, G. (2013). *Teaching and Learning:* Achieving Quality for All in EFA Global Monitoring Report 2013/14 &16. UNESCO: Paris.

COURSE TRANSACTION AND EVALUATION MODALITIES

The course on 'Perspectives on Education and Education in India' will be transacted using multiple approaches such as classroom 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 term-end examination. Internal assessment will have a weightage of 50 percent while 50 per cent weightage will be given to the end term examination.

CC-2: Research Methodology-I

Credits	:	2
Sessions	:	36
Credit Hours	:	36

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 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 at introducing 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 the 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 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.

Course Contents

Unit I. History and Perspectives in Social Science Research (8 Sessions)

1. **Perspectives in Social Science Research:** Purpose and Features of Research in the Social Science, Distinguishing it from the Natural Sciences

2. **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 (8 Sessions)

1. **Designing Research:** Identifying a Research Problem, Specifying a Research Purpose, Research Questions or Hypothesis, Evidence to be Gathered, and Approaches for Research - Qualitative, Quantitaive, and Mixed Methods Research: Integrating Qualitative and Quantitative Methods

2. **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)

3. **Basic Approaches to Qualitative Research:** Case Study, Comparative Method, and Ethnographic Approaches

4. Subjectivity, Holistic Perspectives and Immersion in Context versus Issues of Bias and Generalisability

Unit III. Quantitative Research: Basic Understanding (5 Sessions)

1. Meaning, Nature and Process of Quantitative Research

2. **Operationalisation and Measurement in Research**

   - Data and Data Types: Qualitative and Quantitative Data (Numeric and Categorical); Defining Variables and their Types - Independent, Dependent and Confounding Variables, Extraneous, Moderator and Mediating Variables, Discrete and Continuous

   - Scales of Measurement - Nominal, Ordinal, Interval, Ratio and Linkert

   - Collection and Organisation on Data, Tabulation and Data Representation (Graphic and Diagrammatic)

3. **Principles and Techniques of Sampling:** Sampling and Randomisation; Concept of Population and Sample, Parameter and Statistic; Methods of Sampling – Probability and Non-probability Sampling, Representative and Random Sampling, Stratified Sampling, Cluster and Quota Sampling; Sampling Frame, Sampling Size and Sampling Error

Unit IV. Working with Quantitative Data (12 Sessions)

1. **Understanding Data Characteristics**

- Descriptive Statistics– Measures of Central Tendency (Mean, Median, Mode)

- Measures of Dispersion (Standard Deviation, Quartiles and Quartile Deviation, Coefficient of Variation)

- Correlation and Regression Analysis (Simple Linear)

2. **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

- An introduction to Parametric and Non-parametric Techniques of Hypothesis Testing (t- test, z-test, Chi Square, ANNOVA and Latin Square Design)

3. **Practical Orientation** (3 Sessions)

- Developing and Designing a Qualitative Research Study

- Developing and Designing a Quantitative Research Study

- Mixed Approach to Conducting Educational Research

METHODOLOGY

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 review or term paper, seminar presentations and end-term written examination.

Suggested   Readings

- Brady, Henry E. and David Collier (2010). *Social Inquiry: Diverse Tools Shared Standards,* Rowman and Littlefield.

- Geoffrey E. Mills and L. R. Gay (2019). *Educational Research: Competencies for Analysis and Applications,* Pearson.

- William Wiersma and Stephen G. Jurs (2009). *Research Methods in Education: An Introduction,* 9th Edition Pearson.

- Geddes, Barbara (2003). *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics,* University of Michigan Press, Ann Arbor.

- Gomm, Roger, Martyn Hammersley, and Peter Foster (2000). *Key Issues, Key Texts,* Sage Publication, London, Thousand Oaks, New Delhi.

- 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 Classics2002). *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.

- Harriss, John (2002). *"The Case for Cross-Disciplinary Approaches in International Development",* DESTIN-London School of Economics Working Paper No.02-23.

- Lakatos, Imre (1968-69). *Criticism and the Methodology of Scientific Research Programmes, Proceedings of the Aristotelian Society,* Volume 69, pp.149-186.

- Shaffer, Paul (2013). *Q Squared: Combining Qualitative and Quantitative Methods in Poverty Analysis,* Oxford University Press.

- Ragin, Charles C. (1989). *The Comparative Method: Moving Beyond the Qualitative and Quantitative Strategies,* University of California Press.

- Alan Agresti, Barbara Finlay (2018). *Statistical Methods for the Social Sciences,* Pearson.

- Healey J.F. (2002). *Statistics: Tool for Social Research* (Sixth Edition), Wadsworth, HEA-S 27486: Australia.

- Levin, J. (2011). *Elementary Statistics in Social Research: The Essentials,* Boston: Allyn & Bacon.

- Neville Postlethwaite, T. (2005). *Educational Research: Some Basic Concepts and Terminology, Quantitative Research Methods in Educational Planning, Module I.* IIEP; Paris.

- W. Paul Vogt, R. Burke Johnson (2009). *Dictionary of Statistics & Methodology: A Non- technical Guide for the Social Sciences,* Sage.

CC-3: Educational Policy

Credits	:	2
Sessions	:	36
Credit Hours	:	36

Introduction

Mainstream thinking on education policy is problem-solving and evidence-based. It looks at policy in technical and rational terms. There is a linearity where policy research guides policy making which is a stage of problem identification and alternative solutions to the problem out of which an optimal solution is picked up. In the context of public policy, state level activity is the origin of policy with the interplay of executive, judiciary, legislature and a host of experts and advocacy groups. Finally, policy text after a round of iterations emerges which acquires legitimacy ready for the implementation. At the stage of implementation, institutions, people and actions come into play to give effect to the policy followed by monitoring and evaluation and possibly the next cycle of research, policy making and implementation. Above way of looking at the policy is rational, deterministic and highly technical. In this approach, there may be cost-benefit analysis to determine the optimality of policy decision. At the level of policy analysis, the subject matter could be the understanding of policy process, interplay of stakeholders in policy making, state level activities such as experts group and reports of commissions and committees and finally the policy implementation processes of identifying the successes, failures and gaps.

The approach to look at policy in a rational and deterministic term, as described above, has certain merits as it is empirical and closer to the common sense argument. However, the deterministic approach to policy is based on right institutional and behavioural assumptions which may not prevail in actual conditions. In terms of rules and principles, it is universalistic in approach and fails to accommodate the varying social, economic and institutional contexts. The policy approach is heavy top down and relies on bureaucratic and technological rationality aiming at efficient decision-making. Such policy approach, being rigid, takes away the freedom of the agency at the institutional level, and agency becomes subordinate to the structure of rules and regulations and, in this process, loses its own creativity and innovations.

The proposed course presents an alternative in terms of a 'normative approach' to policy. It begins from the premise that the humanity is an end in itself and the life plan of an individual to be determined by an autonomous individual is in itself valuable. The basic constituent of normative approach is its reliance on practical rationality rather than the theoretical rationality implicit in

universal rules. Practical rationality is based on reasons and public deliberations. It allows multiple voices and plurality of views. The origin of policy is seen in terms of discourse at the local and institutional levels. It allows the autonomy and freedom of the individual. Rather than being top down, the normative approach takes into consideration the socio-economic and cultural context of an organisation. It is thus a bottom-heavy approach. The approach, therefore, relies very much on realisation rather than idealisation implicit in rules and scientific rationality. Normative approach from this point of view encourages inclusion and democratisation. It promotes the capabilities of an individual, and any loss or deprivation of opportunity should be eliminated through the policy intervention. The role of the policy in this approach emerges in terms of minimising the vulnerabilities and fragility of the individual or the group. The basis of policy lies in informational focus on injustices and aiming at removing them.

Within a normative approach to policy, the course is designed to look at the philosophical underpinnings of the normative structure. Students will be exposed to the epistemology behind idealist and realist approaches and the bridge between the two through the writings of Plato, Aristotle and Kant. Later, they will be exposed to Habermas, Rawls and Amartya Sen in whose writings the philosophical bases of normative approach to policy is looked into. The reason, practical reason, is the basis of decision through a deliberative process. Further, after the basic foundation of normative approach, the students are exposed to various policy discourses in Indian and international context.

Learning Objectives

- To examine the rational-technical-empirical approaches to policy
- To develop the foundations of normative approach to policy
- To examine the structure and processes in policy in relation to goals of education in India.

Course Contents

Part-I

Rational-Technical-Empirical Approaches to Policy (2 Sessions)

1.1. Comprehensive Rationality and Bounded Rationality (2 Sessions)

The rationalist perspective of policy provides us with a structure of policy design. An important aspect of the policy design is to understand the process in which certain issues (problems) emerge, and identification of a particular problem is undertaken. The identification of the problem is discussed. All information relating to the problem and solutions are collected, analysed and a feasible, optimal solution is picked up for intervention. This stage of policy making is then followed by policy implementation.

The comprehensive rationality model needed redefinition as application of the principle of rationality to policy making has been found to suffer from serious limitations. Simon developed a model of choice intended as a challenge to the comprehensive rationality assumptions used in economics (Simon, 1947). Later, bounded rationality developed as a school of thought about decision making.

Essential Readings

- Harman, Grant (1984). "Conceptual and Theoretical Issues", in: J. R. Hough (Ed.), Educational Policy: An International Survey. London: Croom Helm.

- 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

- Bhushan Sudhanshu, lecture note, Rational Utilitarians and Bounded Rationality: A Critique

Part 2

Foundations of Normative Approach to Policy (20 Sessions)

2.1   Introduction (1 Session)

There is an essential tension in the realm of policy between 'what it is' and 'what ought to be'. The lecture contrasts the positive vs. normative approach to policy - former dealing with scientific and empirical approach to policy that answers 'what it is' question and the latter dealing with particular and practical question that answers 'what ought to be'. The universal rule that is the basis for policy and scientific approach that leads to cost-benefit analysis for any policy decision and utilitarian basis for maximising utility (return) is critically examined. It is argued that context differences often lead to the failures of policy based on universal principles. The introductory lecture paves the way for normative approach to policy. Within normative approach, it is argued that effective policy results from strengthening civil society, allowing deliberation, practical rationality and pluralism.

Essential Readings

- Bhushan Sudhanshu Introduction lecture 1

2.2   Public Policy: Idealism Realism Dichotomy (3 Sessions)

An understanding of public policy calls for the analysis of reason in conceptualising the idea of state as well as conceptualising the ethical questions dealing with the well being of people. The following question is examined. Idealist perception of policy following from Plato is examined in contrast to realist perception of policy following from Aristotle. Epistemological basis of reason behind public policy creates a dichotomy if looked at from the point of idealism and realism. It creates a gap between theory and practice. At the sight of practice there is no regulative principle that matches the conditions for success by validating the premises. There are variations, irrationalities, uncertainties that are assumed away in the theoretical proposition based on deduction. This creates a dichotomy between policy at the level of making, and policy at the level of implementation. Idealism and

realism dichotomy and its implication for policy is discussed. The lecture also puts forward the normative approach as foundations for policy.

Essential Readings

- 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

- Bhushan Sudhanshu Public Policy: Idealism Realism Dichotomy, Lecture Note 2

- 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

2.3 Policy in the Context of Dichotomy and Solutions Proposed (4 Sessions)

The epistemological discourse for almost two thousand years could not sort this dichotomy of idealism vs. realism. It was Kant in the late 18th century who attempted a solution by bridging the gap. Kant's epistemological advance is helpful to understand at least three important questions relating to policy. First, all policies must respect the dignity of all people irrespective of class, caste, gender. Equality, therefore, has to be seen in terms of dignity. Second, an important issue of policy relates to physically and mentally disabled child, old people - all those who need extra care and protection. It may be argued that Kant made an important contribution in terms of practical rationality to provide special treatment to these categories of people. In fact, Kant went a step further to argue infavour of non-human species, animals, to be treated with care. He is also a champion of preservation of environment and maintaining the beauty of nature which his practical rationality argument supports. Third, policies mandated by the state may not be treated with something sacrosanct just because it is sovereign power of the state. Kant argues in terms of practical rationality that people have the right to revolt against tyrannical policies. He supports some framework of public action within the legal set up that could allow free debate and discussion over the question of policy.

Essential Readings

- Bhushan Sudhanshu Policy in the Context of Dichotomy and Solutions Proposed, Lecture Note 3

Note: There are many short notes on Kant's deontology, right to revolt, dignity, justice, etc. as supplementary readings.

2.4 Public Reasoning: The Foundation of Policy (4 Sessions)

The contribution of Kant, as noted above, is seen in terms of bridging a gap between rationalists and empiricists. However, Kant approached philosophy to solve normative or ethical questions. Habermas made an attempt to combine social science and philosophical analysis. This meant that philosophy could not, as it did for Kant, become the sole basis for normative reflection. Rather, Habermas argued, adequate critique requires a thorough-going cooperation between philosophy

and social science. Contribution of Habermas could be seen in terms of a meta ethical theory to social relations and interactions, and to the resolution of interpersonal and social conflicts. Habermas' validity of claims in cognitive as well as ethical or normative domain is through the reason and interpretative argument. All issues and problems of education are social problems that deal with interpersonal conflict. The affirmative action in admission to educational institutions and whether reservation of jobs for the socially disadvantaged is desirable or not. The facilities and friendly entry of the disabled in institutions are desirable or not. These are all policy related questions which are prone to social conflicts and demand reason for rational consensus. Hence, Habermas' contribution in terms of his theory to deal with policy related questions is important and needs attention.

Essential Readings

- Bhushan Sudhanshu Public Reasoning: The Foundation of Policy, Lecture Note 3

- Habermas Jurgen, 1971, Towards a Rational Society, Student Protest Science and Politics, translated by Jeremy J Shapiro, Heinemann London, 1971

2.5   Policy as Fairness and Equity (2 Sessions)

John Rawls was an important political philosopher of the 20th century to popularise and create faith in democratic values. His contribution may be seen from various perspectives. First, he created a faith in contract theory, even in the absence of a real social contract, of the state by means of hypothetical contract. Second, in terms of the principles, liberty was given primacy and equal opportunity, he favoured the principle of equity over meritocracy. This principle provided the touchstone of a democratic welfare state. Third, in the determination of the above principles of justice, namely, liberty, equality and equity, the idea of fairness was in a sense to the principles of justice. The idea of fairness or impartiality in public decision through which a rational consensus is built over the principle in the hypothetical contract is an important aspect of policy. Above ideas, namely, a hypothetical agreement, recognition of the principle of equity over merit and the concept of consensus building through an agreement over the principle so chosen by Rawls are important ideas from the policy perspective, that need to be highlighted. In the light of the principles of justice, the development of institutions and the "rights and duties' centric individuals" following those principles through appropriate policy intervention is an excellent insight infavour of democratic faith.

Essential Readings

- Cohen, 2003, Reconciling Liberty and Equality: Justice as Fairness, from MIT Open Courseware

- Rawls John, Justice as Fairness: A Restatement, Harvard University Press, 2001

- Sen Amartya, 2007, Idea of Justice, Chapter 2 on Rawls, and chapter on closed and open rationality

2.6 Justice Framework of Public Policy in Education (3 Sessions)

The present state of education policy is a picture characterised by injustices, whether viewed from students' or teachers' perspectives - the two important stakeholders of education. Authoritative

imposition of decisions which are claimed to be reached by the expert groups through "comprehensive rationality" becomes the basis of public policy. At the macro and the micro levels of the education system, the implementation of public policy encounters resistance, and a feeling of injustice is expressed by some group or the other.

Policies guided by comprehensive rationality could not serve the cause of social empowerment as policies guided by technical efficiency are no guarantee of addressing the injustices inflicted upon individual or group. Building upon the justice framework of public policy in education, it is necessary to enhance the capabilities of individual/group for a public policy to have social empowerment effect. A public policy, that is impartial, objective and that stands public scrutiny and has capabilities enhancing effect, can only remove injustices. The purpose of the lecture is to develop a model of social empowerment through public policy based on justice framework.

Essential Readings

- Amartya Sen (2009). The Idea of Justice, Allen Lane and Harvard University Press

- Bhushan Sudhanshu, Challenges of Higher Education Policy: Accountability vs. Capabilities, Lecture

- Ingrid Robeyns (2017). Wellbeing, Freedom and Social Justice: The Capability Approach Re-examined, Cambridge: Open Book Publishers 2017

2.7   Accountability vs. Capabilities (3 Sessions)

The approach to policy that is prevalent today is the one guided by formal - bureaucratic and technological - rationality. From the point of view of formal rationality rules and regulations guide decision making from external source. It also imposes technology with the purpose to improve the efficiency in higher education. Higher education progress is said to happen with the imposition of formal rationality. Stephen Kalberg notes that "From a technical point of view, the most "rational" type of domination is found in the bureaucracy simply because it aims to do nothing more than calculate the most precise and efficient means for the resolution of problems by ordering them under universal and abstract regulation" (1980, p.1158). For example, current discourse in higher education policy is guided by formal rationality that advocates the idea of credit system, Academic Performance Indicator (API), National Eligibility Test (NET), model course prescription, accreditation, ranking, impact factor, research evaluation exercise, prescribing hours of teaching, research and extension, students' feedback, etc. which are said to be universal, calculable, efficiency and productivity driven. They become instruments of domination and control aimed at directing action.

The lecture takes the analytical perspective of 'capabilities' provided by Amartya Sen (2009) and Martha Nussbaum (2013). Ingrid Robeyns (2011) notes that "Nussbaum describes the capabilities approach as a new theoretical paradigm in the development and policy world, which poses the questions: "What are people actually able to do and to be?" Put differently, the capabilities approach asks which genuine opportunities are open to people. Capabilities approach shifts the focus of policy and development analysis from resources to capabilities. Capabilities approach allows the freedom for effective engagement with students by teachers and this freedom goes along with responsibility.

Essential Readings

- Bhushan Sudhanshu. Challenges of Higher Education Policy: Accountability vs. Capabilities, Lecture Note 4

- Sen Amartya (2009). The Idea of Justice, Allen Lane and Harvard University Press

- Bhushan Sudhanshu, Idea of Justice, 2009, Chapter-wise Summary

- Sudhanshu Bhushan, Video, Lecture Note, 15 minutes

Assignment

1. All students will make a file of each lecture note and write the summary. This will be evaluated at the end of the delivery of Part 1. Marks will be assigned for that and this will be treated as the book review (10 percent weightage).

2. At the end of the delivery of Part 1 - Normative Approach to Policy (Total Lectures 17) - there will be seminar presentation (20 per cent weightage). Three lectures are assigned for this. Seminar presentation will be evaluated.

Part 3

The Process and Dynamics of Policy Making in India with Reference to Policy Goals (14 Sessions)

3.1   Process and Structures of Policy Making (4 Sessions)

Historical dimension of policy reforms in education with reference to Education Commissions and Committees and interface with changing contexts, (Education Commission -1966-68, 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

Essential Readings

- AICTE (1994), Report of the High Power Committee for Mobilisation of Additional Resources for Technical Education, New Delhi.

- Government of India [GOI] (2000), Report on a Policy Framework for Reforms in Education: Special Subject Group on Policy Framework for Private Investment in Education, Health and Rural Development {Mukesh Ambani (Convenor), Kumarmangalam Birla (Member)}, New Delhi: Prime Minister's Council on Trade and Industry.

- MOE (1962). The Report of the University Education Commission (December 1948– August 1949), Volume I, New Delhi: Government of India (GOI).

- National Knowledge Commission (2009), Report to the Nation 2007, New Delhi: Government of India (GOI).

- (2012), Committee on Corporate Participation in Higher Education: Report of NR Narayana Murthy Committee, New Delhi: Government of India (GOI).

- Report of CABE Committee on Gnanam Committee Report, April 1992.

- Report of "The Committee to Advice on Renovation and Rejuvenation of Higher Education" accessible at https://www.aicte-india.org/downloads/Yashpal-committee- report.pdf#toolbar=0

- UGC (1990), Report of the UGC Committee Towards New Educational Management, New Delhi.

- --- (1993), UGC Funding of Institutions of Higher Education: Report of Justice Dr. K. Punnayya Committee -1992-93, New Delhi.

- ---- (2008), Higher Education in India - Issues related to Expansion, Inclusiveness, Quality and Finance, New Delhi.

3.2. Access and Equity in Higher Education: Policy Goal (5 sessions)

After having examined the different elements of normative approach and its philosophical foundations the stage is set for students to examine various policies in national and international contexts. In this part, students will be exposed to evolution of policies in India through the commission and committee reports and the National Policy on Education. The examination of policies will be undertaken through the lens of capability approach. This part of the lecture will have a focus on access and equity, privatisation and equity, and efficiency and equity debates. Moreover, another important policy goal is quality and excellence in higher education. The discussion will centre around the autonomy and accountability.

3.2.1 Group Equity (2 Sessions)

Access and equity in education is an important policy goal. There are imbalances - social, religious, regional and gender - in access to education. The status and in-depth understanding of the factors affecting participation in education needs to be examined. What policy interventions were made in the past and what needs to be made? Rights and Capabilities' perspectives to address the issue of equity are examined. In particular, minorities and disabilities issues are analysed as important policy goal in education.

Essential Readings

- Ayyar, R. V. V. (2016). The Holy Grail: India's Quest for Universal Elementary Education OUP, Delhi,2016.

- 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.

- Mathew, A (2016). Reforms in Higher Education in India: A Review of Recommendations of Commissions and Committees on Education, CPRHE, Delhi, 2016.

- Satish Deshpande and Usha Zacharias (Eds.). Beyond Inclusion the Practice of Equal Access in Indian Higher Education, Routledge, 2013.

- 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).

- Deshpande, Satish (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today, Economic and Political Weekly, Vol. 41, No. 24 (Jun. 17-23, 2006), pp. 2438-2444.

- Sachar, R (2006). Social, Economic and Educational Status of the Muslim Community of India, Prime Minister's High Level Committee, Cabinet Secretariat, Government of India, November 2006.

- Hasan, Mushirul (1994). Minority Identity and Its Discontents: Response and Representation, EPW, Issue No: 08, Feb 19-25, p.441.

- Sabharwal, Nidhi S. and Malish, C. M. (2016). Diversity and Discrimination in Higher Education: A Study of Institutions in Selected States of India. CPRHE Research Report, NIEPA, 2016, New Delhi.

- Bhushan Sudhanshu. Rights vs. Capability Perspectives on Equity, Diversity and Inclusion.

- Bhushan Sudhanshu. Disability in Higher Education, Lecture Notes.

3.2.2   Privatisation and Equity (2 Sessions)

In the recent years, privatisation of higher education has been an important phenomenon in the expansion of higher education as the funding from government in real terms has declined. There also seems to be paradigm shift in the financing from grant to loan-based system of financing. The process of privatisation has led to competitiveness and the equity as policy goal has suffered. The issue will be examined through various reports such as Ambani Birla report, Punnaya Committee report, Swaminathan Committee report, National Knowledge Commission report and Yashpal Committee report.

Essential Readings

- Cecilia García-Peñalosa and Klaus Wälde (2000). Efficiency and Equity Effects of Subsidies to Higher Education, Oxford Economic Papers, Vol. 52, No. 4 (Oct., 2000), pp. 702-722.

- Bhushan, Sudhanshu. The Privatization and Affordability in Higher Education, Lecture Notes.

- Bhushan, Sudhanshu. Higher Education Financing and Equity, Lecture Notes.

3.2.3   Equity and Efficiency (1 Session)

The privatisation has led to a trade off between equity and efficiency. The efficiency is also equated with quality and employability. It is argued that market forces shall govern the curricular choices and promote efficiency in the market. The distributive agenda will, as a result, suffer. The myth of efficiency and merit-based argument is exposed.

Essential Readings

- Rawls, John (1971). The Principles of Justice, Harvard, Section 17.

- Patnaik, Prabhat (2012). Affirmative Action and the "Efficiency Argument" in Zoya Hasan and Martha C Nussbaum (Eds). Equalizing Access Affirmative Action in Higher Education in India, United States, and South Africa, Oxford University Press, New Delhi, 2012.

- Assessment: At the end of Part 2, there will be term paper assignment (20 per cent weightage).

3.3 Quality and Research in Higher Education: Policy Goal (5 Sessions)

3.3.1 *Accountability and Quality (2 Sessions)*

In the policy discourse of quality, autonomy and accountability assumes importance. Within bureaucratic rationality, regulation and control has been a characteristic feature of Indian higher education. This has encouraged the bureaucratisation of university governance and seriously undermined the autonomy of the university. Various forms of accountability are imposed to improve the quality of higher education. The policy has, however, moved away from direct to indirect accountability in the form of benchmarking standards, ranking, accreditation, etc. The state is steering from a distance. Thus, the accountability is imposed through the transparency, voluntary disclosure and customer (student-driven approach) and productivity and performance. New approach to accountability severely restrains the autonomy as steering from the distance invokes the accountability through the market route.

Essential Readings

- Bhushan, Sudhanshu. Quality Assurance in Higher Education - An Indian Experience.

3.3.2 *Autonomy and Quality (3 Sessions)*

Erosion of the autonomy of the university was opposed by- 'The Committee to Advise on Renovation and Rejuvenation of Higher Education' chaired by Prof. Yashpal. The report suggests that in keeping with the "principle of autonomy and self-regulation", universities must initiate the agenda of reform. It notes that universities have become strongly centralised at the levels of the Vice Chancellors and Registrars. It advocates the faculty- led governance in the universities. They must have their own policies within a broad framework of policy decided by the government. Can we conceptualise the idea of Teachers' University in India to invoke responsible autonomy?

Essential Readings

- Bhushan, Sudhanshu. Institutional Autonomy and Leadership in Higher Education, IHER Report, 2015, Sage Delhi, 2016.

- Bhushan, Sudhanshu. Futures of Higher Education: Conceptualizing Teachers' University.

Course Transaction And Evaluation Modalities

The methodology of curricular transaction would include lecture discussions, 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 term-end written examination. The weightage given to the internal assignments and term-end examination will be 50 per cent each.

CC-4: Educational Planning

Credits	:	2
Sessions	:	36
Credit Hours	:	36

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 macro-economic 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 recognises 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 on Educational Planning 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 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.
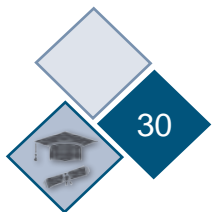
The shifting sources and strategies of financing education in India, often donor and Central Government-driven, and its influence on the policy and programme planning in education in states would also be dealt with in the course. It would, in a way, touch upon the theme of political economy of educational 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

- 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 decentralisation 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 Contents

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 and 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. 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 implement ability and realisation 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 prioritise 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:

- What is educational planning? Concepts and types of educational planning.

- Theoretical foundations of educational planning/planning approaches.

- Sector-wide Approaches (SWAps) to educational planning.

- Social context of planning and essential conditions for successful educational planning, including institutional and political.

- Changing landscape of educational planning, in general, and in India, in particular.

Essential Readings

- Bray, Mark and N.V. Varghese (eds.) (2011). Directions in Educational Planning: International Experiences and Perspectives, a book published by IIEP: Paris.

- Coombs, P.H. (1969). What is Educational Planning? Paris: International Institute of Educational Planning (IIEP).

- Psacharopolous, G. et.al. (1983). Manpower Issues in Educational Investments: A Consideration of Planning Processes and Techniques, Washington, World Bank.

- Psacharopolous, G. (1985). Planning of Education: Where Do We Stand? World Bank: Washington.

- UNESCO (1984). Economic and Social Aspects of Educational Planning, Paris, UNESCO.

Unit II. Strategic Planning in Education (14 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 has been 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 conceptualise 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:

- 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.

- Methods of setting plan targets and estimation of additional inputs/requirements – physical, staff, academic, management and financial.

- Designing development interventions using the Logical Framework Matrix (LFM).

- Planning for implementation of the education development plan and programmes.

- 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. Available at: http://unesdoc.unesco.org/images/0018/001897/189759e.pdf,

- Centre for International Development and Training (n.d.), A Guide for Developing a Logical Framework. University of Wolverhampton, UK. Available at: http://www.hedon.info/docs/logical_framework-centre For International Development And Training.pdf, last accessed on 05/07/13

- OPSPQ (2013). Results Framework and Monitoring and Evaluation Guidance Notes

- Oxford (2013). A step by step guide to Monitoring and Evaluation, Environmental Change Institute.

- Plom, Tjeerd, Huijsman, Hari and Kluyfhout, Eric (1992). Monitoring in educational development projects: The development of a monitoring system, Inl. J. Educational Development, Vol. 12, No. 1, pp.65-73, 1992, Great Britain.

- Samuel Otoo, Natalia Agapitova and Joy Behrens (2009). The Capacity Development Results Framework: A strategic and results-oriented approach to learning for capacity development, The World Bank.

Unit III. Educational Planning in India (08 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. Decentralisation is seen as a basic development ideology in India. Evidently, necessary legal and institutional provisioning has been made to promote educational decentralisation in the country, although a lot more needs to be done to make decentralisation 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 decentralisation 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 institutionalisation 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:

- Educational decentralisation in India, legal provisions and institutional framework and planning machinery

- Local level planning techniques in education and their use in district planning in India – i.e. school mapping, micro-planning and school improvement planning.

- District planning under the on-going country-wide education development programmes like the SSA, the RMSA and the RUSA.

- Designing monitoring and evaluation frameworks for education development programmes and projects.

- Education development plan appraisal practices in India and their influence on district planning.

Unit IV. Financing Education in India (06 Sessions)

Funding education is a major concern in almost all countries, both developed as well as developing. While in the 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 which 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:

- 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 for district planning in education.

- Foreign aid to education in India and their influence on shifting policy and programme planning.

- 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.

Course 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 laid on practical exercises, simulation exercises and seminar presentations. The course evaluation will be done on the performance in the group work, book reviews, term paper, seminar presentations and term-end written examination.

The weightage given to internal assignment will be 50 per cent (including seminar presentation, term paper and practical exercise & book review in the ratio of 20 per cent, 20 per cent and 10 per cent respectively) while the term-end examination will have 50 per cent weightage.

Suggested Readings

- Bhattacharyya, Dipak Kumar (2002). Human Resource Planning, a book published by Excel Printers, Naraina, Phase-1,, New Delhi, ISBN:81-7446-498-O

- 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 (SWAps): Background, Guide and Lessons. Paris. Available at: http://unesdoc.unesco.org/images/0015/001509/150965e.pdf

- Willems Ed (1996). Manpower Forecasting and Modelling Replacement Demand: An Overview ROA-W-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,

- 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.

- 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.

- Cook, W.D. (1982). Planning Process in Developing Countries: Techniques and Achievements, New York, North Holland Pub.

- 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

- Scheerens, Jaap (2000). Improving School Effectiveness. Paris: International Institute for Educational Planning.

- 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.

- 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

- UNDP (2009). *Handbook on Planning, Monitoring and Evaluating for Development Result,* New York, NY 10017, USA. Handbook Website: http://www.undp.org/eo/handbook

- UNDP (2000). Results Based Management: Concepts and Methodology, Results Framework Technical Note.

- UNICEF (2014). Planning, Monitoring and Evaluation, Webinar Companion Technical Booklet 14.

- UNESCO *Guidelines for Education Sector Plan Appraisal,* International Institute for Educational Planning, 7-9 rue Eugène Delacroix, 75116 Paris, France.

- UNESCO (2016). *Designing Effective Monitoring and Evaluation of Education Systems for 2030: A global synthesis of policies and practice.*

- 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.* NIEPA: New Delhi. Available at: http://www.nuepa.org/Download/Publications/1-Secondary%20Education%20Manual(Prof%20Zaidi%20).pdf

- 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

- 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.

CC-5: Research Methodology-II

Stream A (CC 5-A)		
Title	:	Research Methodology-II (Qualitative Stream)
Credits	:	2
Sessions	:	36
Credit Hours	:	36

Introduction

Qualitative research draws inspiration from various approaches and philosophical foundations. Its use has witnessed enormous acceptability in the educational research precisely because of its ability to engage with deeper questions as well as closeness to the people and their culture. This course on Research Methodology-II deals with qualitative methods, design and analytic approaches that are adopted in social science research, including educational field. The students will get to know about the underlying philosophical assumptions of qualitative approaches and various data analytic traditions within qualitative stream of educational research.

Objectives

The main objectives of this course are:

- To familiarise students with different types of qualitative methods, design and techniques.
- To enhance students' skill in the use and applicability of qualitative approaches and designs.
- To enhance the interpretation and analytical ability of the students in the qualitative tradition.
- To help students write a reflective paper.

COURSE CONTENT

Unit I. Paradigms and Perspectives in Qualitative Research (5 Sessions)

A set of beliefs about the reality always influences qualitative researcher's action. This unit will introduce the major interpretative paradigms of qualitative research which subsequently could be identified with specific research strategies and methods of data collection. The unit will also discuss about various supplementary versions of major paradigms:

- Philosophy of Social Sciences: Recaptivating Interpretivism & Constructivism
- Symbolic Interactionism, Phenomenology, Ethno-methodology
- Critical Realism and Radical Discourses
- Hermeneutics; Pragmatism
- Cultural Studies, Reflexivity and Deconstruction

Essential Readings

- 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.
- 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.
- Geertz, C. (1973). *The Interpretations of Cultures: Selected Essays.* Basic: New York.

Unit II. Methods of Data Collection (7 Sessions)

This unit introduces various methods of data collection in qualitative research. A qualitative research design would involve more than one research method to increase the validity and reliability of the research.

- Observation Method
- Interview Method
- Visual Methods
- Comparative Method
- Archival Methods

Essential Readings

- Jorgensen, D. (1989). Participant Observation: A Methodology for Human Studies. NY: Sage Publications.
- Seidman, I. (2013). Interviewing as Qualitative Research, Teachers College Press. Columbia University, New York.
- Creswell, J.W. (2013). Qualitative inquiry and research design: choosing among five approaches (3rd ed., pp. III-128). Los Angeles, CA: Sage.

Unit III. Research Strategies, Design and Approaches in Educational Research (8 Sessions)

An inquisitive qualitative researcher always looks for research strategies which connect approaches and methods of data collection as well as analysis. Research strategies also locate researchers and paradigms in specific empirical, material sites and in specific methodological practices. This unit will discuss some of the important research strategies used in qualitative tradition, having its own complex history, contribution and limitation.

- Narrative Inquiry as a Method and Design - Auto-ethnography, Biography; Life History and Discourse Analysis
- Phenomenological Design and Phenomenography
- Evaluative Research

Essential Readings

- Taylor, Stephanie (2013). What is discourse analysis? New Delhi: Bloombury.
- 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.
- Denzin, N. (1978). The Research Act: A Theoretical Introduction to Sociological Methods. London: McGraw Hills.
- Denzin, N.K. & Lincoin, Y.S. (1994). Handbook of Qualitative Research (eds). CA: Sage.

Unit IV. Implementation of Qualitative Research (4 Sessions)

Once tools are prepared, researchers need to collect data to implement the qualitative method(s) that suits the design of the research. This section will discuss about this process of research implementation with reference to the following approaches:

- Focus Group Discussion (FGD)
- Action Research
- Participatory Action Research
- Ethnography
- Case study

Essential Readings

- Angrosino, Michael (2007). *Doing Ethnographic and Observational Research.* LA: Sage.
- Forster, Colin & Eperjesi, Rachel (2017). *Action Research for New Teachers: Evidence-Based Evaluation of Practice.* London: Sage Publications Ltd.
- Srivastava, Vinay Kumar (2005). *Methodology and fieldwork* (Ed.). New Delhi: Oxford University Press.
- Tight, Malcolm (2017). *Understanding Case Study Research: Small-Scale Research with Meaning.* London: 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.

Unit V. Data Analysis, Interpretation and Reporting (12 Sessions)

Data analysis, interpretation and writing in qualitative research are not a terminal process. It goes hand-in-hand with the data collection process. This unit intends to involve students into the nitty-gritty of data analysis and writing process. As a compulsory exercise, each student has to keep ready at least 5 interviews as a ready data for hands on practice.

- Qualitative Data Analysis: Iterative-sequential, Inductive-deductive, Coding and Interpretations
- Grounded Theory: Coding, Categories, Concepts and Theories
- Framework Analysis; Thematic Analysis and Analytic Induction Analysis
- Content Analysis
- Mixed Method Analysis: A Third Methodological Movement
- Writing as An Inquiry and Method
- Trustworthiness, Reflexivity and Triangulation
- Ethical Issues
- Future of Qualitative Research

Essential Readings

- Glaser, B, & Strauss, A. (1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research.* New York: Aldine de Gruyter.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis (Third Edition)*. NY: Sage.

- Pelto, Pertti J. (2017). *Mixed Methods in Ethnographic Research: Historical Perspectives.* New York: Routledge.

Course Transaction and Evaluation Modalities

The methodology of curricular transaction would include lecture-discussion and practical exercise, group work, and seminar presentations. The course evaluation will be done on the basis of performance of learners on book review or term paper, presentations, end-term written examination, and scholars' attendance in class. Weightages given to the internal assignments and end-term written examination will be 50 per cent each.

Suggested Readings

- 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.

- Denzin, N. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods.* London: McGraw Hills

- Denzin, N.K & Lincoin, 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.

- Srivastava, Vinay Kumar (2005). *Methodology and fieldwork (Ed.).* New Delhi: Oxford University Press.

CC-5: Research Methodology-II

Introduction

The quantitative stream is designed to introduce advanced statistical methods that are most commonly used in social and educational research. The theoretical, statistical, and applications of techniques will be explained. The theoretical basis for normal distribution, parametric, non-parametric statistics, tool construction, factor analysis of concept and regression analysis will be covered. The normal distribution of the sample helps to understand the nature of individual differences that are spread out on a particular variable and the statistics that would be appropriate for generalization. The tool construction and standardization by establishing validity, reliability, norms and factor analysis with several variations in a context would facilitate generalization of reality. Multivariate analysis helps in understanding the multiple variables that are at play on outcome variables in a particular context. The ANOVA allows a comparison of more than two groups within and between at the same time to determine the effect of independent variables on depended variable. Regression analysis is a powerful quantitative technique helps to explore and understand complex relationships and impact of exploratory variables on criterion or dependent variable. The course will have hands-on-practice in handling the statistical softwares for data processing.

Learning Objectives

1. To enable the students to understand, appreciate and apply quantitative techniques to analyze educational reality.

2. To enable the students to understand the data type and appropriate statistics to explain cause-effect relationship as well as impact of exploratory variables on criterion or dependent variable.

3. To develop a conceptual understanding or an analytic framework of reality through test construction and standardization.
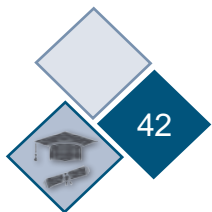
4. To develop a contextualized framework through factor analysis to understand the layers components in a particular variable.

LEARNING OUTCOME

On completing this course, the scholars will be able to:

- Distinguish between continuous and discrete (or categorical) variables and choose appropriate statistical methods;

- Able to explore the normality of the sample

- Work on the point estimates and confidence intervals and carry out hypothesis tests for regression coefficients and know the statistical significance of the estimated parameters;

- To carry out factor analysis while constructing research tools

- To demonstrate the ability to apply ANOVA.

- Specify and formulate multiple regression models appropriate for various research problems and interpret the estimated results;

- Interpret results that were arrived at using the learnt statistical tools.

COURSE CONTENTS

Unit I. Statistical Distributions and Significance Testing (6 Sessions)

Central Limit Theorem. Probability and Sampling Distributions - Binomial, Poisson, Normal, Standard Normal Distribution. A recap of Significance Testing Basic Concepts – Hypothesis null and alternative, One tailed test and Two tailed test, Confidence Intervals, Types of Error

Essential Readings

- Alan Agresti, Barbara Finlay (2018). *Statistical Methods for the Social Sciences,* Pearson.

- Healey, J.F. (2002). *Statistics: Tool for Social Research. (Sixth Edition),* Wadsworth, HEA-S 27486: Australia.

- Adams, K. A., & McGuire, E. K. (2022). *Research methods, statistics, and applications.* Sage Publications.

Unit II. Hypothesis Testing (10 Sessions)

Hypothesis Testing in Large and Small Samples, Parametric and Non-parametric Techniques (t-test, z-test, Chi Square).

Unit III. Research Tools Construction and Standardization (10 Sessions)

This unit considers methods for tools construction and standardization- validity, reliability and norms; factor analysis- exploratory analysis (Extracting factor e.g., principal component analysis, and Rotation methods), Confirmatory factor analysis. The unit provides an overview of principal components analysis and focus on exploratory factor analysis and its relationship to PCA. This unit also focuses on the computation of factor scores as well as factor loadings.

Essential Readings

- Hair Joseph F., Jr. William C. Black, Barry J. Babin and Rolph E. Anderson (2014). Multivariate Data Analysis, Seventh Edition, Pearson New International Edition, USA

- W. Holmes Finch. (2019). E*xploratory factor analysis.* Sage Publication house, Inc.

- Lawley, D. N., Maxwell, A. E. (1971). *Factor Analysis as a Statistical Method.* Second Edition. American Elsevier Publishing Company, Inc. New York.

- Pett, M. A., Lackey, N. R., & Sullivan, J. J. (2003). *Making sense of factor analysis: The use of factor analysis for instrument development in health care research.* Sage

- Kline, P. (2014). *An easy guide to factor analysis.* Routledge.

- Murugesan, K., & Srinivasan, P. (2014). Construction and Standardisation of emotional intelligence scale. *Journal of Educational Research and Extension,* 39.

- Nadeem, N. A., & Naz, S. (2016). Emotional Intelligence Inventory: Construction and Standardisation. *Journal of Research and Innovations in Education,* 2(1), 7-19.

- Cudeck, R. (2000). Exploratory factor analysis. In *Handbook of applied multivariate statistics and mathematical modeling* (pp. 265-296). Academic Press.

- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological methods,* 4(3), 272.

- Abdi, H., & Williams, L.J. (2010). Principal component analysis. *Wiley interdisciplinary reviews: computational statistics,* 2(4), 433-459.

Unit IV. Multivariate Analysis (10 Sessions)

The unit provides an overview of ANOVA, one way ANOVA, two-way ANOVA, simple and multiple regression. Introduction to simple regression, step-wise multiple regression. An introduction to Functional forms of Regression (Logit and Probit Models), use of dummy variables

Essential Readings

- Wooldridge, J. (2015). 6th Edition, Introductory Econometrics: A Modern Approach, Mason, OH: South-Western Cengage Learning, available online at Levin, J. (2011). Elementary Statistics in Social Research: The Essentials, Boston: Allyn & Bacon.

- Larry Gonick and Woollcott Smith. The Cartoon Guide to Statistics. Harper Perennial (Harper Collins Publishers), 1993.

- Roxy Peck, Chris Olsen, and Jay Devore. Introduction to Statistics and Data Analysis. Duxbury (Thompson Learning), 2001.

Educational Data Analysis through Statistical Packages

METHODOLOGY

The methodology of curricular transaction would include lecture-discussion and practical exercise, group work and seminar presentations. The course evaluation will be done on the performance of learners on book review or term paper, presentations, end-term written examination and scholars' attendance in the class.

Suggested Readings

- Hair Joseph F., Jr. William C. Black, Barry J. Babin and Rolph E. Anderson (2014). Multivariate Data Analysis, Seventh Edition, Pearson New International Edition, USA.

- Deon Filmer and Lant H. Pritchett (2001). `Estimating Wealth Effects without Expenditure Data - or Tears: An Application to Educational Enrollments in States of India', *Demography,* 38 (1), pp. 115-132.

- NIEPA (2009). `*Educational Development Index (Edi): A Suggestive Framework for Computation',* available at http://dise.in/Downloads/suggestive-framework-for_EDI- compution%202009.pdf

CC-6: Financing of Education

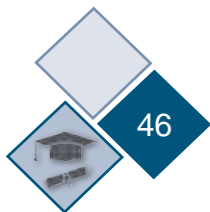| Title	:	Financing of Education
Credits	:	2
Sessions	:	36
Credit Hours	:	36

Introduction

The financing of education has an important significance in the theory of public finance and economics of education. The Human Capital Theory (HCT) emphasizes on investment in education for human development and growth. The rising returns to education at different levels has raised contested arguments on the public and private financing of education at different levels. Educational financing is even gaining greater importance when the world is moving towards a global knowledge economy encouraging privatization of education. Growing cost of education and competing demands for public funds has made investment in education a critical policy discourse due to its implications for equitable growth and inclusive development.

The objective of this course is to understand the theoretical arguments on investment in education, the changing costs and expenditures in education in the context of government as well as individuals pertaining to growing economic development and the principles and practices of planning and management of educational financing. It also focuses on resource allocation and resource mobilisation strategies in overall education sector and with particular emphasis on India. On completing this course, students will be able to understand and analyse the theoretical approaches of investment in education and alternative modes, trends and sources of financing of education giving a critical reflections of the issues, concerns, strategies and remedies related to economics and financing of education in diverse social and economic context.

Learning Objectives

- To develop an understanding of educational financing its theoretical and practical approaches.
- To critically analyze the trends and patterns of educational financing in national and global context.

Learning Outcomes

On completing the course, the participants will be able to:

- Understand basic approaches and principles of educational financing;

- Analyze costs and expenditures in education;

- Critically reflect on shifts in educational finance policy, strategies, trends and patterns.

- Develop a comparative perspective of educational finance

- Develop interest on research in financing and alternative development perspectives

Course Contents

Unit I. Theoretical Underpinnings of Education Financing

The special significance of public financing and theoretical arguments for and against public financing of education will be covered in this unit. The rationale for the public investment on education, subsidy to education at different levels, methods and criteria of resource allocation, different indicators of financing education, EFA goals and global trends in educational financing etc. forms a part of this unit.

- Financing of Education: Rationale, principles, practices, and policies; Arguments on social good, public good, global common good and merit good

- Human Capital Theory: Rate of return approach to education; social and private rate of return, production function approach, cost-benefit analysis, and social choice theory.

- Models of Education Finance, Input Based Funding vs. Output Based or Performance Based Funding.

Essential Readings

- Musgrave, R. A. and P. Musgrave (1989): Public Finance in Theory & Practice, Fifth edition. New Delhi: McGraw-Hill Book Company.

- Johnes, Geraint and Johnes, Jill (ed.) (2004) *International Handbook on the Economics of Education,* Edward Elgar Publishing Ltd.

- Carnoy, M., I. Froumin, P.K. Loyalka and J. B.G. Tilak (2014): "The Concept of Public Goods,the State and Higher Education Finance: A View from the BRICs", Higher Education, 68 pp. 359-78.

- Chattopadhyay, Saumen (2012) Education and Economics: Disciplinary Evolution and Policy Discourse, New Delhi: Oxford University Press.

- Mona Khare, Investing in Education -the common good: Shifting or Drifting Paradigms,Handbook of Education Policy (Edward Elgar Publishing, UK)

- Marginson, Simon. (2017). Global Trends in Higher Education Financing: The United Kingdom. International Journal of Educational Development. 10.1016/j.ijedudev.2017.03.008.

Unit II. Shifts and Measures in Financing of Education

With the advent of structural adjustment policies and the neo-liberal market principles there is a gradual shift from public financing to private financing of education. It has led to rising concerns on widening social and economic gaps. There has been a transition in the global perspective of educational financing with the rising costs of education and competing demands for public funds. This unit would focus on the transition from public to private financing of education and its implications in the context of quality and equity principles.

- Structural Adjustment Policy, neo-liberalism and market mechanisms
- Paradigm shift from public financing to private financing of education
- Private financing: arguments on efficiency and accountability,
- Indicators of financing education: Expenditure on education as a percentage of GDP & GDP per capita, Expenditure on education to total government expenditure, expenditure at different levels of education

Essential Readings

- Psacharopoulos, G. (1987): Economics of Education: Research and Studies. New York: Pergamon Press.
- Carnoy, Martin, (1995) "Structural Adjustment and the Changing Face of Education", *International Labour Review,* 134(6), pp. 653-73.
- Varghese N.V. (2013) "Private sector in Education. In IDFC India Infrastructure Report 2012, London and New Delhi: Routledge (Taylor and Francis), pp. 145-56.
- Varghese, N.V. & J. Panigrahi (2022). India Higher Education Report 2021 Private Higher Education, Routledge Publications, New Delhi.
- McMahon, W. W. (2006): "Education Finance Policy: Financing the Non-market and Social Benefits", Journal of Education Finance, 32(2), pp. 264-84.

Unit III. Alternative Methods of Financing of Education

The policy orientation towards universalization of education across all the levels coupled with global shift towards marketization and privatization of education has given ways to explore alternative methods of financing of education. Several alternative and innovative methods of financing both at government and institutional level are explored to meet the growing demand and costs of education. External financing of education through foreign aid is also an important source to augment domestic resources. This unit provides a critical insight of the traditional, modern and innovative methods of financing of education.

- Traditional methods of financing: Donations or philanthropic contributions, Community participation
- Institutional financing vs. Student financing of education; resource mobilisation: cost saving measures, cost sharing measures and income generating strategies, student fees, student loans, human capital contract, graduate tax, voucher system

- External financing of education; external / foreign Aid

- Innovative methods of financing: PPP, CSR funds, Education Cess, Equalisation grants, Fee reimbursement scheme etc.

- Targeted funding of education: Gender Budgeting, Child Budgeting, Tribal sub-plan

Essential Readings

- Barr, Nicholas (2003) "Financing Higher Education: Comparing the Options", London School of Economics and Political Sciences, London, UK.

- Varghese, N.V. Higher Education Aid: Setting Priorities and Improving Effectiveness. Journal of International Cooperation in Education 2010; Vol.13 No.2 ,pp.173-187.

- Mona Khare, Education Aid and international Cooperation in India: Shifting Dynamics, Increasing Collaboration.(2015) chapter in I-Hsuan Cheng, Sheng-Ju Chan ed "International Educational Aid in Developing Asia - Policies and Practices" Springer Science+Business Media Singapore Pvt Ltd.

- Mona Khare "Education Sector Gender Budgeting in India" in 'Gender mainstreaming efforts: issues and challenges' Training Module By FPI, Deptt. of Finance and WCD, Govt. of Karnataka. Bengaluru, (2020)

- Mona Khare, National Education Policy 2020 and its Budgetary Implications for child Development programmes in Karnataka, in Public Finances for development of Children in Karnataka Policy Issues and Challenges. Pp108-128 , FPI and UNICEF

Unit IV. Educational Financing in India: Policies and Practices

Several policies and programmes have shaped the quantum and direction of financing of education in India. The federal structure of governance in India has several implications in financing of education. The planning commission, finance commission, and of late State Higher Education Councils have played significant role in the allocation of resources between Centre and States and within states between the institutions at different levels of education. The trends and patterns of financing of school education and higher education, and issues and concerns of privatization of education and the growing participation of the private sector forms a part of discussion of this unit. The recommendations of NEP 2020 on educational financing and the need for a futuristic approach in financing of education will be analyzed with critical perspective in this unit.

- India's Education policies, Committees and Commissions on Education Financing

- Education Financing under Five Year Plans.

- Fiscal Federalism in Educational Financing: Centre-State Financial Relations, Role of Finance Commission – Horizontal and Vertical Imbalances.

- Trends and Patterns of Financing of School Education in India.

- Trends and Patterns of Financing of Higher Education in India, RUSA Funding, HEFA Loans

- Global Trends in Educational Financing and India

Essential Readings

- Tilak J.B.G., 2018 Education and Development in India: Critical Issues in Public Policy and Development, Palgrave Macmillan Singapore.

- Varhgese N.V. and J. Panigrahi (2019), India Higher Education Report 2018 : Financing of Higher Education, SAGE Publications India Pvt. Ltd., New Delhi.

- Mona Khare. India's NEP 2020 Goal of 6% GDP on education : Alternate Scenarios for post- Covid-19 Pandemic (2021), Arthika Charche, Vol 6, No. 2, Dec 2021, Govt. of Karnataka, Fiscal Policy Institute, Bengaluru

- Mona Khare, Financial Implications of National Education Policy–2020: Call for Collective Responsibility towards investing in the 'common good', University News, Vol. 59, No 15, April 12-18, 2021, Association of Indian Universities, New Delhi,

- Varghese, N.V., Tilak, J.B.G. (1991). -the Financing of Education in India. France: International Institute for Educational Planning.

- Chattopadhyay, S. (2007): "Exploring Alternative Sources of Financing Higher Education in India", Economic and Political Weekly, 20, pp. 4251-259.

Additional Readings

- Aggarwal, J. C. (1995). Educational Planning, Budgeting and Financing in India: Theory and Practice (world Overview). India: Arya Book Depot.

- Creedy, J. (1995): The Economics of Higher Education: An Analysis of Taxes versus Fees. Aldershot: Edward Elgar.

- I-Hsuan Cheng, Sheng-Ju Chan ed (2015), International Educational Aid in Developing Asia - Policies and Practices" Springer Science+Business Media Singapore Pvt Ltd.

- Kundu, P. (2018). Budgeting for School Education: What Has Changed and what Has Not? : Analysis of Six States in the 14th Finance Commission Recommendation Period. India: Centre for Budget and Governance Accountability and Child Rights and You.

- Mona Khare: Need and Rationale for Gender Budgeting in Higher Education in India (2020) Arthika Charche, Vol 5, No. 1, Jan-June, Govt. of Karnataka, Fiscal Policy Institute, Bengaluru

- Mona Khare: External Aid: Shifting Dynamics of India's Higher Education Cooperation and Exchange, Ch 14 in N. V. Varghese and Jinusha Panigrahi ed Financing of Higher Education – Traditional Approaches and Innovative Strategies, Springer Nature, 2022.

- Riddell, R. *Does Foreign Aid Really Work?* Oxford University Press: Oxford, 2007.

- Sukanya Bose, Priyanta Ghosh, Arvind Sardana Financing the Right to Education - Role of Fifteenth Finance Commission, *Economic and Political Weekly,* Vol. 55, Issue No. 37, 12 Sep., 2020

- Hanushek, E.A. & L. Woessmann (2015) *The Knowledge Capital of Nations: Education and the Economics of Growth,* Cambridge, MA: MIT Press.

- Mona Khare et. Al:. Paradigm shift in measuring productivity in higher education Case of select Indian technical education institutions'. in Gwilym Croucher et.al. ed. The Performance of Asian Higher Education-Understanding Productivity Across Institutions and Systems, Routledge, London, 2022, 28 July pp79-99, DOI https://doi.org/10.4324/9781003288954

- Manish Gupta, Atul Sarma, "The Role of Finance Commissions in Intergovernmental Fiscal Management, *Economic and Political Weekly,* Vol. 57, Issue No. 6, 05 Feb, 2022

CC-7: Educational Administration and Management

Title	:	Educational Administration and Management
Credits	:	2
Sessions	:	36
Credit Hours	:	36

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 accountability and transparency, site-based management; and shift in emphasis 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.

- Create awareness about the structural arrangements for educational administration at the federal, state, sub-state and institutional 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 (04 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 and 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. This will also include different models and forms of governance in higher education.

Essential Readings

- Bush, T., L. Bell, R. Bolam, R. Glatter and P. Ribbins (Eds.) (1999). Educational Management: Redefining Theory, Policy and Practice, Paul Chapman: London.

- Ludenberg, Fred C. and Allan C. Orenstein (1991). Educational Administration: Concepts and Practices. Wadsworth Publishing Company: Belmont.

- Macpherson, Reynold (2014). Political Philosophy, Educational Administration and Educative Leadership, London: Routledge.

- Mok Ho–Ka (2005). Globalisation and Governance: Educational Policy Instruments and Regulatory Arrangements, International Review of Education, Vol. 51(4): 289-311.

- 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 characterised 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 their interface with political context. It will also familiarise the scholars with the structure, functions and processes of educational administration across the levels and sectors of education system. The education system in India has experienced numerous developments in the areas of educational policy, planning and administration during the last six decades. This Unit of the course will also attempt to thrash out these issues, problems and concerns in their specific empirical contexts.

The Unit 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 (regional, district block and institutional level educational administration) - structures, functions and processes.

■ Federalism and centre-state relationships in educational administration; mechanisms of centre-state coordination in the process of educational planning and administration.

■ Recruitment, training, promotion and professional development policies for the cadres of educational administrators and field level functionaries of school education.

■ Structure of administration and delivery of educational programmes and schemes for the disadvantaged groups.

■ Emerging trends, issues and problems of educational administration and management: 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; issues in the management of public institutions; management of diversity and equity; liberalisation and privatisation of education and new faces of educational governance like PPP model

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 and 2018: New Delhi.

• Sharma, R. A. (2015). Educational Administration and Management. R. Lall Publications. 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 System (04 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 of the education system: concept, principles and practices; performance evaluation and school improvement.

- Role of the Academic Support Systems such as NCERT and SCERTs, SIEMATs, DIETs, BRCs, CRCs, Human Resource Development Centres, Inter-University Centres in educational management; public examination and role of the School Examination Boards.

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 Whitoney (1990). Supervisory Challenges: Principles and Practices, Merrill: Columbus.

- Grauwe, Anton De (2007). Transforming School Supervision into a Tool for Quality Improvement, International Review of Education / Internationale Zeitschrift fürErziehungswissenschaft / Revue Internationale de l'Education, Vol. 53, No. 5/6.

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

Unit IV. Decentralisation and Local Governance in Education (04 Sessions)

Decentralised educational governance is considered to be an important mechanism of educational delivery and scaling up of education. Since local governance is 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 recognised 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 decentralised 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 SMC, VEC, VSS, SDMC, PTA, MTA, etc.

- Role of the NGOs, CBO and Civil society organisations in local governance of education.

Essential Readings

- Brown, D. (1990). *Decentralisation and School-based Management,* Falmer Press: London. Bullock, A. and H. Thomas (1997). Schools at the Centre? A Study of Decentralisation, Routledge: London.

- Das, P.K. (2017). *Decentralisation, Governance and Development: An Indian Perspective.* Orient BlackSwan, Hyderabad.

- 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

- Mukundan, Mullikottu-Veettil and Mark Bray (2004). 'The Decentralisation of Education in Kerala State, India: Rhetoric and Reality' *International Review of Education,* Vol. 50: 223–243.

- Nishimura, Mikiko (2017). 'Community Participation in School Management in Developing Countries', *Oxford Research Encyclopedia of Education* (Online Publication Date: Mar 2017DOI: 10.1093/acrefore/9780190264093.013.64).

Unit V. Governance and Management of Higher Education (06 Sessions)

Governance and management of higher education vary considerably across the continents and countries. Variations may be traced from differential context of historical development of university system. Despite variations, there has been also considerable degree of commonality across the countries. These commonalities are more evident in the contemporary context of the 21st century. The system of higher education is undergoing through a process of change. New principles and models of governance and management are informing the changes. Global competitiveness, internalisation of higher education system, quality benchmarking and institutional ranking, entrepreneurial and innovative universities are some of the trends which define the broad spectrum of higher education. In the backdrop of these developments, this Unit will attempt to acquaint scholars with the governance and management of higher education in India. It will also attempt to understand the implications of global developments in higher education in India. More specifically the Unit will focus on the following themes:

- 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, AICTE, NCTE and other federal councils); their role in the governance and monitoring of higher education, and their implications for state and institutional level of educational administration.

- Leadership role of educational administrators in the management and governance of universities and colleges; role of the president/ chancellor in university governance.

- Quality assurance and institutional accreditation - performance indicators and institutional frameworks - NIRF, NAAC, NAB, IQAC, etc.

Essential Readings

- Black, Simon (2015). *Qualities of Effective Leadership in Higher Education,* Open Journal of Leadership, 2015, 4, pp 54-66.

- Chandra, Pankaj (2017). *"Governance in Higher Education: A Contested Space:* Making the University Work" in Devesh Kapur and Pratap Bhanu Mehta (Eds) *Navigating the Labyinth: Perspectives on India's Higher Education,* Delhi: Orient Blackswan

- Deardroff, D.K, Hand, de Wit, John D. Heyl and Tony Adams (Eds.) (2012). The Sage Book of International Higher Education, California.

- Frost, Jetta, Fabian Hattke and Markin Rehlien (Eds.) (2016). *Multilevel Governance in Universities: Strategy, Structure, Control,* New York: Springer.

- Gibbs, Paul and Ronald Barnett (Eds.) (2014). *Thinking About Higher Education,* New York: Springer.

- Kapur, Devesh and Pratap Bhanu Mehta (Eds.) (2017). *Navigating the Labyinth: Perspectives on India's Higher Education,* Delhi: Orient Blackswan.

- 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.

- Prasad, Anirudh (2011). *University Administration and the Law,* Delhi: Deep and Deep Publishers.

- Varghese, N.V. and Garima Malik (Eds.) (2016). *India Higher Education Report 2015,* New Delhi, Routledge (South Asia edition).

- Varghese, N.V., Anupam Pachchauri and Sayantan Mandal (Eds.) (2018). *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education,* New Delhi.

Unit VI. Human Resource Management and Management Processes (10 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 in Elementary, Secondary and Higher Education institutions.

- 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; code of conduct and professional ethics.

- Management of Skill Development and Vocational Education.

- Administrative and Management Issues and Processes.

- Decision-making

- Team-building

- Communication

- Management of Change

Essential Readings

- Gortan, Richerd A. and Judy Alston (2012). School Leadership and Administration: Important Concepts, Case Studies, Simulations (Incl.), New York, Hill McGraw.

- 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.

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, Buckinggham: 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.

- 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-Veettil 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.

CC-8: Academic Writing, Research Ethics and Publication

Title	:	**Academic Writing, Research Ethics and Publication**
Credits	:	**2**
Credit Hours	:	**36**

Introduction

The course on academic writing, research ethics, and publication aims to enhance the scholars' research and writing capacity and expose them to various aspects of research ethics and publications. The course primarily intends to allow scholars to learn and apply different aspects of research and academic writing. The course has two primary purposes. First, helping scholars understand the ethical consideration for conducting and publishing research and applying the learned knowledge while conducting and disseminating research, and second, preparing the scholars to write a Ph.D. thesis. The course exposes scholars to various aspects and different types of academic writing, such as writing research/scholarly papers/ review articles/ book reviews/ project proposals/ project reports/policy papers and policy briefs, etc.The course also exposes scholars to various referencing styles and citation procedures. The ultimate aim ofthe course is to prepare a future generation of scholars conversant in conducting and publishing research ethically and excel in academic writing.

Course Learning Outcomes

After completing the course, scholars will be able to

- Plan and conduct research ethically.
- Write research/scholarly papers/ review articles/ book reviews/ project proposals/ project reports/ policy papers/policy briefs.
- Write Ph.D. research in a more informed and systematic manner.
- Publish research papers/briefs in journals/periodicals.

Course Content

Unit I. Philosophy and Ethics (2 hrs)

- Introduction to Philosophy: definition, nature and scope, concept, branches
- Ethics: Definition, Moral philosophy, nature of moral judgments and reactions

Unit II. Scientific Conduct (4 hrs)

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- Redundant publications: duplicate and overlapping publications, salami slicing
- Selective reporting and misrepresentation of data.

Unit III. Publication Ethics (6 hrs)

- Copyrights
- Publication ethics: Definition, Introduction, and Importance
- Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
- Conflicts of interest
- Publication misconduct: Definition, Concept and Problems that lead to unethical behavior and vice versa, types
- Violation of publication ethics, authorship, and contributorship
- Identification of publication misconduct, complaints, and appeals
- Predatory publishers and journals

Unit IV. Academic Research and Writing (8 hrs)

- Academic research and writing- An introduction to its various aspects and components
- Envisioning research writing and identifying research problem
- Writing research proposal
- Literature review in academic writing
- Mixing theory and data in academic writing
- Writing and publishing research papers/reviews/policy briefs
- Organizing draft of research writing
- Citation/referencing and the use of software for endnotes
- Editing and proofreading the text

Unit V. Academic Writing and Publishing Ethics Workshop 10 hrs)

- There will be a one-week academic writing and publishing workshop. In addition to academic writing activities, this workshop will include topics like open-access publishing, publication misconduct, anti-plagiarism software, databases and research metrics.

Course Transaction

The course will be transacted through interactive assignment-based discussions, work practices, and simulation exercises. The scholars will be encouraged to undertake assignments in the workshop in their research interest, but the focus will be mainly on their Ph.D. research and writing. After completing the course, the scholars will submit assignments related to research ethics and publishing. In addition, they will also be asked to prepare a short piece of writing and submit it for publication online or offline.

Assignment and Evaluation

The scholars must compulsorily prepare and submit assignments given by the course coordinator(s). Participation in all the classes and submitting assignments on time is an integral part of the assessment process, and attendance in all the classes is compulsory.

Evaluation will be based on both participation of scholars in the course and the submission of assignments. Based on the performance of the scholars, a Grade will be awarded to the candidates. The grades awarded to the candidates will be reflected in their final grade sheet.

Suggested Readings

- Cooper, H. M. (1988). Organizing knowledge syntheses: A taxonomy of literature reviews. Knowledge in Society, 1(1), 104. http://doi.org/10.1007/BF03177550
- Eco, U., Farina, C., Farina, G., & Erspamer, F. (2015). How to write a thesis. MIT Press. https://www.jstor.org/stable/j.ctt17kk9g5
- Elsevier. (2017). Ethics in research & publication. https://www.elsevier.com/data/assets/pdf_file/0008/653885/Ethics-in-research-and-publication- brochure.pdf
- Hartley, J. (2008). Academic Writing and Publishing: A practical handbook. Routledge,
- Resnik, D. B. (2020). What is ethics in research & why is it important? National Institute of Environmental Health Sciences. https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm
- Sage. (n.d.). The ethics of social research. https://www.sagepub.com/sites/default/files/upm- binaries/34088_Chapter4.pdf
- Soule, D., Whiteley, L., & McIntosh, S. (Eds.) (2007). Writing for Scholarly Journals: Publishing in the Arts, Humanities and Social Sciences, eSharp, Glasgow University, Glasgow. https://www.gla.ac.uk/media/Media_41223_smxx.pdf
- The Enago Academy. (2018). Research and publication ethics a complete guide of conducing and publishing research ethically. https://www.enago.co.kr/academy/wp- content/uploads/2018/05/Research_Ethics.pub_V2.pdf
- The National Committee for Research Ethics in the Social Sciences and the Humanities. (2006). Guidelines for research ethics in the social sciences, law and the humanities. Norway. https://graduateschool.nd.edu/assets/21765/guidelinesresearchethicsinthesocialscienceslawhumanities.pdf
- University of Wollongong. (n.d.). Research and thesis writing. https://web.unican.es/buc/Documents/Formacion/Research_thesis_writing_Wollongong.pdf

CNC-1: Teaching/Research Assistance

Each scholar shall be engaged effectively in teaching /research and other academic activities during the entire duration of the programme. The modalities of which will be subject to UGC regulations and decided by the concerned faculty/supervisor. As per UGC guidelines each scholar shall be assigned four-six hours per week of teaching/research assistantship for conducting tutorial or academic work. The purpose is to train them in teaching/education/pedagogy/writingrelated to their chosen Ph.D. subject during their doctoral period. The scholars shall also be assigned 4-6 hours per week of teaching/research assistantship for conducting tutorial or teaching/ other academic workand evaluations etc.

MODALITIES:

■ A student gets assignment from her/his guide or from the VC or from any other faculty.

■ The assigned task should get recorded in the monthly research progress and scholarship format. It should be signed by supervisor, HOD and faculty who has assigned the task. (It does not include participation in seminars, viva voce, or attending or presenting seminars or conferences).

■ Credits will be accrued as per the count of hours worked on the assigned task.

■ Credits will be awarded by the director of this course based on the signed copy of monthly progress reports of the candidate.

■ The credits thus earned shall be mentioned but not counted for qualifying the course work/ Thesis work.

CNC-2: Use of Software Applications in Educational Research

Non-Credit Compulsory Course

Duration : Two Weeks

Introduction

The role that technology pays in one's life cannot be ignored in today's day 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 NIEPA build their research capacity, analytical skills, manage large scale data and use the appropriate methods in analysing data, a workshop on the Use of Software Applications in Educational Research is being conducted. The main aim of a workshop of this nature is to enhance the technical skills of researchers using various means of technology available. The use of selected software for both qualitative and quantitative research methods will be taught in the two week duration of the workshop. Skills will further be strengthened with a focus on hands-on practical exercises of all the tools after each lecture session.

The workshop is an extension to the Research Methodology undertaken by the scholars during their course work. Therefore, the workshop will not only further develop the technical skills of the students but also give them an in-depth knowledge of data analysis using appropriate software and tools.

Learning Objectives

The course will be conducted with the following objectives:

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

Themes

The following themes will be discussed in the workshop

- Introduction to the use of Computers in Educational Research

- Use of large scale data in educational research
- Introduction to the use of MS Excel
- Use of software programme SPSS.
- Introduction to different software programs for Qualitative Analysis – NVivo, ATLAS ti.
- Creating and Editing data file, Managing and Transforming data
- Analytical methods.

METHODOLOGY

The main purpose of the course is to help students' gets a 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, but a greater emphasis will be on the practical aspect as the students need to get hands-on experience in handling data on the computer. Since the course is a follow-up to the Research Methodology courses the practical use and applicability of the methods taught earlier will be the main focus. Students will begin with the handling of both qualitative and quantitative data using computers. These data sets will include large scale data as well as smaller data sets. Wherein they will be given some real data sets that they will have to enter, sort, edit, tabulate, run and analyse during the workshop.

ASSESSMENT

The workshop is a non-credit but a compulsory workshop. Students will be awarded grades based on their attendance, participation in classroom interactions and activities and for the practical exercises given after each session. The grades given to students will not contribute to their final CGPA but will be reflected in the final marks sheet. All students have to regularly attend all the session and complete the two weeks of the workshop.

Ph.D. Course Work: Core Courses
List of Core Course Coordinators and Associated faculty

Compulsory Course No.	Course Title	Coordinator & Associate Faculty
CC1	Perspectives on Education and Education in India	**Prof. A.K. Singh** Prof. Kumar Suresh Prof. K. Biswal Prof. Vineeta Sirohi Prof. Rasmita Das Swain **Prof. Pranati Panda** Prof. Aarti Srivastava Dr. Mona Sedwal
CC2	Research Methodology–I	**Prof. Rasmita Das Swain** Prof. Mona Khare Prof. Manisha Priyam Dr. Jinusha Panigrahi
CC3	Educational Policy	**Prof. Sudhanshu Bhushan** Prof. Manisha Priyam Prof. A.K. Singh
CC4	Educational Planning	**Prof. K. Biswal** Dr. N.K. Mohanty Dr. Suman Negi
CC5	Research Methodology – II	
	Qualitative Research Methods	**Prof. Madhumita Bandyopadhyay** Prof. Rasmita Das Swain Dr. Sangeeta Angom Dr. V. Sucharita
	Quantitative Research Methods	**Prof. Rasmita Das Swain** Dr. Sangeeta Angom Mr. A.N. Reddy Dr. Garima Malik
CC6	Financing of Education	**Prof. Mona Khare** Dr. Jinusha Panigrahi
CC7	Educational Administration and Management	**Prof. Vineeta Sirohi** Prof. Kumar Suresh Dr. Anshu Srivastava Dr. V. Sucharita
CC8	Academic Writing, Research Ethics and Publication	**Prof. Manisha Priyam** Prof. Kumar Suresh Prof. Rasmita Das Swain Prof. Neeru Snehi Dr. Nidhi Sadana Sabharwal Dr. Anupam Pachauri
Teaching/Research Assistance (CNC-1)		**Prof. Veera Gupta** Dr. Kashyapi Awasthi
Workshop on the Use of Software Application in Education Research (CNC-2)		**Prof. K. Srinivas** Dr. Suman Negi Mr. A.N. Reddy

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